LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2021-2022 | 2022-2023 | 2023-2024

ONTARIO-MONTCLAIR SCHOOL DISTRICT

CDS CODE: 36-67819-0000000

ELEMENTARY DISTRICT

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Ontario-Montclair School District
CDS Code:	36 67819 0000000
LEA Contact Information:	Name: Tammy Lipschultz Position: Assistant Superintendent, Learning & Teaching Phone: (909) 418-6436
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$226,126,644
LCFF Supplemental & Concentration Grants	$57,479,160
All Other State Funds	$42,227,274
All Local Funds	$3,992,059
All federal funds	$56,655,727
Total Projected Revenue	$329,001,704

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$343,380,418
Total Budgeted Expenditures in the LCAP	$128,850,928
Total Budgeted Expenditures for High Needs Students in the LCAP	$70,216,917
Expenditures not in the LCAP	$214,529,490

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$37,660,137
Actual Expenditures for High Needs Students in Learning Continuity Plan	$40,182,607

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$12,737,757
2020-21 Difference in Budgeted and Actual Expenditures	$2,522,470

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	1. Salary and benefits for Certificated and Classified support staff, not included in the LCAP, to support operations, facilities, personnel, business, nutrition, health wellness, academic and social emotional support for students. 2. Facilities and Operations to enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, social emotional well-being, and instruction for learning that is not included in the LCAP. 3. Technology that is not included in the LCAP.

	4. Electric, water, gas, and solar utility usage to maintain learning and work environment. 5. Educational Specialists, Certificated and Classified staff to engage students with special needs with academic and social-emotional supports that is not included in the LCAP. 6. Provide student access to standards based textbooks across content areas, intervention programs, and other supports that are not included in the LCAP. 7. COVID Federal and State funded expenditures.

LCFF Budget Overview for Parents

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

CDS Code: 36 67819 0000000

School Year: 2021-22

LEA contact information:

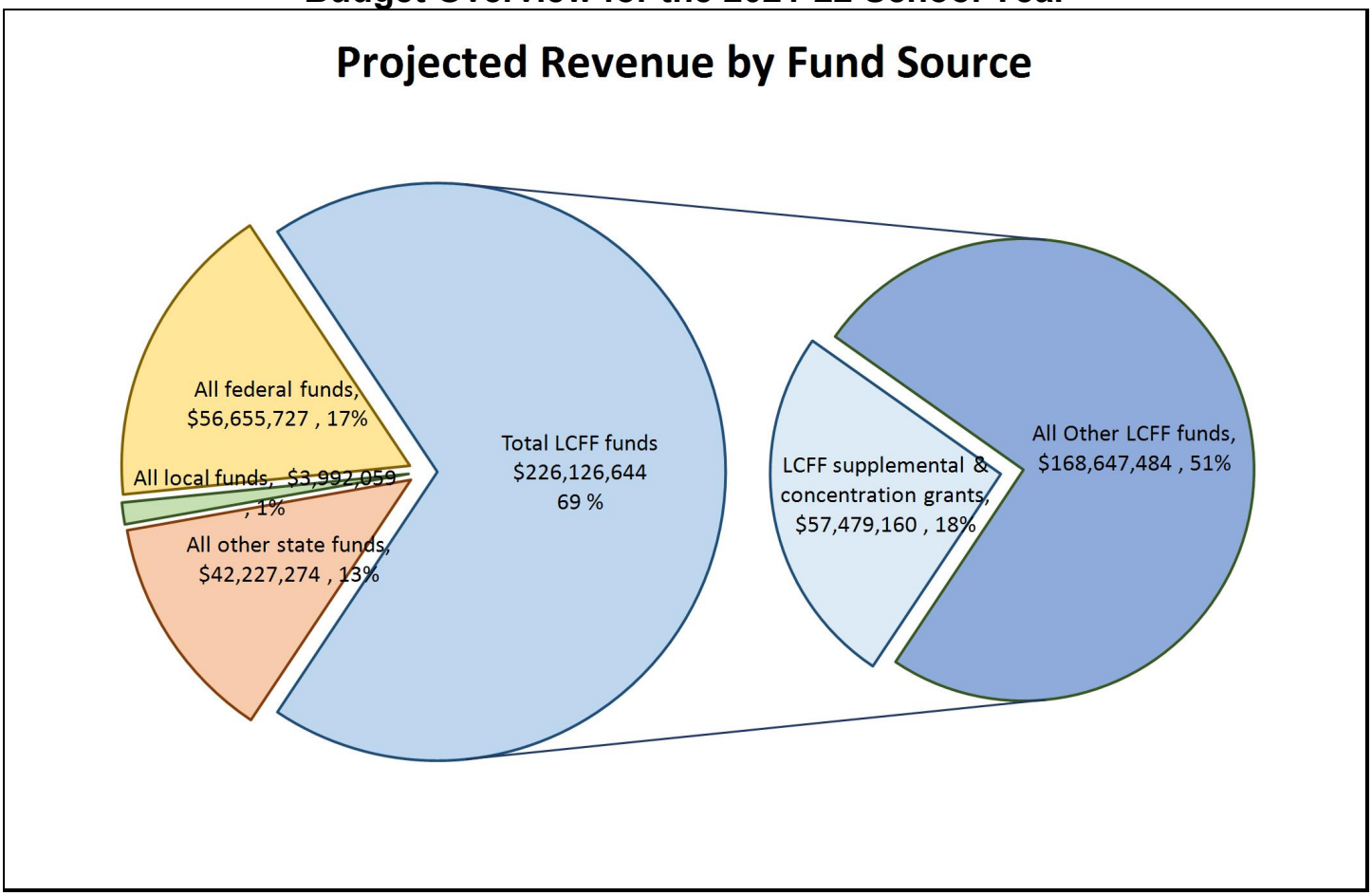
Tammy Lipschultz

Assistant Superintendent, Learning & Teaching

(909) 418-6436

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 2021-22 School Year

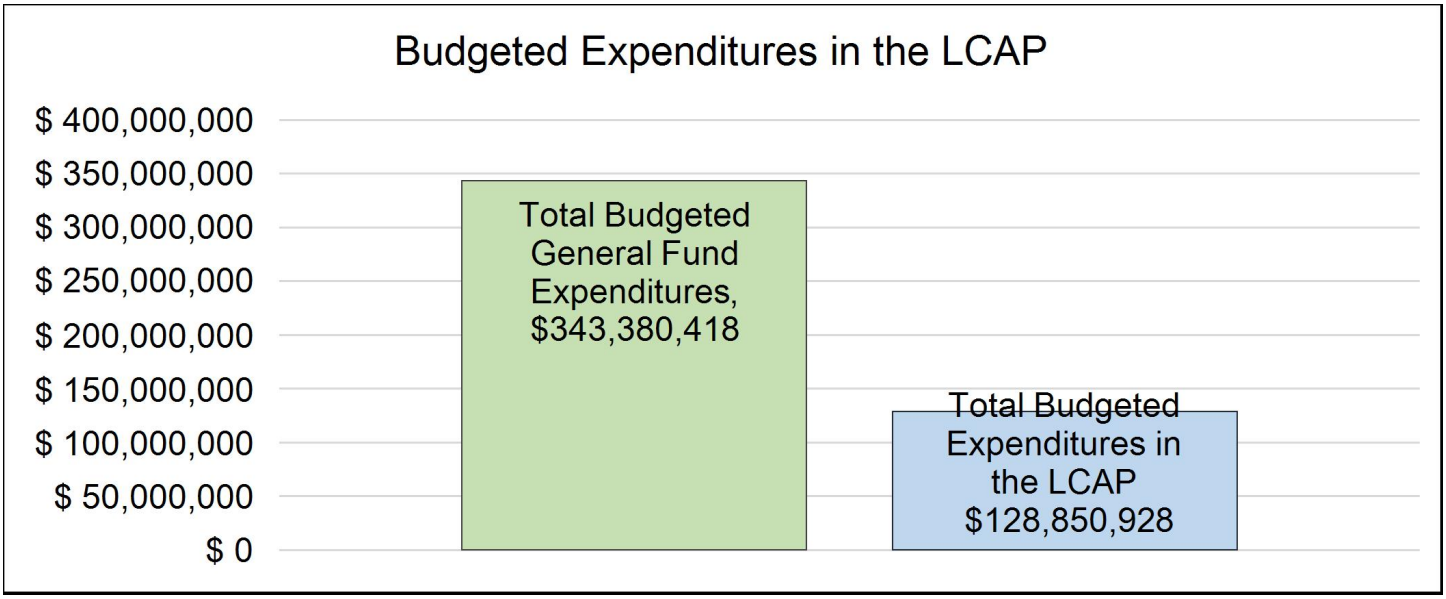


This chart shows the total general purpose revenue Ontario-Montclair School District expects to receive in the coming year from all sources.

