



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2017-2018, 2018-2019, 2019-2020

ONTARIO-MONTCLAIR SCHOOL DISTRICT



**CDS CODE: 36-67819-0000000
ELEMENTARY DISTRICT**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ontario-Montclair School District

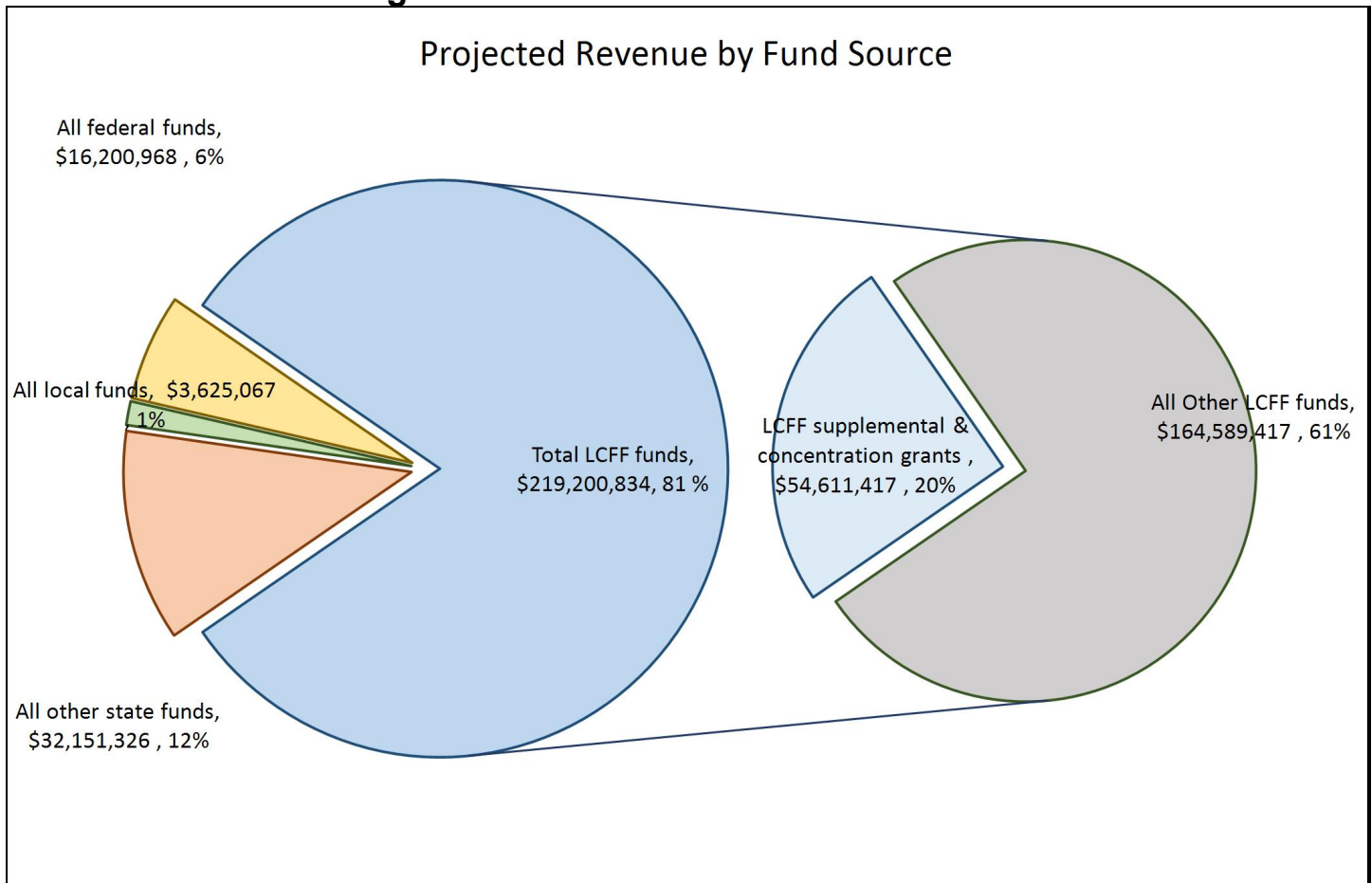
CDS Code: 36 67819 0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

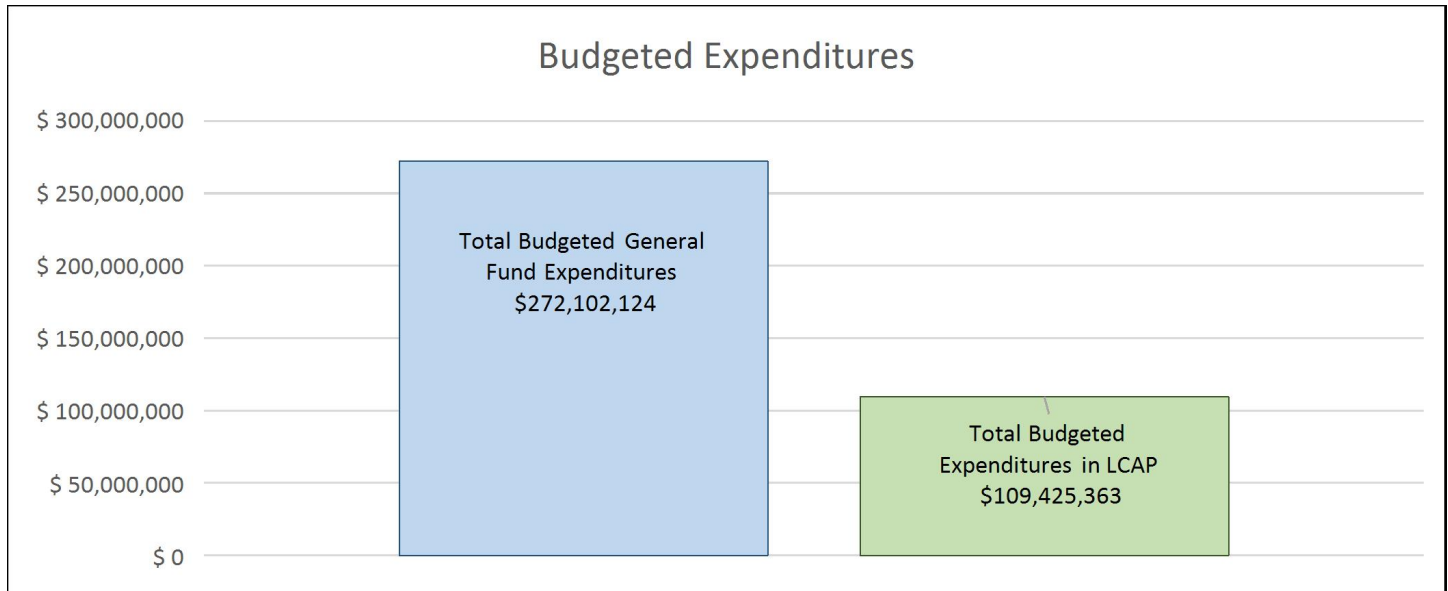


This chart shows the total general purpose revenue Ontario-Montclair School District expects to receive in the coming year from all sources.

The total revenue projected for Ontario-Montclair School District is \$271,178,195, of which \$219,200,834 is Local Control Funding Formula (LCFF), \$32,151,326 is other state funds, \$3,625,067 is local funds, and \$16,200,968 is federal funds. Of the \$219,200,834 in LCFF Funds, \$54,611,417 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ontario-Montclair School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ontario-Montclair School District plans to spend \$272,102,124 for the 2019-20 school year. Of that amount, \$109,425,363 is tied to actions/services in the LCAP and \$162,676,761 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District does not include LCFF allocation to sites, facilities/maintenance, utilities, Special Education in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

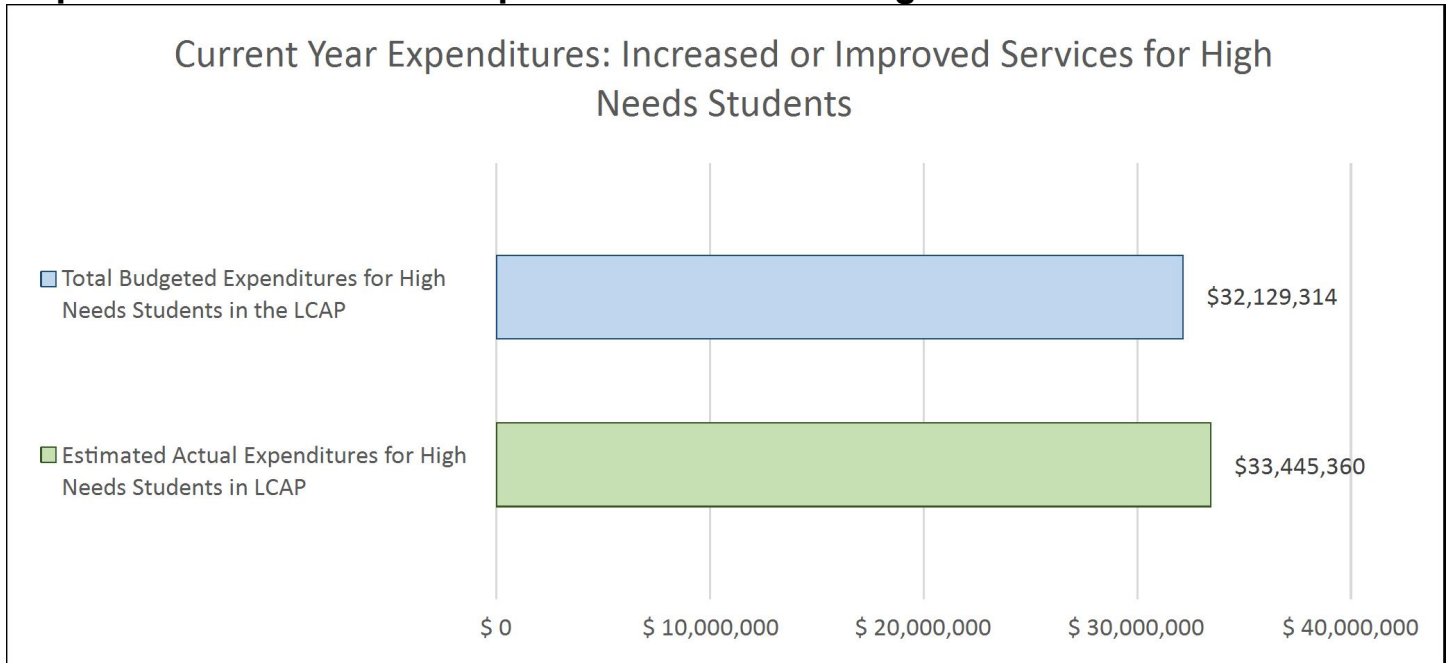
In 2019-20, Ontario-Montclair School District is projecting it will receive \$54,611,417 based on the enrollment of foster youth, English learner, and low-income students. Ontario-Montclair School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ontario-Montclair School District plans to spend \$40,295,993 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The Ontario-Montclair School District has 88.7% unduplicated high need students of the total student population of 20,600 that are currently enrolled. The actions and services in the LCAP that distinguish supports and services are principally directed to and effective in meeting the academic and social-emotional needs of these students are noted under the 'Students to be Served' section. Unduplicated high need students consist of low-income students, English learners and Foster Youth as defined by the Local Funding Formula requirements. Multiple stakeholders participated in the identification of services designed to support the student groups. The District outlines specific actions serving the needs of these students in detail found in section 'Demonstration of Increased or Improved Services for Unduplicated Pupils'.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Ontario-Montclair School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ontario-Montclair School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ontario-Montclair School District's LCAP budgeted \$32,129,314 for planned actions to increase or improve services for high needs students. Ontario-Montclair School District estimates that it will actually spend \$33,445,360 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Ontario-Montclair School District	Tammy Lipschultz Assistant Superintendent, Learning & Teaching	tammy.lipschultz@omsd.net (909) 418-6436

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Ontario-Montclair School District (OMSD), founded in 1884, serves a 26 square mile area which covers most of the city of Ontario, the city of Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in California. More than 20,600 Transitional Kindergarten (TK) through eighth-grade students attend 23 elementary schools, six middle schools, three K-8 schools, and alternative programs. Included in the 32 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to fully immerse in an enhanced specially designed course of study. In addition to serving TK through eighth-grade students, the District also offers preschool. The total number of preschoolers enrolled in the District is 719 students, increasing the total number of students in PK-8th grade served at 21,325. The District employs approximately 2532 staff members that include highly qualified certificated and classified individuals. The District takes pride in supporting parent and community engagement through a variety of communication efforts.

The District's mission statement from the Five Year Action Plan 2016-2021: "Ontario-Montclair School District (OMSD) is committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empower students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships." Our students come from diverse backgrounds and contribute culturally and linguistically to our community as follows:

- 88.7% Unduplicated high need students
- 89.5% Hispanic students
- 88.0% Socio-economically Disadvantaged
- 25.8% English learner students
- 12.4% Special Education students

8.8% Gifted And Talented Education students

1.2% Foster Youth

8.8% Students in Transition (Homeless)

The District is proud to offer our community two California Distinguished schools, eleven Title I Achievement Award Schools, eleven Gold Ribbon Schools, ten Campaign for Business & Education Excellence Schools, four International Baccalaureate World Schools, a GATE magnet, a STEM magnet, two Dual Language Academies, two Arts-integrated Magnets, twelve AVID schools- including three AVID National demonstration schools, two No Excuses University Schools, , three Schools to Watch, one Five Star School, one National STEM recognition, six National Nutrition Grant Schools, two Civic Learning Merit schools, 21 Positive Behavior Intervention System recognition schools, and two Partnership for 21st Century Learning (P21) Exemplar Schools, as well as many other recognized programs.

The statewide Community Engagement Initiative (CEI) has selected six school districts across the state to join the groundbreaking effort to build capacity for meaningful community engagement in California's public schools. The Ontario-Montclair School District is proud it is one of the six districts selected. The CEI is an integral part of California's new statewide System of Support, a key component of the state's accountability system. The California Collaborative for Educational Excellence (CCEE), San Bernardino County Superintendent of Schools (SBCSS), the California Association of Bilingual Educators (CABE), and Families In Schools (FIS) jointly lead the CEI. OMSD, along with the other five districts selected will compose the CEI's inaugural Peer Leading and Learning Network, which will identify and analyze models, metrics, and practices of community engagement in order to help schools, districts, and their communities across the state build their engagement skill and knowledge. The Ontario-Montclair School District possesses a deep, systemic commitment to community engagement and the ability to help the CEI strengthen the capacity of school districts and communities to authentically engage each other in difficult conversations and build trusting relationships.

The District is proud to offer our community two California Distinguished schools, eleven Title I Achievement Award Schools, eleven Gold Ribbon Schools, ten Campaign for Business & Education Excellence Schools, four International Baccalaureate World Schools, a GATE magnet, a STEM magnet, two Dual Language Academies, two Arts-integrated Magnets, twelve AVID schools, two No Excuses University Schools, including three AVID National demonstration schools, three Schools to Watch, one Five Star School, one National STEM recognition, six National Nutrition Grant Schools, two Civic Learning Merit schools, 20 Positive Behavior Intervention System recognition schools, and two Partnership for 21st Century Learning (P21) Exemplar Schools, as well as many other recognized programs.

The District and its schools are committed to "providing a world-class education to students in safe, respectful, and welcoming school environments that empower students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships," as stated in the District's mission statement. The District was approved in 2017 by the State Board of Education to become a single-district Special Education Local Plan Area (SELPA), broadening its capacity to serve its special education students. Since then the District has been meeting the needs and services provided to our Special Education students. The District ensures that students have an instructional experience in facilities that are safe and well maintained, teachers and staff are appropriately credentialed and provided opportunities for professional growth, and resources and infrastructures support a 21st Century learning environment. The District is also proud to offer OMSD students that graduate from Chaffey Joint Unified High School District supports and services to access college through the OMSD Promise Scholars Program. The state's Global 2030 initiative

has been embraced at OMSD with the addition of a Spanish Dual Immersion program at Euclid Elementary School and in 2019-2020 the opening of the first Mandarin Dual Immersion program in the San Bernardino County at Montera Elementary School. These programs, in addition to the flagship Spanish Dual Immersion program at Central Language Academy, expand the opportunities for students to become bilingual and biliterate. The expansion of World Language programs at most middle schools, in particular at De Anza Middle School with the addition of Arabic and Mandarin to their existing Spanish World Language programs in 2019-2020, will enhance student experiences in multiple languages and cultures.

The Ontario-Montclair School District continues to receive accolades at the state and national levels! It prides itself on top scores on assessments in comparison to like school districts in the state. The District is proud that it is one of only seven districts in the county that is not under Differentiated Assistance support as identified by the California Department of Education. This accomplishment is due to the hard working certificated and classified staff and administrators working alongside families and communities to support the best educational experience possible for our students. The District is also proud that the California Schools Dashboard has not identified any school as Comprehensive Support and Improvement for the 2018-2019 school year. The District boasts services and programs to students that serve the whole child and are recognized. These awards and acknowledgments are a true testament to the hard work of our entire team which includes: students, teachers, classified support staff, administrators, parents, and community members.

All District LCAP information can be found by clicking on the 'LCAP Season' logo on the home screen at www.OMSd.net.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

There are a variety of areas which bring pride to OMSD in support of our 'whole child' approach, academically, behaviorally and socio-emotionally. This year the District continued to work to support our students to reach their potential and cultivate academic and social-emotional skills that support their success and preparedness for high school and beyond. The District and school Administrative Leadership Team (ALT) is made up of District and site administrators and managers, worked under the direction of the Superintendent towards the implementation of the Five-Year Action Plan and LCAP Goals moving forward on our commitment to offer a World Class Education for our students.

The Learning & Teaching Division implements initiatives across school sites to support student success in achieving state academic standards. A clearly defined Multi-tiered System of Support District Implementation Plan has been developed which articulates the scale-up plan in place to support all schools in the design and implementation of tiered support for all students. The District Implementation Plan provides both Universal (all schools) and Cohort (select schools) with support to build capacity and technical assistance in Tier I Universal Instruction, Tier II Targeted Instruction and Tier III Intensive Instruction to address the Academic, Behavior and Social-Emotional needs for ALL students. The Universal Track support to all schools included building a culture of inclusive education and cultural proficiency, the development of Leadership Teams and Professional Learning Communities (PLCs) (which will continue next year), a focus on Tier I (Best First) Instruction and increasing parent engagement. Five schools elected to join Cohort I Training and Technical Assistance, which included four days of training/technical assistance, support from an External Coach, access to planning time for both Leadership Teams and PLCs.

An updated data analysis protocol supports the review of student learning progress, across all student groups. Each school site has staff responsible for Instructional Coaching to support educators as they build their capacity within the OMSD Coaching Framework. District Teachers on Assignment (TOAs) provide ongoing support to teachers across a variety of areas including helping teachers with learning early literacy foundations, understanding Next Generation Science Standards (NGSS), AVID (Advancement Via Individual Determination) Institute and trainings, cooperative learning strategies, technology and coding, math and English Language Arts strategies, Spotlight teacher visits, new teacher induction program, designated and integrated English Language Development, supplemental programs and supports for at-risk students, strategies to support Newcomer English learners, Gifted and Talented Education (GATE) certification and Special Education topics. School leadership capacity building for administrators was provided during monthly Instructional Leadership Team Meetings (ILTM) and one-to-one coaching and support from two Regional Directors. The NGSS materials pilot and adoption took place in 2018-2019, as recommended by the list of approved materials from the State Board of Education. The new NGSS materials will be implemented at all school sites in 2019-2020, as approved by the OMSD Board of Trustees. This curriculum will support students in grades TK-8th with NGSS instruction aligned to the California Science Framework. The Instructional Rounds process continued for its third year, where school staff and District directors visit classrooms and learn from one another around a Problem of Practice.

The District's Promise Scholars initiative continues to assist students in understanding the need for education after high school and provides scholarships and guaranteed admission to students who satisfy Chaffey Joint Union High School District's high school graduation requirements. Promise Scholars brings everyone together - students, parents, educators, businesses, and local leaders to introduce kids to the opportunities available after high school and make sure they get on the education pathway to achieve their goals. Promise Scholars also assists families in completing the FASFA (for high school seniors) and provides a curriculum (K-8) and college visitation programs (grades 5 and 8) to OMSD students.

The 2018-2019 school year began with the launch of over a dozen different Mobile Maker Tech Tubs, bringing science, math, engineering, and technology together in integrated, ready-to-go, hands-on lessons for teachers to check out for use in their classrooms. These lessons align with our adopted curriculum and the California State Standards, as student learning is brought to life with Ozobots, green screens, virtual reality, Snap Circuits, and a variety of other technology tools. The district's partnerships with Common Sense Education and Khan Academy continued, providing support to teachers and students in the areas of digital citizenship and math, respectively. Digital Citizenship presentations were brought to parents at 16 school sites during Coffee with the Principal meetings and over 300 teachers across 10 schools received professional development in the use of Digital Citizenship lessons in their classrooms. The EdTech TOAs visited over 90 classrooms during December and January, working with teachers to help guide 2,700 students in celebrating computer science through a variety of coding activities. This year's Robot Rally drew over 350 students and 100 teams to Oaks Middle School to show off their 21st-century skills of communication, collaboration, critical thinking, and creativity as they participated in various competitions, including Follow the Line, Obstacle Course, and Sumo Battles.

Students in OMSD continue to have multiple opportunities to enhance their learning by participating in our Annual Spelling Bee, Math Pentathlon, Science and Engineering Fair, Poetry Day, Art & Food Festival, and Robot Rally. Students also participate in a variety of after-school and weekend sports. Summer school programs and services promote students' activity and engagement in learning between school years, while also providing for sports and arts education. This year, an Extended Day Kindergarten program was continued and a Kindergarten Task Force studied the

impact of this 2-year program. The recommendation of the task force for 2019-2020 presented results to our Board of Education and in the negotiations process it was agreed that OMSD discontinue Extended Day district-wide, and allow individual schools that saw a positive benefit create specialized programs for their site through an MOU and approval process.

New for the 2019-2020 school year, in line with the California Department of Education's Global 2030 Initiative, OMSD will offer expanded language learning programs. In addition to the popular Dual Immersion programs at Central Language Academy and Euclid (with a cohort of kindergarteners in 2018-2019), a new Dual Immersion program targeting Mandarin will begin in August for a kindergarten cohort. Additionally, a World Language exploratory course, featuring Spanish, Mandarin and Arabic will be available for students at De Anza Middle School. The Pathway Seal of Biliteracy was implemented with a total of 168 Kindergarten and 111 8th grade students receiving the Pathway Seal of Biliteracy award at recognition ceremonies at school sites.

Student health, wellness, and nutrition are promoted through nutrition education programs including Harvest of the Month. The District also provides a variety of fresh fruit and vegetable choices daily in our salad bar program. In the 2018-2019 school year, we began our first farm to fork program purchasing strawberries direct from the grower and serving less than 24 hours after harvest. The District boasts that 11 OMSD schools have been designated as USDA Healthier US Schools at the Gold and Silver levels. Mental health and case management services are provided to students and their families to help promote wellness and a stable environment that attributes to the student's overall ability to learn. Mental health and case management services are provided to students and their families to help promote wellness and a stable environment that attributes to the student's overall ability to learn. Ongoing teacher and staff professional development on Positive Behavior Interventions and Supports (PBIS), social-emotional and behavioral workshops for parents, and Restorative Practices training for staff was provided. Currently, a total of 16 school sites are recognized as PBIS Gold Level and 5 are recognized as Silver Level. A full-service Community Center at Linda Vista houses a partnership with a medical center and offers students full mental health and case management services for families. Our efforts are designed to remove barriers to learning and social-emotional issues. New in the 2018-19 school year was an expansion to include a variety of dental care programs for students.

In the 2018-2019, school year OMSD SELPA Local Plan has expanded the continuum of placements in services for students with special needs. The autism program has been extended to Vernon Middle School to offer students a transition into secondary. OMSD provides students 0-3 years of age home based specialized academic instruction and any related services as determined by the IEP. The Special Education Procedural Manual is revised annually and provided to each school site to include any changes in State and Federal Law, as well as district adopted policies. For the second consecutive year, the SPED Department has created and published a Professional Development Catalogue to inform staff training options to meet individual staff needs. Teachers, parents, and district staff were offered professional development opportunities across topics based on meeting the educational and behavioral needs of Special Education students. Each year the SPED Department holds various Extended School Year (ESY) programs – Autism, Social Skills, Intensive Reading Workshop (IRW), Mild-Moderate SDC, and Moderate-Severe SDC. Approximately 250 students are serviced each summer.

The District recruits highly qualified teachers and staff through outreach efforts designed to attract quality personnel for vacancies and hard-to-fill positions. Such efforts have included District presence at various job fairs, enhancing compensation packages through the negotiations process, and job compensation studies among surrounding districts. Additionally, the District continues to establish partnerships with local Universities to provide tuition incentives with the dual benefit of

program enrollment for the university and student teaching/clinical hours/job placements for students. The District entered into a grant partnership with San Bernardino County Superintendent of Schools and the California Department of Education in 2018 to provide teachers in OMSD an opportunity to acquire a Bilingual, Cross-cultural, Language and Academic Development certificate to support the District's need to staff qualified teachers in their Dual Immersion magnet programs. OMSD's Teacher Induction program underwent a rigorous reauthorization process and not only passed with flying colors, but has been recommended as an 'exemplary program' in the state.

Our stakeholder input process is robust and supports the annual revision and development of our LCAP. This year, online interactive input revolved around a simple question: "What are some things we are doing well within our District and schools and what are some things we can do to improve?" The following key themes were identified by stakeholders as topics of interest in the development of this LCAP: Safety and Security, Food and Nutrition, Teachers and Staff, Technology and Academic Support and Intervention. Among the key themes identified, attention from our stakeholders continued from 2018 into 2019 around the area of Safety and Security. This year, the District responded with the implementation of a comprehensive plan. A Campus Safety Lead position was created along with Campus Safety Officer positions whose responsibilities are to increase safety across the school sites. A system of front office visitor check-in was successfully implemented at all school sites. Enhanced security measures continue to be our priority. Increased collaboration among our community partners such as the Ontario and Montclair Police Departments support coordinated efforts in the area of increased security and responsiveness. These efforts reinforced our commitment to keeping our students and staff members safe. Our stakeholders also expressed increased thoughts around student access to Technology from the survey results comparing 2018 to 2019. In response, the LCAP continues to remain focused on improving technology access to our students. Over 2500 additional student technology devices were purchased so that student to device ratio is 1.5 to 1 (from 2:0 to 1 in 2018), at K-8 schools the student to device ratio is 1 to 1 (from 1.5 to 1 in 2018), and in 6-8 and 7-8 schools the student to device ratio is 1.3 to 1 (from 1.5 to 1 in 2018). Students and teachers have greater access and engage with 21st Century digital platforms more frequently. Extensive stakeholder engagement was provided around each of our four LCAP Goals and resulted in identifying several key themes that represent our community's main areas of priority for the upcoming 2019-2020 school year. Additional information around the robust LCAP Stakeholder Engagement process is included in the Stakeholder Engagement section of the LCAP.

The District's LCAP is centered around four distinct goals which reflect California's eight State priorities. These priorities include: Basic Services, Implementation of State Standards, Broad Course of Study, Student Achievement, Parent Engagement, School Climate, Other Outcomes, and Student Engagement and are identified on the Goals, Actions & Services section in the LCAP for each of OMSD's four goals. LCAP goals 1, 2, and 3 remain unchanged for the 2019-2020 school year. Because the District recognizes that a child may have individuals that care and provide love and support to them which include caregivers other than parents, the language in goal 4 was modified slightly. Many children are in homes where individuals other than parents raise them, such as foster parents, guardians, extended family members and alternative family structures. Therefore, the fourth LCAP goal will substitute the word 'family' in place of the word 'parent'.

The four OMSD LCAP goals for 2019-2020, the third year of its three-year 2017-2020 LCAP plan are:

Goal 1 – OMSD will ensure that highly qualified staff is trained to use materials and resources aligned to California State content standards and that instruction will take place in clean and safe facilities.

Goal 2 – OMSD will ensure that all students demonstrate progress in academic achievement through an instructional program aligned to the California State standards and frameworks with materials, resources, and staff professional development that integrate technology, over a broad course of study within a Multi-Tiered System of Supports.

Goal 3 – OMSD will ensure that individual student needs are met through a Multi-Tiered System of Supports designed to foster student academic and social-behavioral engagement with peers, staff, and the community.

Goal 4 – OMSD will support student learning and wellbeing through family engagement efforts to seek consultation and input into the decision-making process, promote meaningful family participation in their child’s learning and enhance our community partnerships

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

According to the Fall 2018 California School Dashboard, Ontario-Montclair continues to be at the ‘yellow’ performance level in all areas. The English Language Arts academic indicator Distance from Standard increased 8.7 points which equates to 20.6 points below standard, with all student groups in the Increased or Maintained categories. The Mathematics academic indicator Distance from Standard increased 9.3 points which equates to 48 points below standard, with all student groups in the Increased or Maintained performance levels except Foster Youth. Chronic Absenteeism was in the ‘maintained’ category with an increase of just 0.1% to 7.7% of students. Suspension rate was also in the ‘maintained’ category with a decline of 0.1% to 2.4% of students.

Progress was attributed to the continued implementation of the Local Control Accountability Plan, some highlights below contributed directly to the results above:

- Ongoing high-quality professional development provided to teachers and instructional staff to support best first instruction in ELA and math through face-to- face

trainings, coaching and job-embedded supports.

- Professional development provided to teachers and instructional staff on meeting the needs of English learners and Students with Disabilities.
- Resources and supplemental instructional programs for students.
- Structured Teacher Planning Time (STPT) around formative student data on release days for teachers to review and respond to data analysis and inform instruction.
- Dedicated certificated and classified staff committed to student wellbeing and academic progress.
- Multi-Tiered System of Support (MTSS) Implementation - Districtwide Universal Track and Cohort track aligned to the District MTSS Implementation Plan rollout designed to improve

access and equity for all students through systems of academic and behavioral supports and interventions.

- Capacity building of administrators during monthly Instructional Leadership Team Meetings, Regional Director support, 'Leadership Matters' series, Instructional Rounds, Professional Learning Communities and coaching support.
- Magnet programs across the District to support enrichment and access to a broad course of study.
- Dedicated technology professional development for instructional staff and investment in 21st Century Learning initiatives.
- Safe and secure learning environments for students.
- Implementation of intervention school plans and programs to address the needs of struggling readers.
- College and career focus through Advancement Via Individual Determination (AVID), International Baccalaureate (IB), and other distinctive programs.
- Promise Scholars foundation to support college awareness, family support and student scholarships.
- Standards-based content materials and resources for all students in all content areas.
- Social emotional supports through Positive Behavior Intervention and Support (PBIS), Restorative Practices and full service collaboratives to support crisis management, basic needs, case management and mental health.
- Robust family and community engagement in shared decision-making with educators to meet the needs of the whole child.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

An achievement gap of two or more performance levels has been identified for the Foster Youth student group (54 students) in the area of Mathematics ('red' performance level) and African American in the Suspension Rate indicator ('red' performance category). The District's plan to address these groups are described in the next section "Review of Performance Gaps".

The following student groups have earned the 'orange' performance level in the identified metric on the Fall 2018 California School Dashboard, one performance level below the District:

- English Language Arts: English Learners (6,366 students), Foster Youth (48 students), Students with Disabilities (1,840 students)
- Mathematics: American Indian (76 students), English Learners (6,367 students), Students with Disabilities (1,841 students)
- Chronic Absenteeism: African American (570 students), Students with Disabilities (2,908 students), Homeless (2,813 students)
- Suspension Rate: Foster Youth (220 students), Two or More Races (279 students), Students with Disabilities (2,956 students), and White (700 students).

Four student groups, Foster Youth, Two or More Races, Students with Disabilities and White are in the 'orange' category on the California Schools Dashboard with all either 'maintaining' or 'increasing' from last year's performance level. The District will continue its efforts in meeting the needs of these

student groups by focusing on instructional pedagogy through administrative capacity around implementing consistent use of Learning Targets and increase Title I funding allocation to school sites for the purpose of intervention programs to address the needs of identified student groups. Grade level release days will focus attention on the ALL student group and student groups that have achievement gaps so appropriate and timely instructional decisions can be made. Implementation of deeper data analysis of Students with Disabilities, English learners, Foster Youth and American Indian will be made at the District and site levels early in the academic year and progress monitored closely using multiple measures. Instructional Rounds will continue at all school sites to inform site level planning and professional growth. Problem of Practice for Instructional Rounds will have a focus on Learning Targets in addition to site initiatives. Regional Directors work one-on-one with each school administrative team to monitor individual student progress and provide administrative coaching and support designed to improve student achievement.

The District's Multi-Tiered System of Support will continue to aligning the efforts of the District and the school sites to meet the needs of all students within a strengths-based system where key effective practices can inspire other pockets of success around the District, in all areas of student learning, family and community engagement and social-emotional health. New Cohort two schools will be trained in 2019-2020 while Cohort one schools receive additional training and planning days. All schools will continue building their understanding of MTSS through the Universal Track and MTSS Communication Loop outreach. Continued implementation of PBIS and expansion of Restorative Practice will increase students' engagement in school while at the same time implementing alternative discipline methods to suspension. An implementation study group around the area of Cultural Proficiency will continue to support capacity building among staff in the District to address student groups that need extra support in the area of school connectedness to remain focused and engaged in school.

Chronic absenteeism will be focused on through individual school attendance goals, SARB meetings, SARC meetings and principal meetings with the Director of Child, Welfare on an ongoing basis. Additional work with PBIS and Restorative Practices will support student's feelings of school connectedness and engagement.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

An achievement gap of two or more performance levels has been identified for the Foster Youth student group (54 students) in the area of Mathematics ('red' performance level) and African American group (602) in the Suspension Rate indicator ('red' performance level).

In the area of mathematics, the District will help school sites identify Foster Youth students in need of intervention supports by color coding student data reports. During Structured Teacher Planning Team meetings, the Foster Youth student data fields will be populated to help teachers have targeted data discussions around their instructional needs. Schools will work with their Regional Director to conduct intake meetings when a Foster Youth student enrolls so appropriate home-school connections can be made to identify any academic or social-emotional needs the student may have.

Mental health and case management services are provided to homeless and foster youth and their families to ensure social-emotional health and academic success. Each identified Foster Youth

student is tracked for appropriate educational placement and provided with social/emotional support. District staff attends two county meetings per month which address the needs of Foster Youth, including field trips, career preparation, and community resources. Homeless liaison attends a yearly state-sponsored meeting and county meetings that are offered. All students who are identified as Foster youth or homeless are enrolled without delay and are given immediate support such as transportation, meals, and access to all services and activities.

Increased attention will be made to ensuring equity and access among all student groups through the MTSS District Implementation Plan, monitoring student academic progress and social-emotional support. The Suspension Rate is in the 'red' performance level for African American student group which includes 602 students. For 2019-2020, a new focus will be implemented to meet the needs of our African-American students by deeply identifying institutional barriers, changing mindsets and identifying other root causes. Consideration of a parent advisory for African American parents is being made with final recommendations pending stakeholder input. An implementation study group around the area of Cultural Proficiency will continue to support capacity building among staff in the District to address student groups that need extra support in the area of school connectedness to remain focused and engaged in school. Continued efforts on developing the District's Multi-Tiered System of Support will support aligning the efforts of the District and the school sites to meet the needs of all students within a strengths-based system where key effective practices can inspire other pockets of success around the District, in all areas of student learning, family and community engagement and social-emotional health.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The Ontario-Montclair School District is proud to report that none of its 32 schools have been identified as Comprehensive Support and Improvement (CSI) for the 2018-2019 school year.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

While currently the District has no schools in Comprehensive Support and Improvement (CSI), it has been developing successful support systems for schools and is poised to support identified schools in the future.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

While the Ontario-Montclair School District recognizes that none of its 32 schools have been identified as Comprehensive Support and Improvement (CSI). The District is focusing attention on the strong implementation of Multi-tiered System of Support which currently is following a careful cohort of schools model of growth while at the same time enhancing the Universal Track all schools participate. The Universal Track prepares all schools to identify best practices in the area of both

Academic and Behavioral tiered support for ALL students. This approach to supporting schools will provide any future identified school with a system upon which to receive targeted support from the District which includes dedicated coaching, professional development, continuous improvement, site planning and leadership release time to support a strength based school improvement model.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will receive instruction conducive to learning by appropriately credentialed teachers and highly qualified support staff, with ongoing professional development support, with materials and resources aligned to California State Standards in clean and safe facilities that are maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Mis-Assign Report</p> <p>18-19 100% Teachers</p> <p>Baseline 100% Teachers</p>	<p>100% Teachers</p>
<p>Metric/Indicator English Learner Teaching Authorizations</p> <p>18-19 100% Teachers</p> <p>Baseline 100% Teachers</p>	<p>100% Teachers</p>
<p>Metric/Indicator Facilities Inspection Tool (FIT)</p> <p>18-19 0% Extreme Deficiency</p> <p>Baseline</p>	<p>0% Extreme Deficiency</p>

Expected

0% Extreme Deficiency

Metric/Indicator

Student Access to California Content Standards aligned materials

18-19

100%

Baseline

100%

Actual

100% of Students Access Standards Aligned Materials

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.00

Planned
Actions/Services

Conduct regular salary comparability studies to recruit and retain highly qualified teachers, instructional support staff, classified support staff and administrative staff through recruitment fairs, incentives, and pre-employment assessments.

Actual
Actions/Services

All students received instruction conducive to learning by appropriately credentialed teachers and highly qualified support staff, with ongoing professional development support, with materials and resources aligned to the California State Standards in clean and safe facilities that are maintained and in good repair. The District expanded University Partnerships that currently include University of La Verne, Cal State San Bernardino, Cal Poly Pomona, National University to include Cal State Northridge, Concordia University to provide online programs, tuition reductions and student teacher placements within OMSD. OMSD actively recruits by attending job

Budgeted
Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits
- Services/Operating Systems

LCFF \$17,454,275

Estimated Actual
Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits
- Services/Operating Systems

LCFF \$17,449,788

fairs at these universities, along with local city and county diversity fairs.

Action 1.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure all teachers have English learner credential authorizations.</p>	<p>All teachers have English learner credential authorizations. Credentialing Analysts work closely with teacher candidates and the California Commission on Teacher Credentialing (CCTC) to ensure that teachers have appropriate clearances and are fully credentialed. Mentors have been assigned as needed to ensure that any teacher under an emergency credential has the appropriate guidance. New stipends were put into place to incentivize more seasoned teachers to serve as mentors.</p>	<ul style="list-style-type: none"> • Classified Staff • Benefits <p>LCFF \$5,080</p>	<ul style="list-style-type: none"> • Classified Staff • Benefits <p>LCFF \$5,278</p>

Action 1.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide elementary administrators to support student engagement in school, academic and social-emotional monitoring, student and school safety.</p>	<p>Elementary administrators were staffed at each of the 26 elementary and K-8 school sites. These individuals provided direct support to improving student's academic programs, instructional implementation, staff professional development, social-emotional student support and maintaining student and school safety.</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits <p>LCFF \$4,194,493</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits <p>LCFF \$4,219,158</p>

Action 1.03

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Provide additional certificated and classified staff to schools to support services and programs that target low income, English learners and Foster Youth students.

Actions/Services

A salary study was conducted and compensation modification was considered to attract and retain quality staff for difficult to fill positions. Human Resources queried surrounding districts for compensation on all teacher groups. Additional certificated and classified staff were provided schools to support services and programs that target low income, English learners and Foster Youth students. Capacity training with internal staff was provided using county and state programs to triage services by using a universal identifier.

Expenditures

• Certificated Salaries
• Classified Salaries
• Benefits
LCFF \$4,085,073

Expenditures

• Certificated Salaries
• Classified Salaries
• Benefits
LCFF \$3,334,630

• Certificated Salaries
• Benefits
Title I \$2,909,357

• Certificated Salaries
• Benefits
Title I \$4,125,342

Action 1.04

**Planned
Actions/Services**

Ensure staffing of Special Education teachers, instructional support staff, school psychologists, specialists and other personnel to support programs and services for Students with Disabilities.

**Actual
Actions/Services**

The District continues to support Special Education programs by helping teachers complete their preliminary teaching credential through internship programs issued by institutions of higher education in order to fill needed positions.

**Budgeted
Expenditures**

• Certificated Salaries
• Classified Salaries
• Benefits
SPED \$30,835,757

**Estimated Actual
Expenditures**

• Certificated Salaries
• Classified Salaries
• Benefits
SPED \$30,152,134

Action 1.05

**Planned
Actions/Services**

Support new teachers in obtaining a clear credential through a comprehensive teacher induction support program for general education and education specialist.

**Actual
Actions/Services**

Sixty teachers participated in the OMSD Teacher Induction Program, including both general education and special education teachers. The OMSD Induction Program has been realigned to

**Budgeted
Expenditures**

• Certificated Salaries
• Benefits
• Books and Supplies

**Estimated Actual
Expenditures**

• Certificated Salaries
• Benefits
• Books and Supplies

	<p>meet the new standards and the program underwent a rigorous state accreditation visit in January 2019 and was commended as an exemplary program.</p>	<ul style="list-style-type: none"> • Services/Operating Systems <p>LCFF \$348,588</p>	<ul style="list-style-type: none"> • Services/Operating Systems <p>LCFF \$268,903</p>
			<ul style="list-style-type: none"> • Certificated Salaries • Benefits <p>SPED \$75,864</p>

Action 1.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, and social emotional well-being.</p>	<p>The District has diligently worked to promote a safe and effective learning environment for our students and staff. Through various funding sources, including the Measure K Bond, projects completed to date include: the installation of a visitor security management system at all 32 schools which provides access to multiple registered offender databases; upgrading drinking fountains districtwide; installation of upgraded perimeter fencing at 23 sites; upgrading of security cameras system at six middle schools; security barrier modifications to the entrances at two schools.</p> <p>Projects underway include construction of two Wellness, Arts & Technology Centers; seismic retrofitting at Euclid Elementary and Central Language Academy. Projects planned for completion within the next 12 – 18 months include: installation of upgraded</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Materials and Supplies • Services/Operating Systems • Capital Outlay <p>Restricted Maintenance Account \$7,784,630</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Materials and Supplies • Services/Operating Systems • Capital Outlay <p>Restricted Maintenance Account \$8,484,465</p>

perimeter fencing at the District's remaining ten schools; seismic retrofitting of two additional schools; construction of two additional Wellness, Arts & Technology Centers; expanded parking at one school; play field restoration at four schools.

Action 1.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance and maintain school and District facilities to support instruction and technology use.	District PBX Telephone system was replaced at all locations. The current PBX Telephone system is in excess of 30 years in age and parts are difficult to find as the original manufacturer is no longer in business. The District will replace the obsolete Nortel PBX with a modern state of the art CISCO VOIP system during the 2019-2020 School Year.	<ul style="list-style-type: none"> Services/Operating Systems LCFF \$1,600,000	<ul style="list-style-type: none"> Services/Operating Systems LCFF \$1,706,281

Action 1.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain, Increase, and upgrade student and staff devices to increase access to digital educational resources.	The District increased the number of student devices by 3,000 student devices and upgraded/maintained staff devices to foster access to online digital educational resources. To continue the investment in technology, the District lowered the student/device target ratios once again reflected in the new targets: K-5 and K-6 schools:	<ul style="list-style-type: none"> Materials and Supplies LCFF \$247,825	<ul style="list-style-type: none"> Materials and Supplies LCFF \$1,372,022

Student to Device Ratio: 1.5 to 1
(from 2:0 to 1)

K-8 schools:
Student to Device Ratio: 1 to 1
(from 1.5 to 1)

6-8 and 7-8 schools:
Student to Device Ratio: 1.3 to 1
(from 1.5 to 1)

Action 1.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Technology Teachers on Assignment and site Information Systems Support Techs to support digital literacy professional development, access to curriculum embedded technology and use in the classroom.	District level Teachers-on-Assignment provided support and professional development on digital literacy and on technology related to the adopted curricula. Professional development included both districtwide sessions and school-based support, with an emphasis on curriculum support, and the use of digital assessments to drive instruction. Additional professional development supports included coding, robotics, digital literacy, and the use of mobile makerspace tubs. A self-assessment through the Future Ready initiative was continued to support a quality digital learning implementation districtwide.	<ul style="list-style-type: none"> Classified Salaries Certificated Salaries Benefits <p>LCFF \$1,702,820</p>	<ul style="list-style-type: none"> Classified Salaries Certificated Salaries Benefits <p>LCFF \$1,531,394</p>

Action 1.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student access to standards based textbooks across	100% of OMSD students have access to standards-based,	<ul style="list-style-type: none"> Books and Supplies 	<ul style="list-style-type: none"> Books and Supplies

content areas, including the new History/Social Science District adoption in grades 6-8 and the NGSS pilot and adoption.

adopted textbooks in all content areas, including ELA/ELD and Math materials, as evidenced by our annual Williams Act reporting. A new History-Social Science adoption aligned to the new California framework was purchased and implemented in grades 6-8 during the 2018-2019 school year. A districtwide pilot of new Science materials aligned to the California framework and the Next Generation Science Standards (NGSS) informed the most recent April 2019 adoption of a standards-based curriculum in grades K-8. Full implementation of the newly adopted NGSS materials will begin during the 2019-2020 school year in grades K-8, including teacher and administrator trainings.

- Services/Operating Systems

Lottery/LCFF \$6,581,000

- Services/Operating Systems

Lottery/LCFF \$5,961,587

Action 1.11

Planned Actions/Services

Conduct ongoing comparable salary study at industry rates to recruit and retain nursing and health school staff to support student wellness.

Actual Actions/Services

Ongoing comparable salary study at industry rates was conducted to recruit and retain nursing and health school staff to support student wellness. District policy was enhanced to increase nursing staff to student ratios and create a new job description. New teacher mentor stipends were created to further incentivize existing teachers to mentor new SPED teachers who support SPED students.

Budgeted Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

LCFF \$2,144,938

Estimated Actual Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

LCFF \$2,234,058

Action 1.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain Speech Language Pathologist salary schedule to ensure adequate staffing, increase Speech Language Pathologists and Occupational Therapist and Assistant positions.</p>	<p>Speech Language Pathologist salary schedule was maintained to ensure adequate staffing and increase Speech Language Pathologists and Occupational Therapist and Assistant staff. Trained Certificated Speech Language Pathologists mentored incoming on-waiver SLPs to meet staffing demands. Paraprofessional support was enhanced through the creation of a Registered Behavior Technician position. Recruitment measures were increased and enhanced to meet the expectations of robust SELPA student services, such as Physical Therapy, Vision, and Hearing services for students with Special Needs.</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits <p>SPED \$6,174,452</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits <p>SPED \$6,500,114</p>

Action 1.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain extended day kindergarten to meet the needs of low income, English learner and Foster Youth students by increasing their instructional minutes per day from a half-day model.</p>	<p>A two-year study was conducted, and the Extended Day Kindergarten program will be discontinued in 2019-2020. However, instructional programs and supports for kindergarten students maintain at the same level of rigor sustained prior to the implementation of Extended Kindergarten.</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits <p>LCFF \$686,863</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits <p>LCFF \$635,901</p>

Action 1.14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain class size ratio of 26:1 in grades TK, 1, 2, 3 and at 24:1 in kindergarten, with additional staff.

Class Size Ratios of 26:1 in grades TK-3, and 24:1 in Kindergarten with additional staff were maintained. Embedded TK-3 ratios as defined in the Certificated contract were adhered to. Kinder ratios were driven by site-based programs and varied from site to site.

- Certificated Salaries
- Benefits

LCFF \$5,690,323

- Certificated Salaries
- Benefits

LCFF \$7,307,077

Action 1.15

Planned Actions/Services

Provide additional staff at school sites to support student safety and wellbeing and at the District office to coordinate safety supports Districtwide.

Actual Actions/Services

A Campus Safety Lead position was created along with Campus Safety Officer positions whose responsibilities are to increase safety across the school sites. A system of front office visitor check-in was successfully implemented at all school sites. Staff received additional Active Shooter Training.