The total revenue projected for Ontario-Montclair School District is $329,001,704, of which $226,126,644 is Local Control Funding Formula (LCFF), $42,227,274 is other state funds, $3,992,059 is local funds, and $56,655,727 is federal funds. Of the $226,126,644 in LCFF Funds, $57,479,160 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ontario-Montclair School District plans to spend $343,380,418 for the 2021-22 school year. Of that amount, $128,850,928 is tied to actions/services in the LCAP and $214,529,490 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salary and benefits for Certificated and Classified support staff, not included in the LCAP, to support operations, facilities, personnel, business, nutrition, health wellness, academic and social emotional support for students.
2. Facilities and Operations to enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, social emotional well-being, and instruction for learning that is not included in the LCAP.
3. Technology that is not included in the LCAP.
4. Electric, water, gas, and solar utility usage to maintain learning and work environment.
5. Educational Specialists, Certificated and Classified staff to engage students with special needs with academic and social-emotional supports that is not included in the LCAP.
6. Provide student access to standards based textbooks across content areas, intervention programs, and other supports that are not included in the LCAP.
7. COVID Federal and State funded expenditures.

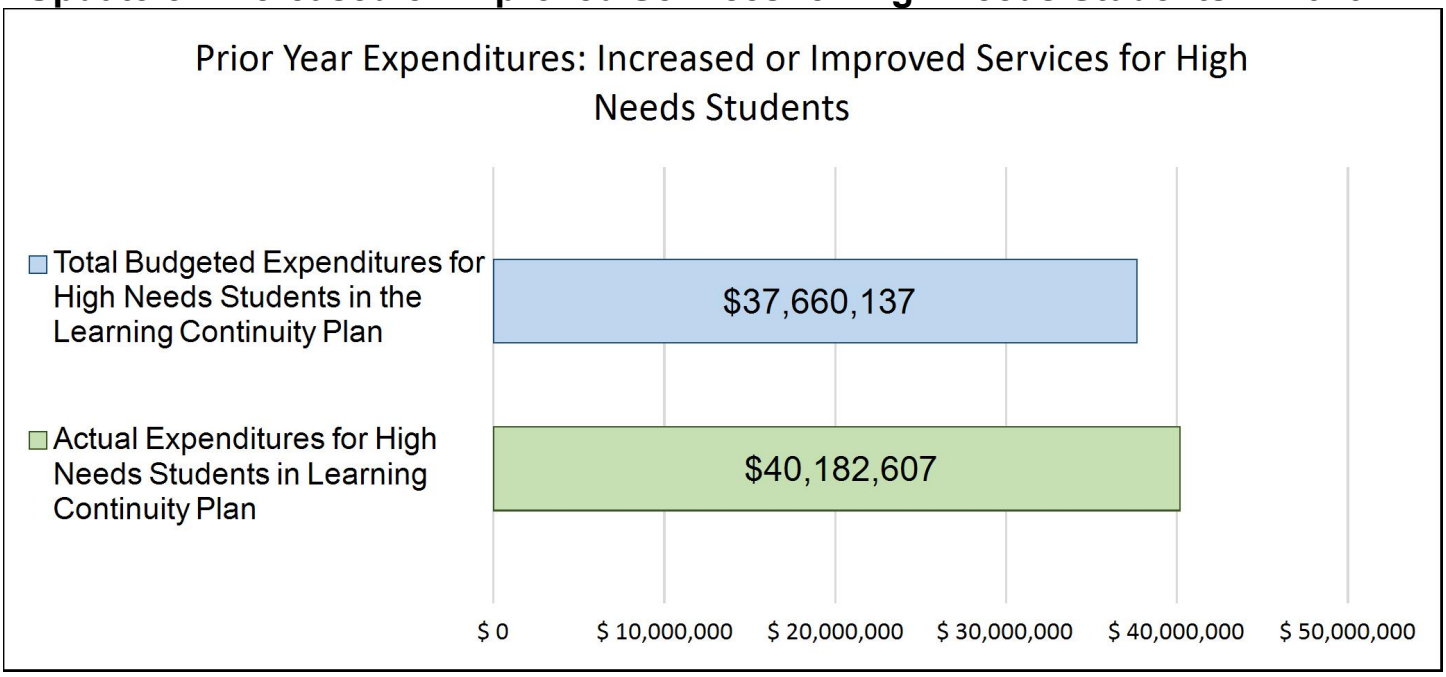
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ontario-Montclair School District is projecting it will receive $57,479,160 based on the enrollment of foster youth, English learner, and low-income students. Ontario-Montclair School District must describe how it intends to increase or improve services for high needs students in the LCAP.