Budgeted Expenditures

- Classified Salaries
- Benefits

LCFF \$475,210

Estimated Actual Expenditures

- Classified Salaries
- Benefits

LCFF \$441,742

Action 1.16

Planned Actions/Services

Provide general education transportation to promote access to school, maintain and increase attendance and ensure student safety to and from school.

Actual Actions/Services

General education transportation was provided to over 200 students on average throughout the year.

Budgeted Expenditures

- Classified Salaries
- Benefits
- Books and Supplies
- Services/Operating Systems

6000-6999: Capital Outlay LCFF \$1,284,132

Estimated Actual Expenditures

- Classified Salaries
- Benefits
- Books and Supplies
- Services/Operating Systems
- Capital Outlay

LCFF \$825,316

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District continues to implement actions and services in Goal 1 focused on the state priority of providing Basic Services. OMSD works to provide structures and systems to promote students' access to basic conditions of learning and are implemented to fidelity. The Human Resources Division continues to evaluate positions that are considered 'hard to fill' and create incentive programs through university partnerships, tuition reimbursement, and salary comparability studies. The District strives to attract the best possible educators to support our students. Additional certificated and classified staff were provided to schools to support services and programs that target low income, English learners and Foster Youth students. Capacity training with the internal staff was provided using county and state programs to triage services by using a universal identifier. The current compensation package falls within the upper 60% range of comparable districts. A Districtwide focus on student safety also prompted additional positions to include a Lead Campus Safety Officer and site level Campus Safety Officers. These staff members coordinated safety services to the middle schools and feeder elementary schools to support an ongoing focus and attention on campus safety. Student safety and security is our utmost concern as evidenced by our Stakeholder input. Our District implemented a system of comprehensive screening of campus visitors and staff training on safety and security.

Under the Learning & Teaching Division, new teachers are provided comprehensive support. The OMSD Induction Program focused on the new shifts under the Commission for Teacher Credentialing which focus around individualized support has been implemented. Ontario-Montclair School District is supporting all teachers who hold a Preliminary multiple subject, single subject, mild/moderate, moderate/severe, or early childhood education credential as they complete the state requirements within a 2-year Induction Program. A total of sixty teachers participated in the induction program including both general education and special education teachers. The induction program has been realigned to meet the new standards in the seven-year state accreditation cycle with a validation visit from the Commission on Teacher Credentialing in January 2019. The program received statewide recognition for its exemplary program.

This year the District added 3000 additional new laptops for student use, improving the student to device ratios in K-8, middle and elementary schools. Obsolete classroom projectors are replaced on an ongoing basis. The internet bandwidth was upgraded 10-fold which has resulted in faster connectivity for staff and student learning and state assessments. All students in all classrooms have access to standards-based, adopted textbooks in all content areas including ELA/ELD, Math, Science, and Social Studies. A focus on building teacher capacity on integrating technology into student learning was continued with the technology teachers-on-assignment. These initiatives validate the stakeholder input in the area of Technology and student learning. A Districtwide 6-8 grade implementation History-Social Science (HSS) materials aligned to the new California framework was accomplished. A Next Generation Science Standards (NGSS) instructional materials pilot and the adoption process were completed for grades K-8 with full implementation of those materials in 2019-2020.

Stakeholder input around the area of class-size reduction was shared from parents and teachers. The District reports that it has lower classes in grades TK-3 than the state-required ratios. The state student to teacher ratios are as follows: TK-K 31:1, grades 1-3 30:1. In

support of early foundational literacy and reading by 3rd-grade initiative, at OMSD the student to teacher ratios are as follows: TK-K 26:1, grades 1-3 26:1. The District and state ratios for grades 4-8 remain consistent with one another at 31.5:1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All measures of the implementation of Goal 1 were maintained at 100% of the Annual Measurable Outcomes reported above. As a result of ongoing efforts across all divisions the effectiveness of the actions/services for this goal attributed to the metrics that were achieved again this year. Our District maintains 100% of teachers are appropriately assigned, credentialed and have English learner authorizations as evidenced on the District's Mis-Assignment Report, state and federal guidelines and county audits. The District supports certificated staff that desire to acquire a Bilingual Teacher Professional Development Program (BTPDP) credential through a grant with San Bernardino County Superintendents of Schools (SBCSS). This year, classified staff had the opportunity to learn ways the BTPDT Grant can provide them access to entering a teaching preparation program at a reduced cost. The OMSD Induction Program provides participating general and special education teachers with high quality professional development, individualized learning experiences, self-reflection, and support to assist them in meeting the requirements necessary to obtain a Professional Clear Teaching Credential. For the past four years, 100% of new teachers enrolled in the Ontario-Montclair School District Induction Program successfully completed the Induction requirements and obtained their clear credential. According to the state validation visit this year, OMSD Induction received an exemplary program recognition among all induction programs across the state. Parents overwhelmingly responded that they have seen increased technology usage and devices at schools. The county audit of facilities has resulted in another year where 0% of Extreme Deficiencies were reported. The District and school facilities are safe, well maintained, in good repair, clean and conducive to learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures is explained below:

Action 1.03 Provide additional certificated and classified staff to schools to support services and programs that target low income, English learners and Foster Youth students - sufficient certificated and classified staff was hired and maintained to provide services and programs to students.

Action 1.06 Enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, and social emotional well-being - additional expenditures were made to support this action.

Action 1.10 Provide student access to standards based textbooks across content areas, including the new History/Social Science District adoption in grades 6-8 and the NGSS pilot and adoption - budget over exceeded the actual purchase.

Action 1.16 Maintain class size ratio of 26:1 in grades TK, 1, 2, 3 and at 24:1 in kindergarten, with additional staff - additional staff was provided to reduce class size ratio below the state requirement in grades K-3.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the input from stakeholders and the result of the analysis of the implementation of actions in Goal 1 above, there are some modifications, new actions and greater encumbrance of the District's budget into the LCAP for the 2019-2020 school year. Stakeholder input has resulted in maintaining resources towards student safety and increasing technology student devices. Overall, Goal 1 contains the District's program that primarily addresses State Priority 1: Basic Services. All expected annual measurable outcomes were met as stated in the analysis section above. The District continues to ensure solvency by planning around the impact of declining enrollment and increased retirement commitments. Adjustments such as the hiring of temporary teachers and intentional staffing considerations assure student programs and services to students are maintained while ensuring conservative approaches to the allocation of resources.

Overall, the District considered the recommendation to districts on LCAP development offered by the San Bernardino County Superintendent of Schools to include greater allocation of the District's budget reflected in the LCAP and also to consider existing services that already support the use of Concentrated and Supplemental services principally designed for low income, Foster Youth and English learner students.

Changes in Goal 1 Actions, Services and Budget estimates from 2018-2019 to 2019-2020 are reflected below and can be found in the Goals, Actions & Services section for Goal 1 in the LCAP.

- 1.00 - Regularly conduct a salary study to recruit & retain highly qualified teachers & staff - Budget modified.
- 1.02 - Elementary administrators support student engagement, academic & social-emotional monitoring, & student safety - Budget modified.
- 1.03 - Additional staff to support LI, EL & FY student programs - Budget modified.
- 1.04 - Ensure SPED staff to support programs & services - Budget modified.
- 1.05 - Provide comprehensive teacher induction support program - Action and Services principally designed to support low-income students and support new teachers. - Budget modified.
- 1.06 - Enhance, repair, & maintain school & District facilities - Budget modified.
- 1.07 - Enhance & maintain facilities to support technology use - Budget modified.
- 1.08 - Maintain, increase, & upgrade student & staff devices - Additional funding from \$247,825 to \$878,465 to support technology expansion and maintenance.
- 1.09 - Technology Teachers on Assignment & IS Support Techs - Budget was modified. Title II resources added.
- 1.10 - Maintain student access to standards-based textbooks across content areas (including new NGSS materials K-8) - Budget modified. Actions/Services modified to Provide student continued access to standard based textbooks across all content areas. Implement the 2019 NGSS textbook adoption.
- 1.13 - Discontinue extended day kindergarten - A focus group study determined, along with stakeholder input, that the Extended Day Kindergarten will be discontinued in 2019-2020. However, instructional programs and supports for kindergarten students maintain at the same level of rigor sustained prior to the implementation of Extended Kindergarten.
- 1.14 - Maintain 24:1 student to teacher ratio in Transitional K and Kindergarten grades - Budget modified.
- 1.15 - Additional school site staff to support student safety & wellbeing - Budget modified.

1.16 - Provide general education transportation to promote school access, increase attendance, & ensure student safety - Budget modified.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All students will demonstrate progress in academic achievement through an instructional program aligned to the California State standards and frameworks with materials, resources, and staff professional development that integrate technology, over a broad course of study (English Language Arts, English Language Development, History-Social Science, Math, Science and other content areas) within a Multi-Tiered System of Supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA 18-19 19 Scaled Points Below Level 3 Baseline 35.4 Scaled Points Below Level 3	Actual 20.6 Points Below Standard
Metric/Indicator CAASPP Math 18-19 48 Scaled Points Below Level 3 Baseline 60 Scaled Points Below Level 3	Actual 48 Points Below Standard
Metric/Indicator	Baseline 23% of English learners at Level 4

Expected

English Learner Progress Indicator (ELPI)

18-19
Set Baseline due to ELPAC Transition

Baseline
71.1%

Metric/Indicator
Reading Inventory (RI)
Gr. 2nd – 8th

18-19
February 2019
49%

Baseline
February 2017
39%

Metric/Indicator
Reading Inventory (RI)
Gr. 3rd

18-19
February 2019
55%

Baseline
February 2017
45%

Metric/Indicator
Foundational Skills Mastery Assessment
Gr. 1st – 3rd

Actual

February 2019 Actual 41% of Students at Proficient or Above
Metric deleted for 2019-2020

February 2019 Actual 45% of Students at Proficient or Above

February 2019
Grade 1: 56.8%
Grade 2: 42.9%

Expected

Actual

18-19
February 2019
Gr. 1-52.5%
Gr. 2-48.7%
Gr. 3-46.6%

Baseline
February 2017
Gr. 1 - 42.5%
Gr. 2 - 38.7%
Gr. 3 - 36.6%

Metric/Indicator
ESGI Sight Word Recognition
Gr. TK-K

18-19
February 2019
67%

Baseline
February 2017
57%

Metric/Indicator
Reclassification Rate meet or exceed County and State

18-19
Meet or Exceed County and State

Baseline
17.7%, Exceeded County and State

Metric/Indicator
Long Term English Learners (LTEL) Reduction

Metric deleted for 2019-2020

February 2019 Actual of 64% accuracy on site word recognition.
Metric deleted for 2019-2020

Reclassification rate of 33.5%, above county and state averages.

Reduction of 4.3% (down to 666 LTELs)

Expected

Actual

<p>18-19 Reduce 5% Prior Year</p> <p>Baseline 696 LTELs</p>	
<p>Metric/Indicator Teacher Professional Development on Implementing State Standards</p> <p>18-19 100% teachers access to training and job embedded learning</p> <p>Baseline 100% teachers access to training and job embedded learning</p>	<p>100% teachers access to training and job embedded learning</p>
<p>Metric/Indicator Students enrolled in core subjects</p> <p>18-19 100% Students enrolled in core subjects</p> <p>Baseline 100% Students enrolled in core subjects</p>	<p>100% Students enrolled in core subjects</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide resources and focused professional development to support early literacy for teachers in grades K-3 and teachers in grades 4-6 to support students “reading by third grade” Districtwide initiative.</p>	<p>Resources and focused professional development supporting balanced literacy and effective reading instruction was provided to teachers in both the TK-3 grade span and the 4-6 grade span. The Professional development sessions began during the 2018-2019 school year with identified school sites. The remaining school sites will complete the professional</p>	<ul style="list-style-type: none"> Books and Supplies <p>LCFF \$10,000</p> <ul style="list-style-type: none"> Certificated Salaries Benefits <p>Title I \$75,000</p>	<ul style="list-style-type: none"> Books and Supplies <p>LCFF \$0</p> <ul style="list-style-type: none"> Certificated Salaries Benefits <p>Title I \$58,775</p>

development sessions during the 2019-2020 school year.

Action 2.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide resources and focused professional development to support pedagogy and adopted materials in elementary and middle schools.</p>	<p>Resources and focused professional development were provided both districtwide and at specific school sites to support pedagogy and newly adopted materials. Middle schools received professional development on the effective use of their adopted ELA/ELD materials provided by the publisher. Summer professional development sessions were provided to support new teachers with the implementation of adopted curricula. Professional development was provided to all teachers in 6-8 grades on the newly adopted materials for History-Social Science. Professional development and release time were provided to teachers piloting the new NGSS aligned materials. Digital licenses from Teaching Channel were purchased to support best instructional practices.</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems <p>Title I \$124,300</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems <p>Title I \$89,354</p>

Action 2.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a system to monitor student progress through summative and formative assessments.</p>	<p>Students participated in taking state and District assessments. Teacher input last year has resulted in a revised District Assessment Calendar for the</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies

2018-2019 school year. The assessments are made up of curriculum-embedded assessments, Reading Inventory, SBAC, state interim assessments, and the English Language Proficiency Assessment for California (ELPAC) and foundational reading assessments and performance tasks. School sites were provided STPT planning days for teachers to review and respond to data analysis.

- Services/Operating Systems

LCFF \$359,900

- Services/Operating Systems

LCFF \$343,141

Action 2.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide universal and cohort training and technical assistance to MTSS Task Force, school leaders and leadership teams.</p>	<p>MTSS in OMSD is being rolled out district-wide in two tracks: Universal and Cohort. Universal track training includes building capacity to participate in a cohort, including Universal Design for Learning orientation, cultural proficiency, team development, universal academic and behavior instruction, use of data, expansion of parent engagement, Tier I instruction and implementing the OMSD Coaching Framework. MTSS Cohort 1 training (provided to the leadership teams of five schools) included the administration and planning around the Fidelity Implementation Assessment (FIA), design of Universal Academic Supports, development of Tier I and Tier II academic and behavior systems, development of Leadership Team and short and long term planning</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems <p>Title I \$82,500</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems <p>Title I \$71,630</p>

for system development. Cohort 1 schools were provided a District External Coach to support implementation and address barriers. The OMSD MTSS Task Force was convened to learn about Cohort 1 progress and to review OMSD's MTSS District Implementation Plan.

Action 2.04

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide resources, training and support for instructional coaches to build teacher capacity through job embedded professional development in ELA, math and student engagement.</p>	<p>Resources, training, and support were provided to instructional coaches through monthly Coaching Collaborative meetings. The focus of the professional learning sessions was on the implementation of the OMSD coaching Framework, which included student-centered coaching techniques, data analysis, student engagement strategies, and content support including ELA/ELD and math content and strategies. A two-day Coaching Institute was provided in the summer and on Saturdays to support coaches in their implementation of the OMSD Coaching Framework. Thirteen teachers, including general education and special education teachers, identified as "Spotlight Teachers" provided job-embedded professional development and coaching to both new and veteran teachers through the Spotlight Visit program. Professional development was provided to</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$290,624</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$212,583</p>

teachers and coaches in grades K-8 to support math fluency. School sites engaged in two days of an Instructional Rounds process. Each site identified two days where teams of staff and district directors visited each classroom to observe instructional tasks in order to build on successful strategies in use around the site's Problem of Practice. District support staff and site administrators facilitated a debriefing session each day in order to create action plans for instructional improvement.

Action 2.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support administrative professional development and coaching on leadership, monitoring of instructional pedagogy and student progress.	"Leadership Matters" continued to provide site administrators ongoing support and awareness of shared leadership, foster a climate of collaboration, awareness around cultural proficiency, implement effective coaching strategies and increased teacher collaboration around data analysis. Regional Directors work to ensure that Professional Learning Communities are purposely planned and reflect a continuous improvement cycle at each grade level.	<ul style="list-style-type: none"> • Certificated Salaries • Benefits LCFF \$403,361	<ul style="list-style-type: none"> • Certificated Salaries • Benefits LCFF \$419,967

Action 2.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development opportunities to certificated and	Resources and professional development was provided to	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries

classified staff, inclusive of program-specific, research-based interventions, accommodations and methodology.

Education Specialists to support SPED students access to the core curriculum. The training was designed to help teachers balance intervention instruction with core instruction using a multiple instructional delivery model.

- Benefits

SPED \$43,634

- Benefits

SPED \$114,118

Action 2.07

Planned Actions/Services

Provide focused professional development to Education Specialists, related service providers, and paraprofessionals to assist with the development, implementation, and monitoring of behavior intervention plans (BIP), strategies, and interventions used in multi-tiered behavior support systems.

Actual Actions/Services

Focused professional development was provided to Education Specialists to assist with the development of IEP goals and objectives aligned with common core state standards. Professional development on the implementation of student specific goals for inclusionary classrooms included appropriate supplementary materials and services, implementing research-based differentiation strategies and methods. Special Education instructional staff were provided ongoing support, professional development and resources in the area of behavior intervention strategies and BIP implementation.

Budgeted Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

SPED \$30,697

Estimated Actual Expenditures

- Services/Operating Expenses

SPED \$1,659

Action 2.08

Planned Actions/Services

Ensure EL students dual identified as SPED have linguistic goal in their IEP aligned to the state content standards.

Actual Actions/Services

For EL students that have been dual identified as SPED, the SPED Dept. has offered two professional development trainings for the 2018/19 school year, titled Facilitating a Successful IEP

Budgeted Expenditures

Not Applicable \$0

Estimated Actual Expenditures

Not Applicable \$0

Meeting. Participants were trained on best practices in drafting goals for students classified as EL, and also noted this information in our SELPA and Special Education Handbook which is issued annually.

Action 2.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support professional development and resources to provide access to a broad course of study: GATE, AVID, Libraries, Saturday Student Enrichment, California Healthy Youth Act, Jr. Blast, Learning Together, Project Based Learning (PBL), International Baccalaureate (IB) and Strength Finder.</p>	<p>Professional development was provided to support access to a broad course of study: A three-day GATE institute was provided and a total of 25 teachers were GATE Certified throughout the course of the year. Julia Nyberg was contracted to deliver targeted professional development to teachers at two GATE magnet schools: Ramona and Edison. The AVID contract includes 13 schools, seven elementary and six middle schools and includes the annual Summer Institute Training and other professional development and support for AVID schools. Schools were provided access to digital competitions such as MATHCON. No qualified candidates were hired for the .2 FTE Librarian position. IB and PBL programs are developing closer alignment to the state frameworks and standards while still maintaining integrity and key elements to those specialized programs. All IB School Schools went through additional training to</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$131,404</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$91,393</p>

support the evaluation process this year.

Action 2.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Physical Education instruction and PE enrichment opportunities to all students.	The two hours of Physical Education (PE) are provided in one hour of instruction, twice per week, per grade level in grades 1st-6th. The students are with the PE teams. This provides teachers time to collaborate and plan instruction.	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$3,016,099</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$3,053,560</p>

Action 2.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide course access through Visual Performing Arts Education, magnet programs and alternative learning pathways.	The three schools identified to emphasize VAPA continue to work together. Buena Vista, Kingsley, and Vernon collaborate together to put on performances through music, plays, and performances. All elementary schools have a great music program consisting of instrumental music, beginning band, intermediate and advanced band for students in 4th-6th grades. As an introduction to music third-grade students plays the recorder taught by District music teachers.	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$986,463</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$948,371</p>

Action 2.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide teacher initiated professional development funds to support instruction.

Certificated staff members continue to seek additional professional development through Teacher Initiated Funds. The District provides these professional development funds to supplement the district's program offerings.

- Certificated Salaries
 - Benefits
 - Services/Operating Systems
- LCFF \$46,500

- Certificated Salaries
 - Benefits
 - Services/Operating Systems
- LCFF \$40,869

Action 2.13

Planned Actions/Services

Support the implementation of California's Next Generation Science Standards.

Actual Actions/Services

Identified TK-3rd grade teachers received a one-day professional development session on the Next Generation Science Standards. The remaining TK-3rd grade teachers will attend the session in the coming year. Additionally, all teachers engaged in the NGSS Pilot received a foundational professional development prior to the beginning of the pilot in January 2019.

Budgeted Expenditures

- Certificated Salaries
 - Benefits
 - Books and Supplies
 - Services/Operating Systems
- LCFF \$59,500

Estimated Actual Expenditures

- Certificated Salaries
 - Benefits
 - Services/Operating Systems
- LCFF \$21,513

Action 2.14

Planned Actions/Services

Provide supplemental resources and focused professional development to teachers to support their pedagogy and digital implementation to guide their students to acquire 21st century skills, Digital Literacy skills that include coding, computer science, robotics and digital learning.

Actual Actions/Services

Symbaloo allows easy access to digital resources for teachers and students. Students and teachers are provided with robotics to engineer, build, and code. Technology teachers on assignment use a co-teaching model to push into classrooms for the Hour of Code and other 21st Century demo lessons. Students and teachers provided with Codesters licenses for Python line coding. Mobile makerspace tubs

Budgeted Expenditures

- Certificated Salaries
 - Benefits
 - Books and Supplies
 - Services/Operating Systems
- Title I \$76,500

Estimated Actual Expenditures

- Certificated Salaries
 - Benefits
 - Books and Supplies
 - Services/Operating Systems
- Title I \$60,919

are aligned with computer science and core standards then delivered to classrooms with teachers on assignment coaching and support.

Action 2.15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide resources and focused professional development to support teachers and students in the pedagogy and implementation of 21st Century skills, including digital learning.</p>	<p>Technology teachers on assignment provide in-person and Zoom video conferencing for synchronous professional development. Alludo platform allows for asynchronous professional development. Teachers on assignment attend local and national conferences as well as county meetings for collaboration around new ideas in 21st-century pedagogy and share that information with teachers through individual, grade level, and full-staff professional development.</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>Title I \$158,589</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>Title I \$147,286</p>

Action 2.16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Coordinate and implement EL programs and professional development for teachers and administrators, support all schools, Dual Immersion programs, increase student's primary language literacy through the Pathway Seal of Biliteracy Board Resolution in grades K and 8 Districtwide and in grades K, 3, 6, and 8 at Dual Immersion programs.</p>	<p>Director of English Learners, Plan Development and Instructional Supports provided oversight and coordination of English learner programs and instructional supports. Newcomer program was continued at Vernon Middle School. English learner professional development was provided to teachers, administrators and coaches. Parent involvement was coordinated through the Parent</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits <p>LCFF \$145,123</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits <p>LCFF \$143,217</p>

Educational Center, Annual Parent Leadership Conference, English learner parent capacity training, resources and supports for Parent Engagement, Pathway Seal of Biliteracy implementation, Pearson iLit EL program implementation at 11 elementary schools, six middle schools and two K-8 schools. Two-way communication was provided through the oversight of the general education translators. English learner guidance was provided to administrators.

Action 2.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Designated ELD teacher professional development.	Ongoing job-embedded professional development was provided by the English learner TOAs to teachers at elementary and middle school sites. Designated ELD was provided at a number of school sites using the iLit EL program. The following trainings were provided on: 08/13/18,8/20/18,11/26/18,03/04/19,04/01/19.	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies <p>LCFF \$9,000</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies <p>LCFF \$1,335</p>

Action 2.18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Integrated ELD teacher professional development.	Ongoing job-embedded professional development was provided by the English learner TOAs to teachers at elementary and middle school sites. Integrated ELD was provided at a number of school sites using the iLit EL	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies <p>LCFF \$9,000</p>	<ul style="list-style-type: none"> • Certificated Salaries • Benefits <p>LCFF \$4,863</p>

program. The following trainings were provided on: 9/4/18,09/10/18,11/07/18,02/04/19.

Action 2.19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a reading intervention program for Long Term English Learners and other struggling students at the middle and K-8 schools.	A state board adopted reading intervention program was used with Long Term English Learners at all Middle Schools, Central Language Academy and Vineyard STEM school. The iLit EL program was used with English learners who met the placement criteria based on their English proficiency status and reading below grade level. Students in iLit EL received instruction designed around reading and writing tasks, listening and speaking tasks and tasks around collaboration. Students were closely monitored for progress.	<ul style="list-style-type: none"> • Services/Operating Systems LCFF \$80,000	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems LCFF \$76,427

Action 2.20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor EL academic, language development progress and provide resources to evaluate EL student progress.	A dedicated staff member is responsible under the Director of Research & Assessment to monitor the implementation of teacher evaluation and monitoring of reclassified students.	<ul style="list-style-type: none"> • Classified Salaries • Benefits LCFF \$9,614	<ul style="list-style-type: none"> • Classified Salaries • Benefits LCFF \$19,464

Action 2.21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide EL coaching, professional development for teachers, administrators, coaches and other school personnel.

Two English learner teacher on assignments provided administrators Newcomer professional development and how to understand the English Language Proficiency Assessment for California (ELPAC) for instructional purposes with teachers.

- Certificated Salaries
- Benefits

Title III \$193,758

- Certificated Salaries
- Benefits

Title III \$202,162

Action 2.22

Planned Actions/Services

Implement supplemental EL, Newcomer programs in grades 7-8, teacher professional development and instructional supports.

Actual Actions/Services

This year, iLit EL was provided at the following schools sites based on EL student demographics and site capacity to implement the program. The following schools participated in providing iLit EL to 3rd - 6th grade students: Elderberry, Mariposa, Monte Vista, Ramona, Lehigh, Kingsley, Lincoln, Sultana, Montera, Del Norte, and Berlyn. Title III funds were used to provide a dedicated Intervention Teacher to implement the program at the following sites: Elderberry, Monte Vista, Montera, Del Norte, Mariposa, Berlyn, Lehigh and Ramona. Students in this program were identified as Long Term English Learners (LTEL) or at-risk LTEL. The District provides recent English learner arrivals to a US school in 7th and 8th grades opportunities for participation in a Newcomer program. Students in the Newcomer program participate if the parent agrees to this Structured Immersion placement.

Budgeted Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

Title III \$161,927

Estimated Actual Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

Title III \$171,902

Students receive a block of specialized supports aligned to their level of English proficiency. The remainder of the instructional day they are grouped in small groups and mainstreamed into the core classes. Support is provided by a dedicated Newcomer teacher and instructional aide.

Action 2.23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor EL student progress towards reclassification and monitor reclassified students for four years.</p>	<p>Dedicated staff coordinate the reclassification monitoring process to ensure the state's criteria for including Teacher evaluation and monitoring in English learner student level progress is done appropriately. Reclassified students are monitored for four years from the RFEP date to monitor growth in academic achievement and progress.</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits <p>LCFF \$40,062</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits <p>LCFF \$41,027</p>

Action 2.24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop and implement a well-rounded program, enhanced curriculum, and pedagogy designed for all students to meet challenging State academics.</p>	<p>To promote college readiness and 21st Century skills, the AVID program is implemented in 12 school sites including six middle schools and six elementary schools. The AVID contract for 12 schools includes a variety of resources for school sites. Additionally, identified AVID schools are trained at the annual AVID Summer Institute. Additional Affirm (Eureka digital platform)</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>Title I \$642,975</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>Title I \$563,587</p>

licenses were provided to middle school sites. Supplemental resources to support ELA, specifically for English learners, were provided to school sites. A broad course of study was supported at individual school sites including the development of the Leader In Me Program at Mariposa, the use of Lexia Phonics at Monte Vista, an expansion of IB planners for sixth grade at Arroyo. The contract with Learning Together was not used for the 2018-19 school year, as anticipated.

Action 2.25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify and monitor the progress of student swho are determinded to need additional supports to meet challenging State academic standards, including between the school-day and beyond the school-day interventions.</p>	<p>All schools submitted a proposal to their Regional Director, unique to their school needs, and worked to ensure that they were implemented to fidelity so students not at grade level could remediate their academic gaps. The student progress data was monitored by the teachers and administrators on an ongoing basis. Principals shared data with their Regional Director. Based on the data, PD was offered for sites asking for additional support. These services included but were not limited to additional staffing, before and after school intervention, between the bell supplemental intervention, summer school, early literacy digital assessments, and materials.</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>Title I \$1,705,000</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>Title I \$1,455,001</p>

Action 2.26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify and implement effective instructional strategies and supports across all state standards through teacher, administrative and other instructional personnel through ongoing professional development and job embedded coaching.</p>	<p>Support delivered through the AVID program assists students in meeting the challenging State standards. AVID tutors support each of the 6 middle schools. AVID tutors were trained in the WICOR pedagogy in order to ensure a quality tutorial program. AVID staff received full-day professional development sessions. Students in 7th and 8th grades received materials aligned with the Healthy Kids Act, to support the Comprehensive Sexual Education curriculum. In order to support students ability to achieve the writing standards, teachers received professional development on Writing to the Three Text Types. Middle School teachers received structured planning and professional development to support the core ELA/ELD curriculum. Student discourse and critical thinking were supported by professional development in Kagan Cooperative Learning.</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems <p>Title I \$75,687</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems <p>Title I \$246,259</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District continues to ensure a world-class education for our students by building teacher capacity to provide quality instructional experiences through professional development efforts. All actions and services above are detailed. Overall, the Learning & Teaching Division provides comprehensive professional development based on site needs, teacher needs and curriculum adoptions. Input is

taken from administrators, teachers and other school personnel. Teachers in grades 6-8 received training on the newly adopted materials History/Social Science materials. Additionally, summer institutes supported new teachers in the use of the newly adopted materials. Professional development and resources were provided to support access to a broad course of study including the areas of Gifted and Talented students, technology, literacy, English learners, Special Education, MTSS, college and career readiness through Advancement via Individual Determination (AVID) and STEM opportunities for students. Over the last two years, professional development in the Next Generation Science Standards (NGSS) has supported 100% of our teachers. This year a Selection Committee was assembled to lead the NGSS K-8 adoption efforts. Teachers made up a majority of this committee and a pilot took place of the lead materials. After careful review by the pilot teachers and review team, the McGraw-Hill NGSS Adoption was Board approved in April 2019. These materials along with the technology resources, professional development, licenses, subscriptions, and software provided to teachers will continue to help guide students to acquire 21st century and digital literacy skills, including coding, robotics, keyboarding, and computer science. Professional development, using face-to-face and online modules, included district-wide sessions and school-based support, with an emphasis on keyboarding, coding, robotics, and digital citizenship was offered. Our schools provide students with embedded STEM learning while providing robust Robotics and Coding programs during and after school. OMSD students consistently participate in Coding, Robotics, Science and other competitions throughout the year.

An English learner summer institute was provided to teachers with workshops on how to support Newcomers, English learner pedagogy and how to embed strategies that support student success with the ELPAC. Teachers participated in a variety of job-embedded professional development sessions in the area of English learner pedagogy throughout the year. EL TOAs continued to work closely with our schools to monitor EL student progress and implement LTEL student conferences to support students in setting academic goals for reclassification purposes. Our analysis of data confirms that once an English learner reaches 4th grade the trajectory of their growth out of Nearly and Not Met Standard to Standard Met or Exceeded diminishes and the gap persists. Newcomer students have unique needs as they assimilate into the country, a new school, and a new language. A Newcomer strategies workshop was provided to administrators at an Instructional Leadership Team Meeting. English learner TOAs worked individually with school grade level teams throughout the year during Professional Learning Community meetings and all-day release days to support their understanding of Designated ELD and reading intervention strategies designed with the Long Term English Learner in mind. Dual immersion teachers participated in professional development on the Common Core En Espanol where they learned how to teach Linguistic Transfers to students. The OMSD Pathway Seal of Biliteracy awards program was implemented across the District with a total of 168 Kindergarten and 111 8th grade students received the Pathway Seal of Biliteracy award this Spring 2019.

Ongoing support in monitoring of student progress was provided to site administrators at monthly Instructional Leadership Team Meetings, Regional Director site visits and data coach meetings. Students have access to a broad course of study via magnet programs including GATE, VAPA, STEM, Dual Immersion, AVID, Project Based Learning, International Baccalaureate, and other distinctive programs. The AVID contract continues to support 13 schools, 7 elementary and 6 middle schools and includes a Summer Institute Training and other professional development and support for AVID Schools. Three middle schools: Vernon, Serrano, and Oaks have attained National Demonstration School status and have also earned AVID's highest degree of certification as AVID Sites of Distinction. Students benefit when they have opportunities to experience extracurricular academic events. Special events such as Spelling Bee, Science and Engineering Symposium, and Math Pentathlon were provided to students across the District.

The District continues to support Special Education teachers with focused professional development to Education Specialists and Paraprofessionals to assist with the implementation of academic and behavior supports within an MTSS model. Continuing efforts to learn from school sites with inclusion practices so best practices can be replicated and expanded upon within the MTSS system.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to the California Dashboard (LCFF Evaluation rubrics), ELA CAASPP increased 8.7 points on Standard Met. No student group was in the red category. Three student groups are in the orange category: English learners, Foster Youth and Students with Disabilities with all either maintaining or increasing from last year. The number of students in the English learner cohort for grades 3-8 is 6,366 which include four years of Reclassified students. The number of students in grades 3-8 for the Students with Disabilities group is 1,840. Foster Youth students in the CAASPP tested cohort is 48.

Math CAASPP increased 9.3 points on Standard Met. The District has one student group, Foster Youth in the red category for Math. The number of students in the Foster Youth student group is 48. Three student groups are in the orange category, American Indian with 76 students in the cohort, English learners with 6,367 in the cohort and Students with Disabilities with 1,841 in the cohort. All student groups in the orange category maintained or increased from the year prior.

Increased attention will be made to ensuring equity and access among all student groups through the MTSS District Implementation Plan, monitoring student academic progress and social-emotional support. The Suspension Rate is in the red level for the African American student group which includes 602 students. Four student groups, Foster Youth, Two or More Races, Students with Disabilities and White are in the orange category will all maintaining or increasing. Thus, increased attention will be made to providing additional social-emotional support through PBIS, Restorative Practices, MTSS and dedicated staff. An implementation study group around the area of Cultural Proficiency will continue to support capacity building among staff in the District to address student groups that need extra support in the area of school connectedness to remain focused and engaged in school. Continued efforts on developing the District's Multi-Tiered System of Support will support aligning the efforts of the District and the school sites to meet the needs of all students within a strengths-based system where key effective practices can inspire other pockets of success around the District, in all areas of student learning, family and community engagement and social-emotional health. New Cohort two schools will be trained in 2019-2020 while Cohort one schools receive additional training and planning days. All schools will continue building their understanding of MTSS through the Universal Track and MTSS Communication Loop outreach.

The English Learner Progress Indicator (ELPI) was set as a baseline statewide. In 2019-2020 the District will receive the first ELPI score which will measure the status and change of English learners that made progress on the English Learner Proficiency Assessment for California (ELPAC). Our reclassification rate remains above the state and county rates for 2018- 2019, with 33% for the District compared to the county rate at 14.7% and the state rate at 13.8%, according to Data Quest on the California Department of Education website. The state will continue to move towards standardized reclassification criteria that will stabilize the accelerated reclassification rate as compared to the county and state. The District continues to monitor reclassified students for four years. The District is continuing the implementation of iLit EL at the middle schools and some elementary and K-8 schools. Select elementary

school sites with significant Long Term English Learner (LTEL) needs and internal staffing capacity implement iLit EL to remediate their reading gaps while at the same time accelerate their language acquisition. The District continues to work with teachers and administrators to monitor the progress of English learners and implement the District's adopted English Language Development curriculum and integrated ELD in all content areas. A new data monitoring program 'Ellevation' was purchased to help our administrators, teachers and District administrators and staff proactively monitor and support English learner academic and linguistic achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District is making the following changes to the Annual Measurable Outcomes for Goal 2 to align to the state's accountability system. CAASPP metrics will be monitored for ELA and Math for all student groups. Student groups identified as needing improvement will be captured annually in the Performance Gaps section of the LCAP. Reading Inventory will be measured annually for grade 3 in keeping with the District's attention on Reading by Third Grade Initiative. Leading indicators, such as Reading Inventory for grades 2nd - 8th will remain on the District assessment plan to inform site level progress. Since the state is creating a statewide reclassification criteria and removing the responsibility for districts to create their own criteria, the reclassification rate will be removed from the metrics. Instead, the District will monitor reclassification rates on the California Department of Education Dataquest site. The District's indicator for teacher professional development and student access to materials will remain.

The following actions have been modified for the 2019-2020 LCAP year:

- 2.00 - Resources & PD support early literacy & students "Reading by Third Grade" - initiative principally serve all students at all locations. Funding will be from Title I not LCFF. Budget has been modified.
- 2.01 - Support pedagogy & adopted materials (resources & focused PD) - initiative principally serves low income students, LEA-wide at All schools. Budget has been modified.
- 2.02 - Student progress monitoring system (summative & formative assessments) - initiative principally serves low income students, LEA-wide at All schools. Budget has been modified.
- 2.03 - Develop a systematic approach to MTSS with Universal Design for Learning - initiative principally serve all students at all locations. Funding will be also include the SUMS Grant and Title I. Budget has been modified.
- 2.04 - Instructional coaches build teacher capacity (resources & ELA, Math, & engagement PD) - initiative principally serve all students at all locations. Budget has been modified.
- 2.05 - Provide administrative PD & coaching (leadership & instruction & student progress monitoring) - initiative principally serves low income students, LEA-wide at All schools. Budget has been modified.
- 2.06 - Professional development opportunities (program-specific, research-based interventions, etc.) - Budget has been modified

- 2.09 - Provide broad course of study professional development & resources - Budget has been modified and include Title I resources.
- 2.10 - Provide Physical Education instruction & enrichment opportunities - initiative principally serves low income students, LEA-wide at All schools. Budget has been modified.
- 2.11 - Maintain magnet programs, alternative learning pathways, & VAPA course access - initiative principally serves low income students, LEA-wide at Elementary and K-8 Schools and Virtual programs. Budget has been modified and Title IV funds have been added as a resource.
- 2.12 - Teacher initiated professional development funds to support instruction - initiative principally serves low income students, LEA-wide at All schools. Budget has been modified.
- 2.13 - Support NGSS implementation - Budget has been modified.
- 2.14 - Teacher resources & PD to support pedagogy & digital implementation - Budget has been modified.
- 2.15 - Provide resources and PD to support teachers in implementing 21st Century skills - Budget has been modified.
- 2.16 - Coordinate & implement EL programs & PD (Capital Pathways, Dual Immersion, & Seal of Biliteracy) - Budget has been modified.
- 2.17 - Provide designated ELD teacher professional development - Budget has been modified.
- 2.18 - Provide professional development for Integrated ELD teachers - Location will be changed to All schools. Budget has been modified.
- 2.20 - Monitor EL academic, language development progress & provide evaluation resources - Action modified to 'Monitor EL Academic development and progress.' Budget has been modified.
- 2.21 - EL coaching & PD for teachers, administrators, coaches, & other personnel - Budget has been modified.
- 2.22 - Implement supplemental EL & Newcomer programs (PD & instructional supports) - Budget has been modified.
- 2.23 - Monitor EL progress towards reclassification & monitor reclassified students for 4 years - Budget has been modified.
- 2.24 - Develop 21st century learners & college/career ready students (well-rounded programs & curriculum) - Budget has been modified. LCFF resources have been added.
- 2.25 - Identify students who need additional supports, provide intervention & monitor progress - Budget has been modified. LCFF resources have been added.
- 2.26 - Implement effective instructional strategies & supports (teacher & administration PD) - TBD Pending Adriana's Annual Update

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Individual student needs will be met through a Multi-Tiered System of Supports designed to foster student academic and social-behavioral engagement with peers, staff, and the community, which includes providing support to staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Suspension Rate

18-19

2.2% (green performance level)

Baseline

2.8% (yellow performance level)

Actual suspension rate declined to 2.4% (yellow performance level) per Fall 2018 Dashboard

Metric/Indicator

Chronic Absenteeism

18-19

Reduce by .5%

Baseline

7.68

Actual chronic absenteeism rate is 7.7% (yellow performance level) per Fall 2018 Dashboard

Metric/Indicator

Attendance Rate

18-19

97.7%

Attendance Rate is 96.94%

Expected

Actual

Baseline
96.6%

Metric/Indicator
Student Engagement California Healthy Kids Survey (CHKS) Biannual
18-19
State Data from 2018-2019

Baseline
Question: I feel like I am part of this school Grade 5
27% - Strongly Agree
33% - Agree

Grade 7
49% Yes, all of the time
27% Yes, most of the time

Question: Do you feel safe at school?
Grade 5
31% Very Safe
41% Safe

Grade 7
53% Yes, all of the time
26% Yes, most of the time

Metric/Indicator
Middle School Drop-out Rate

18-19
Maintain or Reduce

Baseline
.2%

Metric/Indicator
Expulsion Rate

18-19
0%

Baseline
0%

2018-2019 CHKS Results:

Question: I feel like I am part of this school Grade 5
48% - Strongly Agree
22% - Agree

Grade 7
22% Yes, all of the time
37% Yes, most of the time

Question: Do you feel safe at school?
Grade 5
45% Very Safe
30% Safe

Grade 7
28% Yes, all of the time
36% Yes, most of the time

0.4% in 2016-2017 (most recent year reported by CDE)

0%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide Mentor staff and services at school sites to support student safety and wellbeing.</p>	<p>Mentors or staff assigned mentor duties to continue to provide positive incentives to increase student attendance at each school. Mentors monitor daily attendance, make home visits, and foster a safe and inviting campus for all students, monitoring the school campus and providing social-emotional support for students in need.</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$989,075</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$940,122</p>

Action 3.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School recognition program for increasing attendance rate each month.</p>	<p>This year, OMSD held districtwide Principals Forum meetings where the school recognition program for increasing the attendance rate each month were announced. Each school site receives a report on how they are meeting the District's attendance goal of 97.7%. Innovative strategies also include the Regional Directors who monitor both academic progress and attendance rates. Trophies are given to the top three elementary schools and one middle school for "Best Attendance". In addition, two schools are identified at each Principals Forum for "Most</p>	<ul style="list-style-type: none"> • Books/Supplies <p>LCFF \$1,000</p>	<ul style="list-style-type: none"> • Books/Supplies <p>LCFF \$1,000</p>

Improved”. This incentive has motivated these schools to reach “Best Attendance” status, and be recognized in that category. As a result, we have continued to expand opportunities for schools to have Saturday Make-Up Academy by employing innovative activities that attract more students. Saturday Make-Up Academy is projected to increase participation by 10% for the 2019-2020 school year.

Action 3.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure each school provides daily monitoring of chronic truants, student attendance and provide resources and supports for families, including access to community agencies to increase student engagement in school.</p>	<p>Each school established a “Triage Team”, where every student who has missed more than 10% of attendance for the school year is invited to a meeting with their parent/guardian to offer a variety of supports using both District and community resources. 'Triage Teams' are non-threatening and client-centered that focus on the “Whole Child”, which includes family dynamics and living conditions. Through our Administrative Leadership Team (ALT) conference for administrators, this initiative has expanded to consider the needs of our LGBTQ, immigrant, Foster, Homeless, and potential parenting students. Individual needs of each student/family are considered for interventions. For 2019-2020, a new focus will be implemented to meet the needs of our African-</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits <p>LCFF \$154,323</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits <p>LCFF \$156,783</p>

American students by identifying institutional barriers, changing mindsets and identifying other root causes. A study for the need to establish a parent advisory for African American parents is being considered.

Action 3.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain family outreach services, student health staff and support at school sites.	At each school site, a staff member is designated to provide Outreach services to families by either connecting them to community partners for basic needs or filling out a referral for intense case management or mental health services. These referrals are then triaged at Family & Collaborative Services, in order to dispatch the appropriate level of support.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable \$0

Action 3.04

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Positive Behavior Intervention and Support (PBIS) training and implementation at all school sites, including Restorative Practices training and SWIS licenses to monitor student behavior interventions.	All schools have participated in Positive Behavior Intervention Support (PBIS) training in cohorts. All schools have now completed training in Tier 1 (Universal) and Tier 2 (targeted). All schools are proving universal and targeted interventions for students. Data is collected for action planning through SWIS (School-Wide Information System) via a contract with the University of Oregon. Tier 3 (Intensive) training is ongoing	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems Title I \$90,610	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems Title I \$86,790

and provided by the San Bernardino County Superintendent of Schools. Sixteen schools have been trained in Tier 3 for PBIS.

Action 3.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide case management services to students and families.	Case management services are provided to all families in need based on a referral completed by Outreach staff at the school site. Case Managers link families to resources such as food, shelter, clothing, and medical insurance until they are able to become self-sustaining.	<ul style="list-style-type: none"> Classified Salaries Benefits LCFF/Title I/Local Grant/McKinney Vento/Mental Health \$765,085	<ul style="list-style-type: none"> Classified Salaries Benefits LCFF \$53,434
			<ul style="list-style-type: none"> Classified Salaries Benefits Title IV \$337,143
			<ul style="list-style-type: none"> Classified Salaries Benefits McKinney Vento \$107,207
			<ul style="list-style-type: none"> Classified Salaries Benefits Medical \$6,677
			<ul style="list-style-type: none"> Classified Salaries Benefits Mental Health \$26,710
			<ul style="list-style-type: none"> Classified Salaries Benefits Other \$175,318

Action 3.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain clinical supervision for mental health crisis intervention at two family resources centers.	Supervision of master's level mental health interns occurs at both Family Resource Centers to allow students and families to receive mental health services when needed. Outreach staff complete referrals and these referrals are triaged to determine the best mental health placement.	Other: Local Grant <ul style="list-style-type: none"> Classified Salaries Benefits LCFF/Medical/Other Local \$384,090	<ul style="list-style-type: none"> Classified Salaries Benefits Mental Health \$289,696
			<ul style="list-style-type: none"> Classified Salaries Benefits Title IV \$95,815
			<ul style="list-style-type: none"> Classified Salaries Benefits Medical \$121,972
			<ul style="list-style-type: none"> Classified Salaries Benefits Other \$254,472

Action 3.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a system to track student interventions and Student Study Teams meeting actions.	An online data collection warehouse, Partnering for Student Success (P4SS), is utilized to track student interventions and Student Study Team (SST) meetings and is used District-wide. Intense training was provided for all P4SS Coordinators this year to ensure effective and efficient usage of the online data collection resource.	<ul style="list-style-type: none"> Services/Operating Systems LCFF \$65,000	<ul style="list-style-type: none"> Services/Operating Systems LCFF \$76,100

Action 3.08

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Prioritize support for Foster Youth and Homeless students, monitor their social and emotional needs, and provide counseling services.

Actions/Services

Mental health and case management services are provided to homeless and foster youth and their families to ensure social-emotional health and academic success. Each identified Foster Youth student is tracked for appropriate educational placement and provided with social/emotional support. District staff attends two county meetings per month which address the needs of Foster Youth, including field trips, career preparation, and community resources. Homeless liaison attends yearly state-sponsored meeting and county meetings that are offered. All students who are identified as Foster youth or homeless are enrolled without any delay and are given immediate support such as transportation, meals, and access to all services and activities. A total of 19 Disciplinary panel hearings and pre-expulsion meetings were held this year. Only one Foster youth in OMSD, out of 102, was brought before either of these panels. In addition, suspensions of these students are less than 2% of all suspensions to date.

Expenditures

- Classified Salaries
- Benefits
- Books and Supplies
- Services/Operating Systems

Title I \$100,000

Expenditures

- Classified Salaries
- Benefits
- Books and Supplies
- Services/Operating Systems

Title I \$105,894

Action 3.09

Planned Actions/Services

Maintain Activities Administrator to develop activities program at all sites.

Actual Actions/Services

All schools in the District continue to provide enrichment and athletic opportunities, with the focus on team building, positive student

Budgeted Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

Estimated Actual Expenditures

- Certificated Salaries
- Classified Salaries
- Benefits

interactions, interpersonal skills, establishing healthy habits, and setting short and long term goals. These students also work with school staff to solidify personal enrichment goals such as leadership skills, healthy habits, sportsmanship, collaboration and increased self- esteem. During the summer, students are provided a program that focuses on an in-depth understanding of each sport and provided through a partnership with professional and collegiate athletes and coaches, teachers, mentors, and physical education staff assistance.

- Books and Supplies
- Services/Operating Systems

LCFF \$638,096

- Books and Supplies
- Services/Operating Systems

LCFF \$669,448

Action 3.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide after-school programs to students.	After-school programs were provided to students in grades 1st through 8th grade. Students develop academic skills, social skills, and behavioral skills with their peers. The after-school program works to ensure students receive quality care and nutrition while caregivers can continue to provide for their family.	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems • Other Outgo <p>ACES \$3,997,792</p>	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems • Other Outgo <p>ACES \$3,873,743</p>

Action 3.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure school office is client centered and has knowledge of culturally proficient resources to support families, knowledge of English learner programs and state	This year, the District experienced an increase in complaints that were based on racial/ethnic concerns by 7%. This trend runs counter to our past success of	Not Applicable \$0	Not Applicable \$0

compliance guidelines to support students and families.

reducing racial/ethnic complaints by 35% for 2017-2018, which was credited by having district-wide staff trainings that focused on cultural sensitivity and understanding diverse groups. For 2018-2019, we looked to the county to train our district staff on the needs of all clients and demonstrate empathy to non-traditional families that require a more open form of receptivity. For OMSD, promoting and increasing “Cultural Competency” is a large term that serves as an umbrella for all groups in our student population who feel marginalized and alienated from the mainstream of our schools. Using the San Bernardino County Superintendent of Schools as a resource, OMSD sent teams to trainings on attendance and discipline, where creative methods were introduced that looked at implementing equity and positive-based interventions for all groups. For 2019-2020, these trainings will continue with the recommendations made by our Cultural Competency Committee and our retained outside consultant.

Action 3.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administrative training on SARB, the new Bullying laws, and culturally appropriate responses to student discipline and related	The Principals Forum meetings that are held throughout the year are used to provide information and training on culturally appropriate responses to student	<ul style="list-style-type: none"> Services LCFF \$5,000	<ul style="list-style-type: none"> Services LCFF \$5,000

training that promote safety and student engagement in school.

discipline, chronic truants, and campus safety. In addition, all school sites and facilities received notifications to observe and report, bullying, sexual harassment, violation of Gender Equity and the protection of our LGBTQ and immigrant students. The establishment of the Cultural Competency Committee that meets monthly is instrumental in developing recommendations for the District on critical issues of racial discrimination and gender spectrum inclusiveness. For 2019-2020, these initiatives will continue to be influencing District policy, which includes the expansion of the Campus Safety Officer Program and the training of staff in cultural competency.

Action 3.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue MTSS Planning/Implementation by providing additional professional development to Implementation Team, site and District leaders, coaches and teachers.</p>	<p>MTSS Leadership Team continued its work to build the District infrastructure for a cohesive system. Three sessions of training on Universal Design for Learning were developed from the footage gained through a full day of UDL presentation in the prior year. This year the contract for our UDL training was not tapped into because the video version of the first training was being used as an introduction to UDL in schools across the district. The grant funding for additional UDL training will be utilized in the 2019-20</p>	<ul style="list-style-type: none"> Services/Operating Systems <p>Other \$6,000</p>	<ul style="list-style-type: none"> Services/Operating Systems <p>Other \$0</p>

school year to train Cohort 1 MTSS schools in their second year of training.

Action 3.14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Coordinate programs for students on mental health access, collaborative services, Case Management, Positive Behavior and Support (PBIS), Restorative Practice and services that promote social-emotional student wellness.</p>	<p>Restorative Practices training is offered in Cohorts, with five cohorts now completed, three of which were in the 2018-2019 school year. Approximately 200 school site personnel from 24 schools have been trained in Restorative Practices to date.</p>	<p>Other: Local Grant</p> <ul style="list-style-type: none"> • Certificated Salaries • Benefits <p>LCFF/Medical/Other Local \$176,518</p>	<ul style="list-style-type: none"> • Other: Local Grant • Certificated Salaries • Benefits <p>LCFF \$29,486</p> <ul style="list-style-type: none"> • Other: Local Grant • Certificated Salaries • Benefits <p>Medical \$127,158</p> <ul style="list-style-type: none"> • Other: Local Grant • Certificated Salaries • Benefits <p>Other \$27,643</p>

Action 3.15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide students with Promise Scholars career awareness and interest explorations through Promise Scholars lessons aligned with ELA materials, community volunteers and partnerships with businesses, local governments, and nonprofits.</p>	<p>Provide students with Promise Scholars career awareness and interest explorations through Promise Scholars lessons aligned with ELA materials, community volunteers and partnerships with businesses, local government, and nonprofits. Teachers in grades K-6 provide week-long lessons on Promise Scholars and college and careers. Through partnerships with</p>	<p>Not Applicable \$0</p>	<p>Not Applicable \$0</p>

local government, nonprofits, and businesses provided 1,930 6th graders with college and career awareness activities to increase Academic Mindsets. 91% of students reported increased understanding of how what they learn in school today applies to their future (8% gain); 92% reported they are now motivated to do their best in school, and 93% reported now better understand what they need to do to have a successful career.

Action 3.16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students with Promise Scholars college visits to increase early awareness of postsecondary education options, understanding of financial aid, and motivation to attend.	Provide students with Promise Scholars college visits to increase Academic Mindsets, early awareness of postsecondary education options, understanding of financial aid, and motivation to attend. Through partnerships with community colleges and universities provided 4,400 5th and 8th-grade students with community college and university tours and related college awareness activities. After these activities, students reported seeing themselves as college students (5% gain) and they reported an increased understanding of What is available at college (37% gain); What the A-G requirements are (61% gain); and How to pay for college (4% gain).	Not Applicable \$0	Not Applicable \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District places great importance on ensuring that students feel engaged in safe schools that promote inclusivity. Systems are created to ensure students and staff foster a positive school climate. Student safety and security is the District's focus both physically and emotionally.

A designated staff member is available at each school site to serve as a first point of contact for families and acts as a liaison between children, their families and the District's collaborative services. Some schools have full time Outreach Consultants and school counselors and at other sites, a team approach is implemented. All school site outreach staff meet with our Clinical supervisors to triage family needs. Students and families who need services, receive them. Clinical supervisors are required in our Master Level mental health intern program to supervise, guide and teach university student interns. This year, 35 mental health interns were able to provide mental health counseling to our students on school sites. Clinical supervision is a mutually beneficial relationship for OMSD and the universities. OMSD students receive increased mental health services and at the same time university students complete their education under experienced mental health professionals. Foster Youth and homeless youth are prioritized to receive free meals, transportation, access to all school and enrichment activities in a stigma free environment. These families are offered case management upon enrollment at school, and mental health services are always available to them through OMSD Family & Collaborative Services.

Building positive cultures across the school sites where students are taught behavior expectations and supported in making positive choices have been embraced by all school sites. Positive Behavior Intervention and Support (PBIS) training and implementation continues across the District. Schools continue to be trained in PBIS in cohorts, with Cohort 4 completing Tier 2 training this year and Cohort 5 completing Tier 1 training this year. Additionally, 13 schools from cohorts 1-3 attended Tier 3 training. According to the Tiered Fidelity Inventory, a PBIS instrument that measures fidelity to the program, the majority of the schools trained are implementing to fidelity. The first two cohorts of school teams (10 teams total) completed Restorative Practices Training this year. Training will continue in this cohort process. The teams learned the continuum of strategies on which Restorative Practices is built. They utilized these strategies in the Professional Development for all staff.

Professional development has been provided to Special Education teachers and paraeducators on utilizing appropriate behavior interventions with Special Education students that need extra support. The Special Education teachers and paraprofessionals have participated in training focused on behavior support and management in the classroom. Training was provided by our District experts and Board Certified Behavior Analysts (BCBA). Students receive mentor services from staff at each school site. Mentors primarily provide school-wide campaigns promoting attendance, anti-bullying, and kindness. Mentors have been trained on PBIS and the use of District student data collection systems so that they can have access to comprehensive information to support the child. Mentors often participate in coaching various sports at their sites which helps to promote a positive school climate. Mentor staff also support students with before, during and after school activities. The District's mentoring program is coordinated by a dedicated Activities Administrator

who implements ongoing comprehensive athletic activities, competitive sports and other activities including chess. Inspirational speakers and specialized clinics are provided for students at school sites across the District.

Communication lines are open with all principals through monthly attendance reports and award recognition programs to help them direct their support staff to identify students exhibiting attendance issues as early as possible. In consultation with the East and West Regional Directors, focused attention is made on attendance with principals leading the charge to ensure that students are at school each day ready to learn. In addition, the District announces exemplary attendance efforts at school sites through banner displays, trophies and Ed Connect announcements.

OMSD takes initiative to ensure that the 'school of origin' rule, where homeless and foster youth can remain at their former school, is followed for these students to promote in their lives a consistent place to learn.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

2018-2019 CHKS Results:

Question: I feel like I am part of this school Grade 5

48% - Strongly Agree

22% - Agree

Grade 7

22% Yes, all of the time

37% Yes, most of the time

Question: Do you feel safe at school?

Grade 5

45% Very Safe

30% Safe

Grade 7

28% Yes, all of the time

36% Yes, most of the time

Based on this data, when comparing it to the baseline data we noted 5th-grade students increase feeling they are part of the school and safe at school. Whereas 7th graders showed a decrease in both areas from the baseline to 2019. School administrators reviewed this year's CHKS data at an Instructional Leadership Team Meeting to discuss ideas for improving students experiences at their school experience. School leaders concluded continued efforts in the area of middle school connectedness could guide planning for next year.

The District announces exemplary attendance efforts at school sites through banner displays, trophies, and Ed Connect announcements. Actual chronic absenteeism rate is 7.7% (yellow performance level) per Fall 2018 Dashboard. This is due to the many initiatives that are in place to support our students to feel engaged in school and the proactive programs and services in place such as extracurricular activities and mentor services. Attendance rate is just shy of the goal set at 97.7% with the results coming in at 96.94%. Continued efforts will be made to increase attendance rates to the goal by 2019-2020. The suspension is in the Yellow performance level on the California Dashboard with 2.4% of 22,437 suspended at least one time. Middle school drop-out rate as reported on the California Department of Education Data Quest is not an area of concern. Our overall expulsion rate remains at 0%. The District reports that the Local Climate Survey is met.

Data from the School Wide Information System (SWIS) shows that Office Discipline referrals and suspensions have dropped at PBIS schools following implementation to fidelity. This year marks the fifth year of implementation for Partnering for Student Success (P4SS), an online platform to allow educators to track student academic and behavioral interventions and progress monitor their academic and behavior growth. P4SS continues to be widely used, especially at the elementary schools. P4SS tracks all aspects of the students' progress (behavior, academics, attendance, social-emotional), it serves to address student issues in all areas. As more and more teachers began to use P4SS, all aspects were progress monitored and addressed with interventions and family support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District is making the following changes to the Annual Measurable Outcomes for Goal 3 to align with the state's accountability system. Middle School Drop out rate is not an area of concern as reported for the last 10 years. Expulsion rate has continued to be at 0 for the last several years. Both the Middle School Drop Out rate and the Expulsion rate will be removed from the Annual Measurable Objectives next 2019-2020. Student groups identified as needing improvement will be captured annually in the Performance Gaps section of the LCAP.

3.00 - Mentor staff & services to support student wellbeing - Budget has been modified.

3.02 - Ensure daily chronic truant monitoring & provide family resources & support - Budget has been modified.

3.04 - Provide PBIS training & implementation (Restorative Practices training & SWIS licenses) - Budget has been modified.

3.05 - Student & family case management services - Budget has been modified. Resources included are: Mental Health, Title I, Title IV, McKinney Vento, Medical, and PEI.

3.06 - Maintain clinical supervision for mental health crisis intervention (two family resources centers) - Budget has been modified. Resources included are: Mental Health, Title IV, McKinney Vento, City of Montclair and PEI.

3.07 - Maintain tracking system for student interventions & Student Study Teams meeting actions - Budget has been modified.

3.08 - Prioritize & monitor social/emotional needs & provide counseling services (Foster Youth & Homeless Students) - Budget has been modified.

3.09 - Activities Administrator develops activities program at all sites - Budget has been modified.

3.10 - Provide After-school student programs - Budget has been modified. \$226,806 has been deleted due to clerical error in 2018-2019.

3.13 - Continue Multi-Tiered System of Supports (additional professional development for Implementation Team, site & District leaders, coaches, & leaders) - Initiative principally serves low income, LEA wide at All schools. Budget has been modified.

3.14 - Coordinate student wellness programs (mental health access, collaborative services, case management, PBIS, & Restorative Practices) - Budget has been modified. Resources added are McKinney Vento, and Mental Health.

3.15 - Provide career awareness & interest explorations (Promise Scholars student lessons) - Budget has been modified.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Support student learning and well being through parent engagement efforts to seek consultation and input into the decision-making process, promote meaningful parent participation in their child's learning and enhance our community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parents that can access involvement and/or input</p> <p>18-19 100%</p> <p>Baseline 100%</p>	<p>100% Parents that can access involvement and/or input</p>
<p>Metric/Indicator Parents that can access site, District workshops, meetings and/or online tools</p> <p>18-19 100%</p> <p>Baseline 100%</p>	<p>100% Parents that can access site, District workshops, meetings and/or online tools</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide Parent education and leadership workshops at the Parent Educational Center, other District facilities and individual school sites to include online learning when appropriate.</p>	<p>Four sessions of classes were offered to parents this year at the Parent Educational Center (PEC) and at school sites beginning August 20, 2018 and ending May 17, 2019, with a total of 1346 class registrations. Each session focused on a theme and the classes supported those themes. Parents and community members registered for classes. The total number of registrations for the 2018-2019 school year was approximately 1267 Session 1: 376 registrations; Session 2: 332 registrations; Session 3: 293 registrations; Session 4: 266 registrations. Each session included the following classes: ESL, GED Prep, Plaza Comunitarias, Literacy, Technology, Nutrition and Parenting. In addition, an Open House and Graduation was hosted on October 3, 2018 to inform the community about classes offered at the PEC and to celebrate the 23 parents that completed their GED. Parenting Classes were offered at the PEC and at Sultana Elementary to help parents learn strategies that support students with positive engagement in school. A total of 60 parents participated in the Systematic Training for Effective Parenting (STEP) classes. Additionally, a STEP summer class was offered</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$271,684</p>	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems <p>LCFF \$259,859</p>

that included Mental Health in partnership with Los Promotores de Salud Mental.

Action 4.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an Annual Parent Leadership Conference.	An Annual Parent Leadership Conference was planned and provided on March 14, 2019 to over 500 attendees, including parents of students currently attending OMSD. The conference is designed to support parents to help their child succeed academically, behaviorally and socially. Distinguished guest speakers Dr. Gisela Ernst-Slavit, Aaron Thomas, and County Superintendent Ted Alejandro presented at the conference, along with District personnel and community partners. Student groups provided the entertainment.	<ul style="list-style-type: none"> Services/Operating Systems Title I \$30,000	<ul style="list-style-type: none"> Services/Operating Systems Title I \$29,994

Action 4.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide positive parenting, social and emotional wellbeing, academic classes to help parents support their students and cultural proficiency workshops.	Parent classes were provided at the PEC promoting literacy proficiency. Tech classes and digital citizenship classes were provided to parents to help them shore up their own literacy and technology skills in order to help their students. Parents created presentations using Google Classroom, read fiction and non-	<ul style="list-style-type: none"> Certificated Salaries Benefits Title I \$88,553	<ul style="list-style-type: none"> Certificated Salaries Benefits Title I \$92,363

fiction books, practiced their writing and math skills.

Action 4.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Partner with community services, colleges and universities to promote parent engagement and learning.	The PEC provided workshops that support success in academics and social-emotional well-being by partnering with community services, colleges, Chaffey Adult School, and County Superintendent of Schools offices. Some of the community partnerships included: Promise Scholars; Plaza Comunitarias in partnership with the Mexican Consulate; General Education Development (GED) Testing Centers; ESL Classes provided by Chaffey Adult School; CAFE's Project 2 Inspire parent leaders provided information about California's Seal of Biliteracy to other parents; Ontario's Heal Zone and University of California provided nutrition classes; The American Lung Association provided important information to parents about youth tobacco prevention; The Mexican Consulate offered financial workshops and information about their services; Promotores de Salud Mental offered informational classes about resources in the community.	Not Applicable \$0	Not Applicable \$0

Action 4.04

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide timely & appropriate translations, interpretations to support two-way parent and stakeholder communication in general education to support student learning.

Translation and interpretation services were provided to parents so they can engage fully in their child's education.

- Classified Salaries
- Benefits

LCFF \$226,152

- Classified Salaries
- Benefits

LCFF \$240,640

Action 4.05

Planned Actions/Services

Provide Promise Scholars parent outreach and workshops to help them support their student(s) planning, preparing, and steps toward obtaining college degrees and career certificates including awareness of A-G requirements, college application processes, and access to federal and state sources of college financial aid.

Actual Actions/Services

Provided 1,130 parents with information and workshops to increase "college knowledge" and access to college financial aid. Data showed that 55% of participants completed applications for college financial aid.

Budgeted Expenditures

Included in Action 4.03
\$0

Estimated Actual Expenditures

Included in Action 4.03
\$0

Action 4.06

Planned Actions/Services

Provide external consultants to support parents in understanding cultural proficiency, responsiveness and educational systems and supports so they can help their children succeed academically.

Actual Actions/Services

Consultants were provided to support workshops with parents at site levels and at the OMSD Parent Leadership Conference.

Budgeted Expenditures

- Services/Operating Systems
- LCFF \$45,000

Estimated Actual Expenditures

- Services/Operating Systems
- LCFF \$0

Action 4.07

Planned Actions/Services

Promote parent leaders through capacity building workshops that

Actual Actions/Services

Workshops were provided to parents on parenting strategies,

Budgeted Expenditures

Not Applicable \$0

Estimated Actual Expenditures

Not Applicable \$0

support parent-to-parent trainings at the site levels.

literacy in the home, and academic skills across all content areas to support their child with learning at home, which supports their school experiences.

Action 4.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent workshops on the District's Master Planning for English Learner Success toolkit, English Language Proficiency Assessment for California (ELPAC), reclassification, EL programs and services including high school and college preparedness.	Parents of English learners participated in trainings to support their engagement in their child's education. On October 25, 2018, an English learner parent training was provided to support EL parents with meeting tips and goals of EL programs and leadership capacity. This training supported them to make their participation on site and District level committees more meaningful. The parent guide "Master Planning for English Learner Success" was revised and provided to site principals to share with their EL parents. This tool contains important information to help EL parents make informed decisions around their EL academic needs. ELPAC workshops were provided to parents at the OMSD Annual Parent Leadership Conference. English learner parents accessed the A-G materials on our website to inform their child's educational pathways at Chaffey Joint Union High School District.	<ul style="list-style-type: none">• Classified Salaries• Benefits• Books and Supplies• Services/Operating Systems Title III \$7,000	<ul style="list-style-type: none">• Classified Salaries• Benefits• Books and Supplies• Services/Operating Systems Title III \$1,406

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As described above, family engagement is valued in the Ontario-Montclair School District and thrives. The District believes family and community partnerships are vital to student learning and well-being. The District proactively engages family and community partners in decision making, leadership, volunteering, home learning, capacity building and fostering two-way communication with teachers and staff. Families and community members participate in both District and site level decision-making opportunities. The District believes strongly that parents are their child's first teacher and building their capacity to support their students academically and socially/behaviorally supports student success, connectedness, and future pathways. One way family capacity is developed is through a dedicated Parent Educational Center (PEC), housed at the OMSD Linda Vista Community Center. Daycare of non-school age children is provided daily to parents of OMSD students to facilitate their attendance. This year, based on input from our District parent advisory groups our Project 2 Inspire parent graduates were trained to provide parent-to-parent workshops on the District's Pathway Seal of Biliteracy award program to other parents across the District.

The District is proud to share that it has been selected, from a competitive application process statewide, to participate in a Community Engagement Initiative Peer Leading and Learning Inaugural Network in partnership with California Coalition of Educational Excellence (CCEE), California Association of Bilingual Educators (CABE), Families In Schools (FIS) and the San Bernardino County Superintendent of Schools (SBCSS). The network team brings together District staff, community partners, our District and the exemplary work at Central Language Academy with families and community partnerships to enhance student learning. Our Promise Scholars Program is critical in bringing community partnerships and building parent capacity to support their child in getting on the pathway to college.

This year, the PEC provided parent workshops on topics such as technology, ESL, GED Prep, health, nutrition, reading literacy and positive parenting. In addition, it provided higher education and career readiness pathways, by partnering with community services like Chaffey Adult School, the San Bernardino County Superintendent of Schools and colleges and universities. These partnerships help the District offer workshops on topics such as preparing their child for A-G classes, understanding the OMSD Promise Scholars initiative, General Educational Development (GED) Exam Preparation classes and English as a Second Language (ESL) classes. The partnership with the Mexican Consulate's office helps parents from any Latin American country to successfully complete their 'primaria' or 'secundaria' certificate program so they can continue their educational pathway to obtain a high school equivalency certificate or high school diploma. The Annual Parent Leadership Conference was provided on March 14, 2019, where over 500 parents attended workshops designed to support them helping their child succeed academically, behaviorally and socially. Parents participated in the STEP (Systematic Training for Effective Parenting) PEC on Wheels classes at two school sites. Several "Snack and Chats" were offered at the PEC throughout the year. Parents brought snacks to share and participated in a workshop with featured speakers.

District and site communication efforts are vital in supporting parents' ability to be connected and involved in their child's education. Dedicated translator and interpreters help maintain our ability to effectively communicate with our parents. Three general education translators are assigned to a cluster of school sites so that schools can ensure that parents who need primary language communication can engage in their child's learning. In addition, we work with the Division of Human Resources to identify bilingual staff members through a bilingual test. These individuals also provide interpretation at the school level. Additionally, in support of Students with Disabilities and parent communication, a team of special education translators provides written translation (of documents) and interpretation at school sites for Individual Educational Plan meetings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As indicated by the metrics the District has established, 100% of our families have access to a wealth of participation opportunities in the decision making process and capacity building experiences. The Ontario-Montclair School District thrives on building our family and community partnerships as this benefits our students' educational journey. The District also supports each school in nurturing multiple parent engagement opportunities. It provides school administrators and staff the tools, training, and resources to build a successful family and community engagement. The Single Plan for Student Achievement (SPSA) goal for parent involvement is aligned to the District's LCAP Goal 4 to ensure each school supports site based parent involvement strategies. It also monitors school sites and supports them in fulfilling their legal mandates of the School Site Council (SSC) composition and responsibilities under federal Title I and Title III mandates. The District requires that each site send a representative of the English Learner Parent Advisory Committee, GATE Parent Advisory Committee, and Special Education Parent Advisory Committee to participate at the District level advisory groups representing each student group. These school-level parent advisory groups meet at least three times per year to provide input into the SPSA and meet other requirements to ensure that parents of each subgroup fully participate in the advisory or decision-making process at the school level. Representatives of these groups also participate in decision making at the District level impacting the Local Control Accountability Plan (LCAP), LCAP Federal Addendum, Title I programs, Title III programs, District Parent Involvement Policy and other initiatives across the District. The District provides training and resources to site administrators such as draft sample agendas and presentations to ensure compliance areas are addressed consistently across the District. During the 2017-2018 Federal Program Monitoring administered by the California Department of Education, the District successfully passed all areas of Parent Involvement components. It was found compliant in all site level and District parent advisory group requirements. In addition, through the Multi-Tiered System of Support District Implementation Plan, Family and Community Engagement are evaluated and implemented based on the Fidelity Integrity Assessment (FIA) under the Domain of Family and Community Engagement at Cohort 1 schools. These schools are developing ways to deepen the opportunities on which families and community partners can collaborate and share in decision making.

At the District level, we have two LCAP focused parent groups, the District Parent Advisory Committee made up of representatives of low income and foster youth, and the District English Learner Parent Advisory Committee made up of a majority of English Learner parents. Also, a District English Learner Advisory Committee allows for broader attention to parent-initiated English learner topics. All-District parent advisory groups, including a District parent advisory group for Special Education parents and for Gifted and Talented Education parents, provide input into the LCAP, in addition to the two LCAP-focused groups mentioned above. Each year, school site administrators receive a presentation to deliver to parent advisory groups and other parent meetings so parents are engaged in

providing input into the LCAP. Also, this year the District contracted with the company Thoughtexchange which allows all stakeholders to participate online in providing input and collaborating with each other's suggestions and thoughts. Both face-to-face meetings and survey input ensure that the District is inviting families and community members in the rich dialogue around how to increase parent engagement and student programs. The District's cohort of Project 2 Inspire parent leaders presented at the Annual Parent Leadership Conference and the California Association of Bilingual Educators Regional Conference. Due to its success, additional parent leadership classes were offered at the PEC. Finally, cultivating parent leaders received training and presentation tools on the District's Pathway Seal of Biliteracy Awards program in Kindergarten and 8th grade. These highly skills parent leaders presented at school sites across the District and were well received.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District recognizes that a child may identify individuals that care and provide love and support to them may include caregivers other than parents. In fact, many children are in homes where individuals other than parents raise them, such as foster parents, guardians, extended family members and alternative family structures. Hence, the fourth LCAP goal will substitute the word 'parent' with the word 'family', as from the perspective of the child this broader term validates the people whom they chose to name their family which may include parents and others important in their life.

The following modifications were made for 2019-2020:

- 4.00 - Provide parent education & leadership workshops (Parent Educational Center, school sites & online) - Budget was modified.
- 4.02 - Positive parenting & social/emotional well-being classes & cultural proficiency workshops - Budget was modified.
- 4.04 - Timely & appropriate translations, interpretations, & 2-way communications - Budget was modified.
- 4.07 - Promote parent leaders through workshops supporting parent-to-parent training - Budget was modified.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Ontario-Montclair School District is committed to meaningful stakeholder engagement as an integral part of developing an effective strategic plan. As such OMSD used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The District has created an inclusive process so all stakeholders can participate, in multiple ways and opportunities, in the LCAP Annual Update and development. Stakeholders include: Certificated and Classified bargaining units, general education parents, parents and caregivers of low income students, Special Education students, foster youth students, English learner students, Gifted and Talented Education students, school site administrators, students, other school site personnel, District staff, and community members. The District is committed to implementing a systematic campaign, branded 'OMSD LCAP Season', that includes face-to-face meetings, online interactive surveys for parents, staff, students, and community members and paper surveys. The District begins its 'OMSD LCAP Season' with a detailed timeline that corresponds to the LCAP development, revision and Annual Update process which is posted at www.omsd.net.

The District has consistency in the LCAP process by providing stakeholders with resources, information and multiple opportunities to engage in the LCAP development process. LCAP resources include presentations, data sets, surveys, infographics, Superintendent communications, opportunities for engagement, the 'OMSD LCAP Season' webpage, written Comments for the Superintendent forms, and meeting agendas are provided to stakeholders and administrators for use in conducting input meetings. The District ensures it meets its responsibility to provide multiple opportunities to consult with all stakeholders and engage them in the LCAP development and Annual Update process in a transparent way at both the District and site levels. These meetings include information on the Local Control Funding Formula (LCFF), Local Control Accountability Plan (LCAP), District and Site Level student achievement, student and parent engagement data, and LCAP Annual Update. All District and site level stakeholder input meetings, attendees, sign-in sheets and survey responses are collected and presented to the Board of Trustees. Over 910 attendees participated in both District and site level LCAP input meetings. The SELPA Plan for the District was considered in the development and Annual Update of the LCAP. The OMSD LCAP alignment of services to Special Education students is consistent with the SELPA Local Plan Area assurances, see Appendix C.

Each year, the District contracts with "Thoughtexchange", a portal designed to provide participants a vehicle to give input and collaborate with one another, as they rate one another's 'Thoughts.' As a result of this interactive process among all stakeholders that participate, the highest rated 'Thoughts' are highlighted and themes emerge giving the District critical and relevant information to

inform the LCAP. One open-ended question was asked of our stakeholders: "What are some things we are doing well within our District and schools and what are some things we can do to improve?" Two phases of this process include: (1) Stakeholders sharing their 'Thoughts' in response to the question and rating them immediately, (2) Stakeholder 'Discovery' of all 'Thoughts' shared and their ranking. The 'Thoughtexchange' window was open from February 19, 2019 to March 12, 2019. Several reminders were emailed to all stakeholders to encourage participation. School sites were encouraged to provide computers and opportunities for stakeholders to take the survey during family and staff meetings. A total of 3374 people participated in the Thoughtexchange process, and 4308 'Thoughts' were contributed. Finally, 120,461 ratings were assigned to the 'Thoughts' which presented the District important themes to consider in the LCAP development.

Five main themes emerged from this online, collaborative process, including: Academic Support and Interventions, Teacher and Staff, Safety and Security, Technology, Food and Nutrition, Parent Involvement, and Behavior Support. Between 2018 and 2019, the percentage of 'Thoughts' around the topic of Safety and Security increased by 2% this year which is a marked reduction compared to the conversation around safety and security from 2017 to 2018. Since significant investment was made with respect to student safety this year, while it continues to be important for our stakeholders, they appear to note the additional resources on the part of the District on keeping our kids safe. Another significant theme is on the topic of technology. In 2017 stakeholders placed attention on increasing the amount of student devices. As a result of considerable investment in both devices and infrastructure in the LCAP for 2018-2019, a smaller percentage of 'Thoughts' were attributed to technology this survey period with only an additional 4% of 'Thoughts' on technology from 2018 as compared to 2019. Of the total number of 3374 participants in the Thoughtexchange process, 44% were family and community members, 33% Certificated, Classified and Administrative Staff and 23% were students. A presentation was provided at the April 18th, 2019 Board of Trustees meeting on our stakeholder LCAP input process and results to inform our 2019-2020 LCAP. In addition, paper survey responses and written Comments for the Superintendent totaled 71 forms. The Superintendent personally responded to each of those based on the request made by the individual on the preferred method of contact. Paper surveys to provide input are also provided to stakeholders. A total of 84 paper surveys were received.

At the District level, there are two LCAP focused parent groups, the District Parent Advisory Committee (DPAC) made up of representatives of low income and foster youth parents and the District English Learner Parent Advisory Group (DELPAC) made up of majority of English learner parent representatives of the District English Learner Advisory Committee (DELAC). These two groups work both as a unified group for training purposes and as independent groups during breakout sessions. The DPAC and DELPAC groups met twice to discuss the LCAP and Annual Update development on March 7, 2019 and May 16, 2019. During these meetings, school representatives learned of the District's programs and services across all LCAP Goals. They also learned about the highlighted changes of the 2019-2020 LCAP based on stakeholder input, received a presentation of the parent LCAP Budget tool and the process to provide written comments to the draft LCAP posted on the OMSD website on or before June 7, 2019, in advance of the first Public Hearings on the LCAP, LCFF, and budget review. The first public review of the LCAP and District Budget will take place at the Board of Trustees meeting on June 13, 2019 following approval of the LCAP and budget scheduled at the June 27, 2019 Board meeting. In addition to DPAC and DELPAC, all District parent advisory groups, including the District English Learner Advisory Committee (DELAC) on February 13, 2019, the District Special Education Parent Advisory Committee (SEPAC) on April 15, 2019, and the District Gifted And Talented Education Parent Advisory Committee (GATEPAC) on March 6, 2019 to provide input into the LCAP. School level parents were also engaged in multiple face-to-face meetings. All school site administrators received an LCAP

presentation toolkit and guidance to present to site level parent groups such as School Site Councils, Coffees with the Principal, Site English Learner Parent Advisory Committee, site Gifted And Talented Education Parent Advisory Committee and site Special Education Parent Advisory Committee. In addition, school administrators are asked to conduct classified and certificated staff meetings to provide input. Students provided their input at the Middle School Congress meeting on February 20, 2018 where 72 student representatives provided input on the LCAP from each of the District's six middle schools and three K-8 schools. The sign-in sheets and documents surrounding these meetings are available for public review at the June Board meetings.

District Staff, School Staff, Certificated and Classified Bargaining Units, administrators and teachers are considered as part of the input process and they are afforded both face-to-face meetings and online survey opportunities. District leadership and site administrators provided their input at Instructional Leadership Team Meeting on January 18, 2019 and also through online surveys. Classified and Certificated bargaining units are consulted through online surveys. School site personnel are engaged through staff LCAP input meetings and through online surveys.

The Superintendent's Constant Contact messages were sent throughout the process to community members providing important LCAP involvement information. The community had opportunities to engage through online surveys, paper surveys and face-to-face meetings. Three Board of Trustee meetings provided an opportunity for the community to learn about the LCAP input and LCAP document. On April 18, 2019 a presentation was made to the Board of Trustees on the District's LCAP engagement process, on June 13 and June 27, public hearings were held to review the LCAP draft and approve the plan in order to submit it to the County by the deadline of July 1, 2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from stakeholders during the 2018-2019 school year will be reflected in the 2019-2020 LCAP, the third year of a three-year LCAP Plan. The LCAP Consultations included both appreciative and suggested feedback to inform programs and services for students, families and the community.

Based on the LCAP input process, stakeholders have continued to express a need to maintain and reduce class-size ratios, increase investment in technology, maintain a focus on safety and recruit and maintain quality staffing. Stakeholder feedback demonstrated that the District should enhance its efforts around the themes related to Goal 1 as follows:

- Additional technology devices for students in LCAP - Action 1.08
- New Next Generation Science Standards (NGSS) Materials K-8 - Action 1.10
- Discontinue extended Day Kindergarten - Action 1.13
- Maintain reduced class size teacher:student ratios below the state requirement in grades TK-3rd - Action 1.14

- Continued investment on safety - Action 1.15

Based on multiple surveys and input meetings, teachers continue to need support as evidenced by surveys in the area of adopted curricula, NGSS, planning, student behavior support, coaching and support, math, literacy and foundational literacy, Dual Immersion, Newcomer and ELD strategies. Classified staff has also expressed the need to receive quality professional development to support. Stakeholder feedback demonstrated that the District should enhance its efforts around the themes related to Goal 2 as follows:

- Professional Development on literacy, math, & new NGSS - Actions 2.00 and 2.01
- Expand MTSS implementation via Universal Track for all schools, Year 2 of Cohort 1 schools and Year 1 of Cohort 2 Schools - Action 2.03
- Development of magnet programs - expand Dual Immersion, expand World Languages, expand sports and health at centers - Action 2.11
- Expand technology professional development and PD - Action 2.14
- Professional Development on EL Support - Actions 2.17 and 2.18
- Additional Newcomer Student Supports - Action 2.22
- New Student EL Monitoring (Ellevation) - Action 2.22
- Increased Title I funds allocated directed to school budgets for Interventions - Increase Title I direct allocation to school sites to be included in the 2019-2020 SPSAs

Based on teacher and multiple stakeholder survey, increased professional development in the area of Restorative Practices and PBIS will continue next year to support a positive school climate. Administrative training on Cultural Proficiency during Instructional Leadership Team Meetings will continue to support addressing the needs of student groups. All school administrators will receive Adaptive Schools training to support shared site leadership and professional learning communities. Stakeholder feedback demonstrated that the District should enhance its efforts around the themes related to Goal 3 as follows:

- Closely monitor Foster Youth chronic attendance and provide intake meeting - Action 3.02
- Restorative Practices training for school teams - Action 3.04
- Administrative trainings on Cultural Proficiency - Action 3.12
- Maintain student wellness programs, mental health access, collaborative services, case management - Action 3.14

Families have expressed their continued interest in receiving valuable workshops and trainings that support such topics as positive parent involvement, technology, Special Education supports, English learner supports, Gifted and Talented Education, and learning ways to support their child with the California State Standards. Parent leaders will continue to provide trainings across the District to support their ability to support parents at the site level. Families appreciate opportunities to be consulted in matters of shared decision-making at both the site and District levels. Stakeholder feedback demonstrated that the District should enhance its efforts around the themes related to Goal 4 as follows:

- Replace the word 'parent' for 'family' in Goal 4 of LCAP
- Provide parent workshops at the Parent Educational Center - Action 4.00
- Maintain Annual Parent Leadership Conference - Action 4.01
- Implement the Community Engagement Initiative (CEI) - Action 4.03

- Continue to promote parent-to-parent leaders to provide workshops - Action 4.07

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will receive instruction conducive to learning by appropriately credentialed teachers and highly qualified support staff, with ongoing professional development support, with materials and resources aligned to California State Standards in clean and safe facilities that are maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

As a result of the ongoing efforts across all divisions, our District maintains 100% of teachers are appropriately assigned, credentialed and have English learner authorizations, as evidenced on the District mis-assignment report. 100% of support staff are highly qualified as measured by Federal, State and local guidelines and 100% of school facilities are safe, well maintained, in good repair, clean and conducive to learning as evidenced by 100% of no extreme deficiencies rating on the District's Facilities Inspection Tool (FIT). Professional development opportunities are evaluated by teachers and other staff surveys at the conclusion of training sessions and at the end of the year so that the District can continue to be responsive to professional development needs. Attracting quality personnel to fill positions that are in high demand continues to be a focus, particularly in the area of Special Education, nurses and speech pathology.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Mis-Assign Report	100% Teachers	100% Teachers	100% Teachers	100% Teachers
English Learner Teaching Authorizations	100% Teachers	100% Teachers	100% Teachers	100% Teachers
Facilities Inspection Tool (FIT)	0% Extreme Deficiency	0% Extreme Deficiency	0% Extreme Deficiency	0% Extreme Deficiency

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Access to California Content Standards aligned materials	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.00

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Recruit and retain highly qualified teachers and support staff through recruitment fairs, incentives, and pre-employment assessments to staff hard-to-fill positions.

2018-19 Actions/Services

Conduct regular salary comparability studies to recruit and retain highly qualified teachers, instructional support staff, classified support staff, and administrative

2019-20 Actions/Services

staff through recruitment fairs, incentives, and pre-employment assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$270,000	\$17,454,275	\$17,519,216
Source	SPED	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems

Action 1.01

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Ensure all teachers have English learner credential authorizations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$5,080	\$5,171
Source	LCFF	LCFF	LCFF
Budget Reference	n/a	<ul style="list-style-type: none"> Classified Staff Benefits 	<ul style="list-style-type: none"> Classified Staff Benefits

Action 1.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
---	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="Specific Schools: Elementary Schools K-6"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="New Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Modified Action"/>
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Develop and provide professional development opportunities in the areas of risk management, legal mandates and student safety.

Provide elementary administrators to support student engagement in school, academic and social-emotional monitoring, student and school safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$862,212	\$4,194,493	\$4,195,589
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 1.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	New Action	Modified Action
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2017-18 Actions/Services

Regularly conduct a salary study and consider compensation modification to attract and retain quality staff for difficult to fill positions.

2018-19 Actions/Services

Provide additional certificated and classified staff to schools to support services and programs that target low income, English learners and Foster Youth students.

2019-20 Actions/Services

Provide certificated and classified staff and 5% additional instructional minutes above the base to support services and programs that target low income, English learners and Foster Youth students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$4,085,073	\$8,513,133
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits
Amount		\$2,909,357	\$2,852,243
Source		Title I	Title I
Budget Reference		<ul style="list-style-type: none"> Certificated Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits

Action 1.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 Students with Disabilities

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide a Special Education Internship program in conjunction with institutions of higher education in order to fill needed positions.

2018-19 Actions/Services

Ensure staffing of Special Education teachers, instructional support staff, school psychologists, specialists, and other personnel to support programs and services for Students with Disabilities.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,550	\$30,835,757	\$31,250,942
Source	SPED	SPED	SPED
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits

Action 1.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Support new teachers in obtaining a clear credential through a comprehensive teacher induction support program for general education and Education Specialists.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$170,000	\$348,588	\$293,256
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none">• Certificated Salaries• Classified Salaries• Benefits• Books and Supplies• Services/Operating Systems	<ul style="list-style-type: none">• Certificated Salaries• Benefits• Books and Supplies• Services/Operating Systems	<ul style="list-style-type: none">• Certificated Salaries• Benefits• Books and Supplies• Services/Operating Systems

Amount			\$54,249
Source			SPED
Budget Reference			<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 1.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Enhance school and District facilities to promote student learning, safety, health and social emotional well-being.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, and social emotional well-being.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$7,784,630	\$7,949,213
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Materials and Supplies Capital Outlay 	Classified Salaries <ul style="list-style-type: none"> Benefits Materials and Supplies Services/Operating Systems Capital Outlay 	<ul style="list-style-type: none"> Classified Salaries Benefits Materials and Supplies Services/Operating Systems Capital Outlay

Action 1.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Enhance school facilities to support technology use.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Enhance and maintain school and District facilities to support instruction and technology use.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$312,000	\$1,600,000	\$1,064,253
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Supplies Services Capital Outlay 	- Services/Operating Systems	- Services/Operating Systems

Action 1.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Increase the number of student devices and upgrade/maintain staff devices to foster access to online digital educational resources.

2018-19 Actions/Services

Maintain, Increase, and upgrade student and staff devices to increase access to digital educational resources.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$805,000	\$247,825	\$878,465
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Supplies Capital Outlay 	- Materials and Supplies	- Materials and Supplies

Action 1.09

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
--	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
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<p>2017-18 Actions/Services</p> <p>Teachers on assignment to support staff professional development in digital literacy and curriculum embedded technology use.</p>	<p>2018-19 Actions/Services</p> <p>Provide Technology Teachers on Assignment and site Information Systems Support Techs to support digital literacy professional development, access to curriculum embedded technology and use in the classroom.</p>	<p>2019-20 Actions/Services</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$155,850	\$1,702,820	\$1,381,387
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Classified Salaries • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits
Amount			\$528,917
Source			Title II
Budget Reference			<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 1.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide and maintain student access to standards based adopted textbooks across all content areas.	Provide student access to standards based textbooks across content areas, including the new History/Social Science District adoption in grades 6-8 and the NGSS pilot and adoption.	Provide student access to standards based textbooks across content areas, including the new NGSSt adoption in grades TK-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,384,000	\$6,581,000	\$335,425
Source	Lottery/LCFF	Lottery/LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Books and Supplies • Services/Operating Systems
Amount			\$1,064,575
Source			Lottery
Budget Reference			- Books and Supplies

Action 1.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Separate salary schedule for Speech Language Pathologists to ensure adequate staffing.

2018-19 Actions/Services

Conduct ongoing comparable salary study at industry rates to recruit and retain nursing and health school staff to support student wellness.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$2,144,938	\$2,330,373
Source	SPED	LCFF	LCFF
Budget Reference	Reference Action 1.00	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits

Action 1.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Increase staffing in Speech Language Pathology and Occupational Therapy positions, augmented with additional instructional aide support in the forms of Speech Language Pathology Assistants and Certified Occupational Therapy Assistants to reduce caseloads.

2018-19 Actions/Services

Maintain Speech Language Pathologist salary schedule to ensure adequate staffing, increase Speech Language Pathologists and Occupational Therapist and Assistant positions.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150,000	\$6,174,452	\$6,307,422
Source	SPED	SPED	SPED
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits

Action 1.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide extended day kindergarten classes by adding staffing to support the teacher in meeting the needs of students during increase their weekly instructional time from 1125 to 1380 minutes through extended day Kindergarten.

2018-19 Actions/Services

Maintain extended day kindergarten to meet the needs of low income, English learner and Foster Youth students by increasing their instructional minutes per day from a half-day model.

2019-20 Actions/Services

Action discontinued for 2019-2020 as recommended by the task force due to no impact on student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$687,021	\$686,863	\$0
Source	LCFF	LCFF	
Budget Reference	<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Classified Salaries Benefits 	

Action 1.14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary Schools and K-8 Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement another phase of class size reduction in grades TK, 1, 2 and 3 at 26 students to 1 teacher. Kindergarten classrooms will be 24 students to 1 teacher.

2018-19 Actions/Services

Maintain class size ratio of 26:1 in grades TK, 1, 2, 3 and at 24:1 in kindergarten, with additional staff.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$356,000	\$5,690,323	\$4,354,254
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Certificated Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Benefits

Action 1.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide additional staff at school sites to support student safety and wellbeing and at the District office to coordinate safety supports Districtwide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$475,210	\$607,917
Source		LCFF	LCFF
Budget Reference		<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Classified Salaries Benefits Books and Supplies Services and Operating Systems

Action 1.16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide general education transportation to promote access to school, maintain and increase attendance and ensure student safety to and from school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,284,132	\$712,057
Source		LCFF	LCFF
Budget Reference		6000-6999: Capital Outlay <ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All students will demonstrate progress in academic achievement through an instructional program aligned to the California State standards and frameworks with materials, resources, and staff professional development that integrate technology, over a broad course of study (English Language Arts, English Language Development, History-Social Science, Math, Science and other content areas) within a Multi-Tiered System of Supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Goal 2 in the LCAP primarily addresses the implementation of the state standards, student achievement, student course access, and other outcomes. According to the Fall 2018 California School Dashboard, Ontario-Montclair continues to be at the 'yellow' performance level in all areas. The District has much to be proud of. The English Language Arts academic indicator Distance from Standard increased 8.7 points which equates to 20.6 points below standard, with all student groups in the Increased or Maintained categories. The Mathematics academic indicator Distance from Standard increased 9.3 points which equates to 48 points below standard, with all student groups in the Increased or Maintained performance levels except Foster Youth. Another important metric is the Reading Inventory. The Reading Inventory performance has been maintained in grades 2-8, with a baseline of 39% and an actual at 41% maintaining end of year Lexile targets in February, as compared to last year at the same time. Continued efforts are made to support early literacy professional development for teachers, Districtwide universal screener assessments and supplemental interventions. Through a concerted effort to meet the needs of English learners, the reclassification rate in OMSD is 33.5%, surpassing both the county and state rates. The reduction of Long Term English Learners (LTELs) has continued at a rate of 4.3%.

An achievement gap of two or more performance levels has been identified for the Foster Youth student group (54 students) in the area of Mathematics ('red' performance level). The following student groups have earned the 'orange' performance level in the identified metric on the Fall 2018 California School Dashboard, one performance level below the District:

- English Language Arts: English Learners (6,366 students), Foster Youth (48 students), Students with Disabilities (1,840 students)
- Mathematics: American Indian (76 students), English Learners (6,367 students), Students with Disabilities (1,841 students)

Based on multiple surveys and input meetings, teachers continue to need support as evidenced by surveys in the area of adopted curricula, NGSS, planning, student behavior support, coaching and support, math, literacy and foundational literacy, Dual Immersion, Newcomer and ELD strategies. Classified staff has also expressed the need to receive quality professional development to support. In addition to the specific actions maintained and modified for next year as detailed below, actions highlighted enhance the Districts response to address the performance needs of our student groups.

- Professional Development on literacy, math, & new NGSS with attention to meeting the needs of 'orange level' student groups - Actions 2.00 and 2.01
- Expand MTSS implementation via Universal Track for all schools, Year 2 of Cohort 1 schools and Year 1 of Cohort 2 Schools - Action 2.03
- Expand Special Education professional development - Actions 2.06, 2.07 and 2.08
- Development of magnet programs, expansion of Dual Immersion, World Languages, sports and health programs - Action 2.11
- Expand technology professional development and PD - Action 2.14
- Professional Development on EL Support - Actions 2.17 and 2.18
- Additional Newcomer Student Supports and new EL Student monitoring system (Ellevation) - Action 2.22
- Increased Title I funds allocated to school budgets for Interventions - Increase Title I direct allocation to school sites to be included in the 2019-2020 SPSAs
- Continued dedicated release time for teachers to analyze data and inform instructional planning - Action 2.02
- Support for schools identified on the California Schools Dashboard - Action 2.05

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA	35.4 Scaled Points Below Level 3	20.4 Scaled Points Below Level 3	19 Scaled Points Below Level 3	9 Scaled Points Below Level 3
CAASPP Math	60 Scaled Points Below Level 3	48 Scaled Points Below Level 3	48 Scaled Points Below Level 3	36 Scaled Points Below Level 3
English Learner Progress Indicator (ELPI)	71.1%	72.6%	Set Baseline due to ELPAC Transition	Pending new state guidelines for ELPI

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reading Inventory (RI) Gr. 2nd – 8th	February 2017 39%	February 2018 44%	February 2019 49%	Metric deleted
Reading Inventory (RI) Gr. 3rd	February 2017 45%	February 2018 50%	February 2019 55%	February 2020 60%
Foundational Skills Mastery Assessment Gr. 1st – 3rd	February 2017 Gr. 1 - 42.5% Gr. 2 - 38.7% Gr. 3 - 36.6%	February 2018 Gr. 1-47.5% Gr. 2-43.7% Gr. 3-41.6%	February 2019 Gr. 1-52.5% Gr. 2-48.7% Gr. 3-46.6%	Metric deleted
ESGI Sight Word Recognition Gr. TK-K	February 2017 57%	February 2018 62%	February 2019 67%	Metric deleted
Reclassification Rate meet or exceed County and State	17.7%, Exceeded County and State	Meet or Exceed County and State	Meet or Exceed County and State	Meet or Exceed County and State
Long Term English Learners (LTEL) Reduction	696 LTELs	Reduce 5% Prior Year	Reduce 5% Prior Year	Reduce 5% Prior Year
Teacher Professional Development on Implementing State Standards	100% teachers access to training and job embedded learning	100% teachers access to training and job embedded learning	100% teachers access to training and job embedded learning	100% teachers access to training and job embedded learning
Students enrolled in core subjects	100% Students enrolled in core subjects	100% Students enrolled in core subjects	100% Students enrolled in core subjects	100% Students enrolled in core subjects

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.00

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Specific Schools:
Elementary Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide resources and focused professional development to support early literacy and students "reading by third grade" initiative.

2018-19 Actions/Services

Provide resources and focused professional development to support early literacy for teachers in grades K-3 and teachers in grades 4-6 to support students "reading by third grade" Districtwide initiative.

2019-20 Actions/Services

Provide resources and focused professional development to support early literacy for teachers in grades K-3 and teachers in grades 4-6 to support students "reading by third grade" District wide initiative in support of Tier I inclusive academic instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,000	\$10,000	\$119,360
Source	LCFF	LCFF	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	- Books and Supplies	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies
Amount		\$75,000	
Source		Title I	
Budget Reference		<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	

Action 2.01

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide resources and focused professional development to support pedagogy and newly adopted materials in elementary and middle schools.

2018-19 Actions/Services

Provide resources and focused professional development to support pedagogy and adopted materials in elementary and middle schools.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,500	\$124,300	\$151,193
Source	Educator Effectiveness/LCFF	Title I	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 2.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a system to monitor student progress through summative and formative assessments.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$144,000	\$359,900	\$423,400
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems
Amount			\$9,500
Source			Title I
Budget Reference			<ul style="list-style-type: none"> • Services/Operating Systems

Action 2.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: All Schools in Universal Track, Schools in Cohort 1 and Cohort 2.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Develop a Districtwide systematic approach to multi-tiered system of support including the use of Universal Design for Learning (UDL) to meet the needs of at-risk students.

2018-19 Actions/Services

Provide universal and cohort training and technical assistance to MTSS Task Force, school leaders and leadership teams.

2019-20 Actions/Services

Provide universal and cohort training and technical assistance to MTSS Task Force, school leaders and leadership teams under the SUMS GRANT.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,000	\$82,500	\$12,542
Source	LCFF	Title I	SUMS Grant
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Amount			\$211,006
Source			Title I
Budget Reference			<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems

Action 2.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide resources, training and support for instructional coaches to build teacher capacity through job embedded professional development in ELA, math and student engagement.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$332,050	\$290,624	\$690,909
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems

Action 2.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Support administrative professional development on leadership, monitoring of

2018-19 Actions/Services

Support administrative professional development and coaching on leadership,

2019-20 Actions/Services

instructional pedagogy and student progress.	monitoring of instructional pedagogy and student progress.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$403,361	\$408,398
Source		LCFF	LCFF
Budget Reference	Not Applicable	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 2.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>Students with Disabilities</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>New Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
<p>2017-18 Actions/Services</p> <p>Provide resources and focused professional development to support</p>	<p>2018-19 Actions/Services</p> <p>Provide professional development opportunities to certificated and classified</p>	<p>2019-20 Actions/Services</p>

Special Education students through pedagogy and curriculum.	staff, inclusive of program-specific, research-based interventions, accommodations and methodology.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$43,634	\$10,000
Source	SPED	SPED	SPED
Budget Reference	<ul style="list-style-type: none"> Materials and Supplies Services 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits

Action 2.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p style="border: 1px solid black; padding: 2px;">Students with Disabilities</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p style="border: 1px solid black; padding: 2px;">All Schools</p>
---	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p style="border: 1px solid black; padding: 2px;">[Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p style="border: 1px solid black; padding: 2px;">[Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p style="border: 1px solid black; padding: 2px;">[Add Location(s) selection here]</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p style="border: 1px solid black; padding: 2px;">New Action</p> <p>2017-18 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p style="border: 1px solid black; padding: 2px;">Modified Action</p> <p>2018-19 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p style="border: 1px solid black; padding: 2px;">Modified Action</p> <p>2019-20 Actions/Services</p>
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Provide focused professional development to Education Specialists to assist with the implementation of modifications and differentiation of curriculum and the use of tiered behavioral interventions and Positive Behavior Intervention and Support (PBIS).

Provide focused professional development to Education Specialists, related service providers, and paraprofessionals to assist with the development, implementation, and monitoring of behavior intervention plans (BIP), strategies, and interventions used in multi-tiered behavior support systems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,900	\$30,697	\$10,000
Source	SPED	SPED	SPED
Budget Reference	- Services	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits

Action 2.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>Students with Disabilities</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Support Education Specialists in ensuring that all EL students have a goal that is aligned with CCSS.

2018-19 Actions/Services

Ensure EL students dual identified as SPED have linguistic goal in their IEP aligned to the state content standards.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,400	\$0	\$0
Source	SPED	Not Applicable	Not Applicable
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	Not Applicable	Not Applicable

Action 2.09

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

Support professional development and resources to provide access to a broad course of study: GATE, AVID, Libraries, Saturday Student Enrichment, California Healthy Youth Act, Jr. Blast, Learning Together, Project Based Learning (PBL), International Baccalaureate (IB) and Strength Finder.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$173,514	\$131,404	\$114,995
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems
Amount			\$25,000
Source			Title I
Budget Reference			<ul style="list-style-type: none"> • Books and Supplies • Services/Operating Systems

Action 2.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary and K-8 Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide Physical Education instruction and PE enrichment opportunities to all students.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,909,187	\$3,016,099	\$3,160,711
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies

Action 2.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary and K-8 Schools and Virtual Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide course access through Visual Performing Arts Education, magnet

2018-19 Actions/Services

2019-20 Actions/Services

programs and alternative learning pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,051,516	\$986,463	\$1,107,106
Source	E3 Virtual/LCFF/General Fund/Music	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems
Amount			\$19,000
Source			Title IV
Budget Reference			<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems

Action 2.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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New Action	Modified Action	Modified Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide teacher initiated professional development funds to support instruction.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$46,500	\$46,733
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems

Action 2.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools Specific Grade Spans: Grades 4-8</p>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Support the implementation of California's Next Generation Science Standards.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$167,400	\$59,500	\$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems

Action 2.14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide resources to teachers to help guide their students to acquire 21st century and Digital Literacy skills: including coding, computer science, keyboarding and robotics.

2018-19 Actions/Services

Provide supplemental resources and focused professional development to teachers to support their pedagogy and digital implementation to guide their students to acquire 21st century skills, Digital Literacy skills that include coding, computer science, robotics and digital learning.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$188,352	\$76,500	\$125,500
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems

Action 2.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

Provide resources and focused professional development to support teachers and students in the pedagogy and implementation of 21st Century skills, including digital learning.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$770,590	\$158,589	\$21,000
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems

Action 2.16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Including Dual Immersion Personnel

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide ongoing, sustainable, job-embedded professional development in Designated and Integrated ELD for elementary teachers.

2018-19 Actions/Services

Coordinate and implement EL programs and professional development for teachers and administrators, support all schools, Dual Immersion programs, increase student's primary language literacy through the Pathway Seal of Biliteracy Board Resolution in grades K and 8 Districtwide and in grades K, 3, 6, and 8 at Dual Immersion programs.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,422	\$145,123	\$139,362
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits

Action 2.17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide ongoing, sustainable, job-embedded professional development in Designated ELD for middle school teachers.

2018-19 Actions/Services

Provide Designated ELD teacher professional development.

2019-20 Actions/Services

Provide Designated ELD teacher professional development and instructional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$9,000	\$24,784
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 2.18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide ongoing, sustainable, job-embedded professional development in Integrated ELD for middle school science and math teachers.

2018-19 Actions/Services

Provide Integrated ELD teacher professional development.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$9,000	\$36,921
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Supplies 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 2.19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle Schools, Vineyard STEM and Central Language Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide targeted Specialized Designated ELD for Long Term English Learners (LTELs) with reading deficits and need targeted Designated ELD.

Provide a reading intervention program for Long Term English Learners and other struggling students at the middle and K-8 schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$64,500	\$80,000	\$80,000
Source	Title I	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems

Action 2.20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Monitor the academic and language development progress of English learners, LTELs, and Redesignated ELs utilizing state assessments, District assessments and classroom formative assessments.

2018-19 Actions/Services

Monitor EL academic, language development progress and provide resources to evaluate EL student progress.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,527	\$9,614	\$25,946
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies

Action 2.21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide effective supplemental professional development and coaching on Designated and Integrated ELD for teachers, administrators, coaches and paraprofessionals.

2018-19 Actions/Services

Provide EL coaching, professional development for teachers, administrators, coaches and other school personnel.

2019-20 Actions/Services

Provide EL coaching, professional development for teachers, administrators, coaches and other school personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$193,671	\$193,758	\$198,590
Source	Title III	Title III	Title III
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits

Action 2.22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement effective supplemental programs and activities, including language instruction programs, to help English learners increase their English language proficiency and meet the challenging state academic standards.

2018-19 Actions/Services

Implement supplemental EL, Newcomer programs in grades 7-8, teacher professional development and instructional supports.

2019-20 Actions/Services

Implement Newcomer English learner supplemental programs, teacher professional development, progress monitoring and supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$160,566	\$161,927	\$302,832
Source	Title III	Title III	Title III
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems

Action 2.23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

District monitoring of elementary and middle schools are ensuring that English learners are achieving English proficiency based on the State's English language proficiency assessment and meeting challenging state academic standards.

2018-19 Actions/Services

Monitor EL student progress towards reclassification and monitor reclassified students for four years.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$40,062	\$18,419
Source	Not Applicable	LCFF	LCFF
Budget Reference	Not Applicable	<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Benefits

Action 2.24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: AVID Elementary and International Baccalaureate Programs at Arroyo, Bon View, Hawthorne and Wiltsey Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Develop and implement a well-rounded program, enhanced curriculum, and pedagogy designed for all students to meet challenging State academic standards, become 21st Century learners and College and Career ready.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$299,648	\$642,975	\$420,276
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems

Amount			\$35,610
Source			LCFF
Budget Reference			- Services/Operating Systems

Action 2.25

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Specific Schools: Summer School at Buena Vista, Oaks, Wiltsey, De Anza, Vina Danks, Del Norte, Elderberry

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Identify and monitor the progress of students who are determined to need additional supports to meet challenging State academic standards, including between the school-day and beyond the school-day interventions.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,605,000	\$1,705,000	\$225,000
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems
Amount			\$0
Source			LCFF
Budget Reference			Included in Action 3.09 <ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating systems

Action 2.26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

Identify and implement effective instructional strategies and supports across all state standards through teacher, administrative and other instructional personell through ongoing professional development and job embedded coaching.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$828,543	\$75,687	\$94,134
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems
Amount			\$111,000
Source			Title II
Budget Reference			<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Individual student needs will be met through a Multi-Tiered System of Supports designed to foster student academic and social-behavioral engagement with peers, staff, and the community, which includes providing support to staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The District believes that we serve our students best when we create school environments that support academic and social-emotional engagement. Stakeholder feedback demonstrated that the District should continue its efforts around the themes related to student safety and school climate. An achievement gap of two or more performance levels has been identified for the African American student group (602) in the Suspension Rate indicator ('red' performance level). For 2019-2020, a focus will be to meet the needs of our African-American students by deeply identifying institutional barriers, changing mindsets and identifying other root causes. An implementation study group around the area of Cultural Proficiency will continue to support capacity building among staff in the District to address student groups that need extra support in the area of school connectedness to remain focused and engaged in school. Continued fidelity to the District's Multi-Tiered System of Support Implementation Plan will support aligning the efforts of the District and the school sites to meet the needs of ALL students through a strengths-based system in all areas of student learning, family and community engagement and social-emotional health.

The District announces exemplary attendance efforts at school sites through banner displays, trophies, and Ed Connect announcements. Actual chronic absenteeism rate is 7.7% (yellow performance level) per Fall 2018 Dashboard. This is due to the many initiatives that are in place to support our students to feel engaged in school and the proactive programs and services in place such as extracurricular activities and mentor services. Attendance rate is just shy of the District's robust goal set at 97.7% with the results coming in at 96.94%. Continued efforts will be made to increase attendance rates to meet the goal in 2019-2020. The suspension rate is in the Yellow performance level on the California Dashboard with 2.4% of 22,437 suspended at least one time.

Middle school drop-out rate, as reported on the California Department of Education Data Quest, is not an area of concern. Our overall expulsion rate remains at 0%. The District reports that the Local Climate Survey is met.

Data from the School Wide Information System (SWIS) shows that Office Discipline referrals and suspensions are low at PBIS schools following implementation efforts to fidelity. Mental health and case management services are provided to homeless and foster youth and their families to ensure social-emotional health and academic success. Each identified Foster Youth student is tracked for appropriate educational placement and provided with social/emotional support. All students who are identified as Foster Youth or homeless are enrolled without delay and are given immediate support such as transportation, meals, and access to all services and activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	2.8% (yellow performance level)	2.5% (green performance level)	2.2% (green performance level)	1.9% (green performance level)
Chronic Absenteeism	7.68	Reduce by .5%	Reduce by .5%	Reduce by .5%
Attendance Rate	96.6%	97.7%	97.7%	97.7%
Student Engagement California Healthy Kids Survey (CHKS) Biannual	<p>Question: I feel like I am part of this school</p> <p>Grade 5 27% - Strongly Agree 33% - Agree</p> <p>Grade 7 49% Yes, all of the time 27% Yes, most of the time</p> <p>Question: Do you feel safe at school?</p> <p>Grade 5 31% Very Safe 41% Safe</p> <p>Grade 7 53% Yes, all of the time</p>	No CHKS Data	State Data from 2018-2019	No CHKS Data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	26% Yes, most of the time			
Middle School Drop-out Rate	.2%	Maintain or Reduce	Maintain or Reduce	Maintain or Reduce
Expulsion Rate	0%	0%	0%	0%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.00

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Provide mentor services to promote a safe and nurturing learning environment for students.

Provide Mentor staff and services at school sites to support student safety and wellbeing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,141,000	\$989,075	\$917,584
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Classified Salaries Benefits Books and Supplies Services/Operating Systems 	<ul style="list-style-type: none"> Classified Salaries Benefits Books and Supplies Services/Operating Systems

Action 3.01

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p> <p>2017-18 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p> <p>2018-19 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p> <p>2019-20 Actions/Services</p>
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School recognition program for increasing attendance rate each month.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	- Supplies	- Books/Supplies	- Books/Supplies

Action 3.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
--	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--	--

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
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<p>2017-18 Actions/Services</p> <p>Assign a staff member to monitor chronic truants & liaison between the school, family, and community agencies.</p>	<p>2018-19 Actions/Services</p> <p>Ensure each school provides daily monitoring of chronic truants, student attendance and provide resources and</p>	<p>2019-20 Actions/Services</p>
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supports for families, including access to community agencies to increase student engagement in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$154,323	\$156,294
Source	Not Applicable	LCFF	LCFF
Budget Reference	Not Applicable	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits

Action 3.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Assign school staff to maintain family outreach and student support at school sites.

Maintain family outreach services, student health staff and support at school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action 3.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Positive Behavior Intervention and Support (PBIS) training and implementation.	Provide Positive Behavior Intervention and Support (PBIS) training and	

implementation at all school sites, including Restorative Practices training and SWIS licenses to monitor student behavior interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,333	\$90,610	\$104,600
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems

Action 3.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide case management services to students & families.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$715,710	\$765,085	\$32,024
Source	LCFF/Title I/Local Grant/McKinney Vento/Mental Health	LCFF/Title I/Local Grant/McKinney Vento/Mental Health	LCFF
Budget Reference	<ul style="list-style-type: none"> Classified Salaries Benefits Books/Supplies Services 	<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Classified Salaries Benefits
Amount			\$384,916
Source			Title I
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits
Amount			\$75,347
Source			Title IV
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits

Amount			\$110,732
Source			McKinney Vento
Budget Reference			<ul style="list-style-type: none"> • Classified Salaries • Benefits
Amount			\$6,792
Source			Medical
Budget Reference			<ul style="list-style-type: none"> • Classified Salaries • Benefits
Amount			\$27,173
Source			Mental Health
Budget Reference			<ul style="list-style-type: none"> • Classified Salaries • Benefits
Amount			\$178,654
Source			PEI
Budget Reference			<ul style="list-style-type: none"> • Classified Salaries • Benefits

Action 3.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain clinical supervision for mental health crisis intervention at two family resources centers.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,128,000	\$384,090	\$318,278
Source	LCFF/Title I/Local Grant/McKinney Vento/Mental Health	LCFF/Medical/Other Local	Mental Health
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems • Direct/Indirect Support 	Other: Local Grant <ul style="list-style-type: none"> • Classified Salaries • Benefits 	<ul style="list-style-type: none"> • Classified Salaries • Benefits

Amount			\$100,118
Source			Title IV
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits
Amount			\$140,258
Source			Medical
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits
Amount			\$185,346
Source			PEI
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits
Amount			\$51,496
Source			City of Montclair
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits

Action 3.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide a system to track student interventions and Student Study Teams.

2018-19 Actions/Services

Maintain a system to track student interventions and Student Study Teams meeting actions.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$65,000	\$76,100
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books/Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems

Action 3.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Prioritize support for Foster Youth and Homeless, monitor social/emotional needs, and provide counseling services.

2018-19 Actions/Services

Prioritize support for Foster Youth and Homeless students, monitor their social and emotional needs, and provide counseling services.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	Title I	Title I	Title I
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems

Action 3.09

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain Activities Administrator to develop activities program at all sites.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$673,000	\$638,096	\$713,164
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems

Action 3.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide Special Education professional development on behavior intervention and monitoring.

2018-19 Actions/Services

Provide after-school programs to students.

2019-20 Actions/Services

Provide after-school programs to students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$3,997,792	\$3,937,455
Source	SPED	ACES	ACES
Budget Reference	- Services	<ul style="list-style-type: none"> Classified Salaries Benefits Books and Supplies Services/Operating Systems Other Outgo 	<ul style="list-style-type: none"> Classified Salaries Benefits Books and Supplies Services/Operating Systems Other Outgo

Action 3.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Ensure school office is client centered and has knowledge of resources that are culturally appropriate to support families

2018-19 Actions/Services

Ensure school office is client centered and has knowledge of culturally proficient resources to support families, knowledge of English learner programs and state

2019-20 Actions/Services

by providing office staff training in this area.	compliance guidelines to support students and families.	
--	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action 3.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administrative training on SARB, the new Bullying laws, and culturally appropriate responses to student discipline and related		

trainings that promote safety and student engagement in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	- Services	- Services	- Services/Operating Systems

Action 3.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Assemble Multi-Tiered System of Supports (MTSS) District Leadership Team, participate in county MTSS training, receive technical assistance in developing

2018-19 Actions/Services

Continue MTSS Planning/Implementation by providing additional professional development to Implementation Team, site

2019-20 Actions/Services

Continue MTSS Planning/Implementation

a MTSS. Design 3-year training and implementation plan.	and District leaders, coaches and teachers.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$6,000	\$18,100
Source	Title I	Other	LCFF
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems

Action 3.14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
--	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>New Action</p> <p>2017-18 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p> <p>2018-19 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p> <p>2019-20 Actions/Services</p>
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Restorative practices training at all school sites, designed to improve the school culture.

Coordinate programs for students on mental health access, collaborative services, Case Management, Positive Behavior and Support (PBIS), Restorative Practice and services that promote social-emotional student wellness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,400	\$176,518	\$141,847
Source	LCFF	LCFF/Medical/Other Local	LCFF
Budget Reference	Services	Other: Local Grant <ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits
Amount			\$15,760
Source			McKinney Vento
Budget Reference			<ul style="list-style-type: none"> • Certificated Salaries • Benefits
Amount			\$92,150
Source			Medical
Budget Reference			<ul style="list-style-type: none"> • Classified Salaries • Benefits

Amount			\$92,150
Source			Mental Health
Budget Reference			<ul style="list-style-type: none"> Classified Salaries Benefits

Action 3.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide students with Promise Scholars career awareness and interest explorations through Promise Scholars lessons aligned with ELA materials, community volunteers and partnerships with businesses, local government, and nonprofits.

2018-19 Actions/Services

2019-20 Actions/Services

Coordinate Promise Scholars to provide students with career awareness and interest explorations through Promise Scholars lessons aligned with ELA materials, community volunteers and partnerships with businesses, local government, and nonprofits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$157,534
Source	Not Applicable	Not Applicable	LCFF
Budget Reference	Not Applicable	Not Applicable	<ul style="list-style-type: none"> Classified Salaries Benefits

Action 3.16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide students with Promise Scholars college visits to increase early awareness of postsecondary education options,

2018-19 Actions/Services

2019-20 Actions/Services

understanding of financial aid, and motivation to attend.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Support student learning and well being through family engagement efforts to seek consultation and input into the decision-making process, promote meaningful family participation in their child's learning and enhance our community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

The District believes that student learning and wellbeing is enhanced when families are engaged in the decision-making process at both the District and site levels. Because the District recognizes that a child may have individuals that care and provide love and support to them, which include caregivers other than parents, the language in Goal 4 was modified slightly. Many children are in homes where individuals other than parents raise them, such as foster parents, guardians, extended family members and alternative family structures. Therefore, in the fourth LCAP goal we will substitute the word 'family' in place of the word 'parent'. This tweak shows that any member of a child's family can serve as their child's first teacher, building their capacity to support their students academically and socially/behaviorally supports our students' success. Families have expressed their interest in receiving valuable workshops and trainings that support such topics as positive parent involvement, technology, Special Education supports, English learner supports, Gifted and Talented Education, and learning ways to support their child with the California State Standards. In addition, families appreciate opportunities to be consulted in matters of shared decision-making at both the site and District levels.

The District has two LCAP-focused parent groups, the District Parent Advisory Committee made up of representatives of low income and foster youth, and the District English Learner Parent Advisory Committee made up of a majority of English Learner parents. Also, a District English Learner Advisory Committee allows for broader attention to parent-initiated English learner topics. All District parent advisory groups, including a District parent advisory group for Special Education parents and for Gifted and Talented Education parents, provide input into both the LCAP and other District initiatives. Both face-to-face meetings and survey input addresses the need to increase stakeholder and parent engagement. Parent capacity occurs throughout the District and at school sites. This gives our families opportunities to learn how to support their child academically and social-emotionally. The District and school sites continue to expand parent capacity by supporting trained parent leaders to provide workshops.

The statewide Community Engagement Initiative (CEI) has selected six school districts across the state to join the groundbreaking effort to build capacity for meaningful community engagement in California’s public schools. The Ontario-Montclair School District is proud to be one of the six districts selected. The CEI is an integral part of California’s new statewide System of Support, a key component of the state’s accountability system. The California Collaborative for Educational Excellence (CCEE), San Bernardino County Superintendent of Schools (SBCSS), the California Association of Bilingual Educators (CABE), and Families In Schools (FIS) jointly lead the CEI. OMSD, along with the other five districts selected will compose the CEI’s inaugural Peer Leading and Learning Network. This collaborative effort will identify and analyze models, metrics, and practices of community engagement in order to help schools, districts, and their communities across the state build their engagement skill and knowledge.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents that can access involvement and/or input	100%	100%	100%	100%
Parents that can access site, District workshops, meetings and/or online tools	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.00

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: Parent Educational Center at Linda Vista
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action Modified Action Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parent classes at the Parent Educational Center, other district facilities and individual school sites to include online learning when appropriate.	Provide Parent education and leadership workshops at the Parent Educational Center, other District facilities and individual school sites to include online learning when appropriate.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,598	\$271,684	\$284,636
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Classified Salaries Classified Salaries Benefits 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits Books and Supplies Services/Operating Systems 	<ul style="list-style-type: none"> Certificated Salaries Classified Salaries Benefits Books and Supplies Services/Operating Systems

Action 4.01

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide an Annual Parent Leadership Conference.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	Title I	Title I	TI Parent involvement
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems

Action 4.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide positive parenting, social and emotional wellbeing, and cultural proficiency workshops.

2018-19 Actions/Services

Provide positive parenting, social and emotional wellbeing, academic classes to help parents support their students and cultural proficiency workshops.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$88,553	\$94,290
Source	LCFF	Title I	TI Parent involvement
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits 	<ul style="list-style-type: none"> • Certificated Salaries • Benefits • Services/Operating Systems

Action 4.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Partner with community services, colleges and universities to promote parent engagement and learning.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$163,000	\$0	\$0
Source	LCFF	Not Applicable	Not Applicable
Budget Reference	Certificated Salaries Benefits	Not Applicable	Not Applicable

Action 4.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide timely and appropriate translations, interpretations and systems of two-way communications with parents to support student learning.

2018-19 Actions/Services

Provide timely & appropriate translations, interpretations to support two-way parent and stakeholder communication in general education to support student learning.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,000	\$226,152	\$236,281
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Books and Supplies Services/Operating Systems 	<ul style="list-style-type: none"> Classified Salaries Benefits 	<ul style="list-style-type: none"> Classified Salaries Benefits

Action 4.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide Promise Scholars parent outreach and workshops to help them support their student(s) planning, preparing, and steps towards obtaining college degrees and career certificates including awareness of A-G requirements, college application processes, and access to federal and state sources of college financial aid.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Included in Action 4.03	Included in Action 4.03	Included in Action 4.03

Action 4.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Linda Vista Parent Educational Center

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide external consultants to support parents in understanding cultural proficiency, responsiveness and educational systems and supports so they can help their children succeed academically.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,000	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> Services/Operating Systems 	<ul style="list-style-type: none"> Services/Operating Systems 	<ul style="list-style-type: none"> Services/Operating Systems

Action 4.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Promote parent engagement in the education of students in need of supports to achieve challenging state standards.

Promote parent leaders through capacity building workshops that support parent-to-parent trainings at the site levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$1,500
Source	TI Parent involvement	Not Applicable	TI Parent involvement
Budget Reference	Included in Action 4.00 and 4.01	Not Applicable	<ul style="list-style-type: none"> Services/Operating Systems
Amount			\$5,000
Source			Title III
Budget Reference			<ul style="list-style-type: none"> Services/Operating Systems

Action 4.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Promote parent engagement in the education of English learners.

2018-19 Actions/Services

Provide parent workshops on the District's Master Planning for English Learner Success toolkit, English Language Proficiency Assessment for California (ELPAC), reclassification, EL programs and services including high school and college preparedness.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	Title III	Title III	Title III
Budget Reference	<ul style="list-style-type: none"> • Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems 	<ul style="list-style-type: none"> • Services/Operating Systems

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$54,611,417

Percentage to Increase or Improve Services

33.63%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District uses stakeholder feedback, metrics, research on evidence-based academic practices, social-emotional learning supports and guidance from the California ELA/ELD, math and other content frameworks to provide a yearly review of how the actions and services in the LCAP are increased and improved for our unduplicated students. As defined by the state, an unduplicated student is either low income, foster youth or English learner or a combination of two or more. The Ontario-Montclair School District has an enrollment of 20,600 students in grades TK-8th grade. Of those, 88.7% are Unduplicated high need students, meaning these students are either low income, foster youth or English learner or a combination of two or more. Additionally, low-income students make up 88%, English learners make up 25.8% and Foster Youth make up 1.2% of the District's total student population. According to research, students that are low income, English learner and/or foster youth typically have additional basic needs, social-emotional needs, early literacy, and academic needs. The state provides additional resources for these groups of students based on the Local Control Funding Formula (LCFF).

The District has an established methodology to allocate LCFF funds to each of its 32 school sites based on their unduplicated student count. The amount of the school allocations of LCFF funds totals \$3,365,000. These funds are allocated to schools to work within their local contexts and stakeholder groups to conduct a Comprehensive Needs Assessment and determine the programs and services to support their unduplicated students. Some programs and services that schools identify in their Schoolwide Plans for Student Achievement to meet the needs of their unduplicated students are: teacher professional development, Instructional Rounds, Structured Teacher Planning Days to analyze student data and inform instructional decisions, supplemental ELA and Math programs, Intervention programs, behavioral supports, coaching support for teachers, enrichment programs and beyond the bell instructional supports. Supports are also provided to students in the area of social-emotional learning and intervention. Additionally, schools prioritize funding to meet the needs of student groups as identified in the equity reports of the California Schools Dashboard.

The following actions are those principally designed to support unduplicated students: Low income, English learners and Foster Youth and can be found under the sections of this LCAP for Goals 1, 2, 3 and 4, Actions & Services. They identify the location of services and the state priorities they address.

Goal 1: All students will receive instruction conducive to learning by appropriately credentialed teachers and highly qualified support staff, with ongoing professional development support, with materials and resources aligned to California State Standards in clean and safe facilities that are maintained and in good repair. State Priorities Addressed: Basic (Conditions of Learning). These actions are provided on an LEA-wide basis.

1.02 - Supplemental services to support unduplicated students. Elementary Administrators are additional staff at each elementary school sites to support student safety, instructional support and academic engagement.

1.03 - Services that are provided by increased staffing at school sites to support additional programs that are principally designed for unduplicated students.

1.05 - Provide comprehensive teacher induction support program attract both general education teachers and Education Specialists to our District.

1.09 - Additional Technology Teachers on Assignment hired and also includes the District Informational Technology staff that supports each school site. These staff principally support our unduplicated students to receive increased services in the area of curriculum via technology.

1.14 - Additional teacher staffing is provided beyond the requirements. The District invests in providing smaller class size in formative grades TK-3 to foster foundational skills principally designed for our unduplicated students.

1.15 - Additional staffing to provide greater security and coordination with outside agencies to promote student and staff safety across our community.

1.16 - General education transportation is a service the District provides that is principally designed for our unduplicated student population to support student safety and attendance.

Goal 2: All students will demonstrate progress in academic achievement through an instructional program aligned to the California State standards and frameworks with materials, resources, and staff professional development that integrate technology, over a broad course of study (English Language Arts, English Language Development, History-Social Science, Math, Science and other content areas) within a Multi-Tiered System of Supports. These actions are provided on an LEA-wide basis, however, the LEA provides schools with LCFF funding allocated by the number of unduplicated students. Schools conduct a Comprehensive Needs Assessment to align their SPSA goals to Goal 2 of the LCAP in order to increase and improve services to these student groups and others identified on the California Schools Dashboard equity report.

2.00 - Professional development for teachers on literacy to support low-income students that may have additional academic needs in the classroom to improve Tier 1 instruction and align it to the Universal track as specified in the District's MTSS Implementation Plan. (Title I)

2.01 - Support teachers with pedagogy & adopted materials professional development and resources to improve the outcomes of our unduplicated students by differentiating instruction and provide Universal Supports to increase academic achievement of students not meeting state standards.

2.02 - Student progress monitoring system tools that are curriculum-embedded and inform teaching and learning.

2.03 - Providing a Multi Tiered System of Support to our students and Universal Design for Learning training for teachers will support our unduplicated students and other at-risk student groups. (SUMS Grant & Title I)

2.04 - Increase and improve teacher capacity and instructional delivery by providing coaching cycles aligned to the District's Coaching Framework in high-quality teaching.

2.05 - Provide administrative PD, coaching, and leadership to improve outcomes for students annually. Additional focus on developing increased services to diverse student groups by engaging in Cultural Proficiency training and Adaptive Schools Training.

2.09 - Expand programs to provide a broad course of study for unduplicated students to access enriched educational experiences that prepare them for college and beyond.

2.10 - Increase physical Education instruction and enrichment opportunities to help develop the 'whole child' that extend into the summer.

2.11 - Maintain magnet programs, alternative learning pathways, and Visual And Performing Arts course access to provide unduplicated students opportunities that students in higher socioeconomic areas have. Extend learning to increase opportunities over the summer.

2.12 - Teacher initiated professional development funds to support teachers to improve on their professional skills.

2.14 - Increase computer science experiences and mobile makerspaces to more schools and support our at-risk students to engage with 21st Century skills. (Title I)

2.15 - Increase technology professional learning, support to teachers to include unduplicated students access digital learning. (Title I)

2.16 - Improve English learner students' academic and linguistic skills through instructional programs, Dual Immersion programs, increased World Language programs and biliteracy supports such as the OMSD Pathway Seal of Biliteracy Awards for grades K and 8th.

2.17 - Improve support to schools around designated ELD based on data results providing direct professional development to teachers and provide increased and improved services to English learners.

2.18 - Improve support to schools around integrated ELD by providing teachers with professional development to increase and improve the quality of instruction and increase language production between students.

2.19 - Expand and improve the quality of supplementary Reading Intervention program that targets unduplicated Long Term English Learners and other struggling students at K-8 schools to support increased reclassification rate which has been consistently above the state and county rates over the last four years.

2.20 - Provide progress monitoring tools to evaluate EL language progress and respond in a timely manner to site needs.

- 2.21 - Provide improved EL coaching based on site administrator consultation, direct services to EL students and their families and professional development that is ongoing and sustainable. (Title III)
- 2.22 - Provide Newcomer supports that are supplementary to the core program targeting language and content learning. (Title III)
- 2.23 - Monitor reclassified students and progress towards reclassification of English learners.
- 2.24 - Program to meet college and career preparation. (LCFF & Title I)
- 2.25 - Improve the close monitoring of at-risk student groups by providing release time for teachers to collaborate around data and adjust instructional decisions. (Title I)
- 2.26 - Increase data-informed, job-embedded teacher professional development based on student data, teacher input, walkthroughs and identified needs.

Goal 3: Individual student needs will be met through a Multi-Tiered System of Supports designed to foster student academic and social-behavioral engagement with peers, staff, and the community, which includes providing support to staff. Schools conduct a Comprehensive Needs Assessment to align their SPSA goals to Goal 3 of the LCAP in order to increase and improve services to these student groups and others identified on the California Schools Dashboard equity report.

- 3.00 - Provide students with increased access to social-emotional supports through mentor programs and services.
- 3.02 - Provide resource links to our underserved students and families to support increased attendance.
- 3.03 - Services are targeted to support low-income students to experience a positive home environment so that they can experience increased engagement in school.
- 3.04 - Increase PBIS implementation across the District and provide Restorative Practices training to improve school culture, which is principally targeted to our unduplicated student needs. (Title I)
- 3.05 - Provide Case Management Services to our unduplicated student group to help them to more fully engage in school and strive towards uninterrupted schooling. (LCFF, Title I, Title IV, McKinney Vento, Medical, Mental Health, and PEI)
- 3.06 - Provide Clinical Mental Health services to support our students and families with wellness so learning can take place at school.
- 3.07 - Deepen the implementation of a comprehensive P4SS online student progress monitoring system principally targeted to our unduplicated students. (Title IV, McKinney Vento, Medical, Mental Health, PEI and City of Montclair)
- 3.06 - Provide Clinical Mental Health services to support our students and families with wellness so learning can take place at school.
- 3.08 - Increase coordinated support to foster youth and homeless students in the area of social-emotional, basic Case Management needs and counseling services. (Title I)
- 3.09 - Provide an Activities Administrator to support after-school and weekend activities to engage students in a positive environment beyond the school day.
- 3.10 - Provide After-school programs to increase low-income families access to after-school daycare while supporting academic experiences for students.

3.13 - Expand the District's Multi-Tiered System of Supports Implementation Plan through both the Universal Track for all schools and the Cohort model at identified schools with additional training and coaching support. MTSS is principally designed to increase and improve academic and behavioral success for ALL student groups. (ACES)

3.14 - Provide student wellness programs (mental health access, collaborative services, case management, PBIS, and Restorative Practices)

Goal 4: Support student learning and well being through family engagement efforts to seek consultation and input into the decision-making process, promote meaningful family participation in their child's learning and enhance our community partnerships. Schools conduct a Comprehensive Needs Assessment to align their SPSA goals to Goal 4 of the LCAP in order to increase and improve services to families of unduplicated student groups.

4.00 - Parent Educational Center provides parents targeted supports focused around the needs of unduplicated students by providing families tools and workshops to support their child. (Title I)

4.01 - An Annual Parent Leadership Conference is provided to principally support our unduplicated students, GATE and SPED and their families to support learning in the home, social-emotional supports, academic programs, technology trainings, parenting skills and other valuable workshops based on parent input. (Title I Parent Involvement)

4.02 - Community service, college, and university partnerships promote parent engagement and learning targeted around our unduplicated student population.

4.05 - Create awareness among OMSD families and the community around Promise scholars program to promote planning and preparing for their child's college education.

4.06 - Provide external consultants to support family engagement in their child's social-emotional and academic development as needed.

4.07 - Expand the capacity of parent leaders to provide workshops on the Pathway Seal of Biliteracy and early literacy to other parents at school sites. (Title I Parent Involvement & Title III)

4.08 - Expand supports and workshops for EL parents to engage in their child's education to make academic and linguistic progress. (Title III)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$51,176,322

31.97%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff and stakeholder feedback, research on effective practices and the California ELA/ELD, math and other content frameworks, we are implementing the following LCAP actions to improve services for low income, English learner and foster youth students. The Ontario-Montclair School District has 84% of students as unduplicated pupils, meaning these students are either low income, foster youth or English learner or a combination of two or more. According to research, students that are low income, English learner and/or foster youth typically have additional basic needs, social emotional needs, early literacy and academic needs. All actions in the LCAP funded by LCFF, including those identified below, with exception to Actions 1.10, a portion of 2.10 and 2.13 are principally designed to meet the needs of unduplicated students in the District.

The following actions are those principally designed to support unduplicated students: Low income, English learners and Foster Youth and can be found under the sections of this LCAP for Goals 1, 2, 3 and 4, Actions & Services.

Goal 1:

1.02 - Supplemental services to support unduplicated students. Elementary Administrators are additional staff at each elementary school sites to support student safety, instructional support and academic engagement.

1.03 - Services that are provided by increased staffing at school sites to support additional programs that are principally designed for unduplicated students. Greater encumbrance of the District budget was included in 2018-2019 that was not included previously.

1.09 - Additional Technology Teachers on Assignment hired and also includes the District Informational Technology staff that supports each school site. These staff principally support our unduplicated students to receive increased services in the area of curriculum via technology.

1.13 - Extended day kindergarten will continue to support unduplicated students to access longer instructional day earlier in their educational path at select sites.

1.14 - Additional teacher staffing is provided beyond the requirements. The District invests in providing smaller class sizes in formative grades TK-3 to foster foundational skills principally designed for our unduplicated students.

1.15 - Additional staffing to provide greater security and coordination with outside agencies to promote student and staff safety across our community.

1.16 - General education transportation was included for 2018-2019 as a result of the initiative to encumber more of the services the District provides that are principally designed for our unduplicated student population to support student safety and attendance.

Goal 2:

2.00 - Professional development for teachers on literacy to support low income students in the classroom.

2.03 - Provide a Multi Tiered System of Support to our students and Universal Design for Learning training for teachers which will support our unduplicated students and other at risk student groups.

2.07 - Support paraprofessionals in developing capacity around behavior interventions and additional budget was added to support expanded action.

2.14 - Conduct a computer science pilot and mobile maker spaces to more schools and support our at risk students to engage with 21st Century skills.

2.15 - Provide supplemental technology professional learning, support and the Khan academy initiative to support unduplicated students.

2.16 - Support English learner students served through programs for English learners, Dual Immersion programs and biliteracy supports.

2.17 - Support English learner (EL) programs through support to schools around designated ELD based on data results.

2.18 - Support EL programs through support to schools around integrated ELD based on data results.

2.19 - Supplementary Reading Intervention program that targets unduplicated Long Term English Learners and other struggling students at K-8 schools.

2.20 - Additional site supports to evaluate EL students' language progress.

2.21 - Supplemental EL coaching, direct services to EL students and their families and professional development that is ongoing and sustainable.

2.22 - Provide Newcomer supports that are supplementary to the core program so they can accelerate language and content learning.

2.23 - Principally targets service to English learner students in monitoring language progress.

2.24 - Provide supplemental supports for low income students.

2.25 - Provide expanded intervention support of supplemental services to at risk students.

2.26 - Target at risk students by increasing professional development to staff based on student data, teacher input and needs.

Goal 3:

3.00 - Additional supports and coordination of safety practices to respond to the needs of our students, our community and stakeholder input.

- 3.02 - Provide resource links to our underserved students and families to support increased attendance.
- 3.03 - Services are targeted to support low income students to experience a positive home environment so that they can experience increased engagement in school.
- 3.04 - Restorative Practices training to improve school culture, which is principally targeted to our unduplicated student needs.
- 3.05 - Case management services support our unduplicated student group to engage in school and strive towards uninterrupted schooling.
- 3.06 - Clinical mental health services support our students and families to create positive wellness so learning can take place at school.
- 3.07 - Implement a comprehensive online monitoring system designed to support unduplicated students.
- 3.08 - Intentional support to foster youth and homeless students in the area of social-emotional needs and counseling services.
- 3.09 - Dedicated Activities Administrator supports after school and weekend activities so students can stay engaged in a positive environment beyond the school day.
- 3.10 - After-school programs provided to students allow low income families access to after-school day care while supporting academic experiences for students. In addition, these programs allow for students in need to eat a supper meal.

Goal 4:

- 4.00 - Parent Educational Center provides parents targeted supports to help their child succeed academically and social emotionally. These are focused around the needs of unduplicated students.
- 4.01 - An Annual Parent Leadership Conference is provided to parents of our at risk students, which includes working with our families to support learning in the home and parenting skills.
- 4.02 - Community service, college and university partnerships promote parent engagement and learning targeted around our unduplicated student population.
- 4.05 - Promise scholar parent outreach to promote planning and preparing for their child's college education.
- 4.06 - Parent engagement to support students in need.
- 4.08 - Expand supports and workshops to EL parents.

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$46,780,020

29.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff and stakeholder feedback, research on effective practices and the California ELA/ELD, math and other content frameworks, we are implementing 17 LCAP actions to improve services for low income, English learner and foster youth students. The Ontario-Montclair School District has 87% of students which qualify as unduplicated pupils, meaning that these students are either low income, foster youth or English learner or a combination of two or more. According to research, students that are low income, English learner and/or foster youth typically have additional basic needs, social emotional needs, early literacy and academic needs. The actions below are targeted to meet these additional needs and are principally directed to, and effective in, meeting the needs of unduplicated students in the District.

Significant actions to improve services are:

- Ensure all teachers have appropriate English learner authorizations (see LCAP Goal 1, action 1.01)
- Provide extended day Kindergarten by adding staffing to support the teacher in meeting additional instructional time for students at identified schools (see Goal 1, action 1.13)
- Decrease class size in TK-3 (see Goal 1, action 1.14)
- Provide early literacy resources and teacher professional development to support at risk students to read by 3rd grade (see LCAP Goal 2, action 2.00)
- Develop a Districtwide Multi-Tiered System of Supports (MTSS) to principally meet the needs of low-income, English learner, and foster youth (see LCAP

Goal 2, action 2.03)

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- Support ongoing, sustainable, job-embedded professional development on Designated and Integrated ELD for elementary teachers (see LCAP Goal 2,

action 2.16)

- Provide ongoing, sustainable, job-embedded supplemental professional development on Designated ELD for middle school teachers (see LCAP Goal 2,

action 2.17)

- Provide ongoing, sustainable, job-embedded supplemental professional development on Integrated ELD for middle school science and math teachers (see

Goal 2, action 2.18)

- Provide targeted Specialized Designated ELD for Long Term English Learners (LTELs) with reading deficits (see Goal 2, action 2.19)
- Monitor the academic and language development progress for English learners, LTELs and redesignated ELs (see Goal 2, action 2.20)
- Provide effective supplemental professional development and coaching on Designated and Integrated ELD for teachers, administrators, coaches and

paraprofessionals (Goal 2, action 2.21)

- Implement effective supplemental programs to help English learners increase their English proficiency and meet challenging state standards (see LCAP

Goal 2, action 2.22)

- District monitoring of elementary and middle schools to ensure English learners are making academic progress towards reclassification (see Goal 2, action

2.23)

- Provide support to students towards meeting challenging State standards and monitor progress (see LCAP Goal 2, actions 2.24 and 2.25)
- Provide teachers with professional development on the implementation of instructional strategies intended to strengthen student learning (see LCAP Goal

2, action 2.26)

- Provide mentor services principally designed to meet the needs of low income and foster youth students (see Goal 3, action 3.00)

- Assign school staff to maintain family outreach principally designed to meet the needs of low income students (see Goal 2, action 3.03)
- Provide case management services to meet the needs of low income students (see Goal 3, action 3.05)
- Prioritize support for social/emotional services for foster youth and homeless (see Goal 3, action 3.08)
- Promote effective parent engagement to support students in need of academic support (see Goal 4, action 4.07)
- Promote supplemental English learner parent engagement to support their student (see Goal 4, action 4.08)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Appendix C

Ontario-Montclair School District

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BOARD OF EDUCATION

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SUPERINTENDENT

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SPECIAL EDUCATION LOCAL PLAN AREA

The following pages 12-15 contain legally-mandated assurances. Each assurance contains within its heading a cite to the section of the United States Code, California Education Code or State Board of Education requirement that forms the basis of the assurance. Pursuant to the requirement of the State Board of Education, the assurances cannot be modified in any way.

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY ASSURANCES SED-LP-5

1. **FREE APPROPRIATE PUBLIC EDUCATION (20 United States Code (USC) § 1412 (a)(1))**. It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

2. **FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))**. It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. **CHILD FIND (20 USC § 1412 (a)(3))**. It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

4. **INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))**. It shall be the policy of this LEA that an IEP or an IFSP that meets the requirements of 20 USC. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.

5. **LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))**. It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. **PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))**. It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

7. **EVALUATION (20 USC § 1412 (a)(7))**. It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. **CONFIDENTIALITY (20 USC § 1412 (a)(8))**. It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. **PART C TO PART B TRANSITION (20 USC § 1412 (a)(9))**. It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

10. **PRIVATE SCHOOLS (20 USC § 1412 (a)(10))**. It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. **LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))**. It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30.

12. **INTERAGENCY (20 USC § 1412 (a)(12))**. It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. **GOVERNANCE (20 USC § 1412 (a)(13))**. It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. **PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))**. It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. **PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))**. It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. **PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))**. It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. **SUPPLEMENTATION OF STATE, LOCAL AND FEDERAL FUNDS (20 USC § 1412 (a)(17))**. It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

18. **MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))**. It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

19. **PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))**. It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. **RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))**.
(Federal requirement for State Education Agency only)

21. **STATE ADVISORY PANEL (20 USC § 1412 (a)(21))**.
(Federal requirement for State Education Agency only)

22. **SUSPENSION AND EXPULSION (20 USC § 1412 (a)(22))**. The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

23. **ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))**. It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

24. **OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))**. It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

25. **PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))**. It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. **DISTRIBUTION OF FUNDS (20 USC § 1411(e) and (f)(1-3))**.
(Federal requirement for State Education Agency only)

27. **DATA (20 USC § 1418 (a-d))**. It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. **CHARTER SCHOOLS (California Education Code § 56207.5 (a-c))**. It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a SELPA may not be treated differently from a similar request made by a school district.