Ontario-Montclair School District plans to spend $70,216,917 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Ontario-Montclair School District budgeted last year in the Learning Continuity Plan 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 2020-21, Ontario-Montclair School District's Learning Continuity Plan budgeted $37,660,137 for planned actions to increase or improve services for high needs students. Ontario-Montclair School District actually spent $40,182,607 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:	n/a

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Mis-Assign Report **19-20** 100% Teachers **Baseline** 100% Teachers	100% Teachers
Metric/Indicator English Learner Teaching Authorizations **19-20** 100% Teachers **Baseline** 100% Teachers	100% Teachers
Metric/Indicator Facilities Inspection Tool (FIT) **19-20** 0% Extreme Deficiency **Baseline** 0% Extreme Deficiency	0% Extreme Deficiency
Metric/Indicator Student Access to California Content Standards aligned materials	100%

Expected	Actual
19-20 100% **Baseline** 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.01 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.	• Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems LCFF $17,519,216	• Certificated Salaries • Classified Salaries • Benefits • Services/Operating Systems LCFF $16,399,767
1.02 Ensure all teachers have English learner credential authorizations.	• Classified Staff • Benefits LCFF $5,171	• Classified Staff • Benefits LCFF $5,370
1.03 Provide elementary administrators to support student engagement in school, academic and social-emotional monitoring, student and school safety.	• Certificated Salaries • Benefits LCFF $4,195,589	• Certificated Salaries • Benefits LCFF $4,336,536
1.04 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.	• Certificated Salaries • Classified Salaries • Benefits LCFF $8,513,133	• Certificated Salaries • Classified Salaries • Benefits LCFF $8,847,668

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Certificated Salaries • Classified Salaries • Benefits Title I $2,852,243	• Certificated Salaries • Classified Salaries • Benefits Title I $2,644,430
1.05 Ensure staffing of Special Education teachers, instructional support staff, school psychologists, specialists, and other personnel to support programs and services for Students with Disabilities.	• Certificated Salaries • Classified Salaries • Benefits SPED $31,250,942	• Certificated Salaries • Classified Salaries • Benefits SPED $32,394,260
1.06 Support new teachers in obtaining a clear credential through a comprehensive teacher induction support program for general education and Education Specialists.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $293,256 • Certificated Salaries • Benefits SPED $54,249	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $261,671 • Certificated Salaries • Benefits SPED $57,779
1.07 Enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, and social emotional well-being.	• Classified Salaries • Benefits • Materials and Supplies • Services/Operating Systems • Capital Outlay LCFF $7,949,213	• Classified Salaries • Benefits • Materials and Supplies • Services/Operating Systems • Capital Outlay LCFF $8,144,615

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.08 Enhance and maintain school and District facilities to support instruction and technology use.	-Services/Operating Systems LCFF $1,064,253	-Services/Operating Systems LCFF $1,064,253
1.09 Maintain, increase, and upgrade student and staff devices to increase access to digital educational resources.	-Materials and Supplies LCFF $878,465	-Materials and Supplies LCFF $878,465
1.10 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.	• Classified Salaries • Certificated Salaries • Benefits LCFF $1,381,387 • Certificated Salaries • Benefits Title II $528,917	• Certificated Salaries • Classified Salaries • Benefits LCFF $1,466,357 • Certificated Salaries • Benefits Title II $539,918
1.11 Provide student access to standards based textbooks across content areas, including the new NGSS adoption in grades TK-8.	• Books and Supplies • Services/Operating Systems LCFF $335,425 -Books and Supplies Lottery $1,064,575	• Books and Supplies • Services/Operating Systems LCFF $713,777 -Books and Supplies Lottery $1,198,291
1.12 Conduct ongoing comparable salary study at industry rates to recruit and retain nursing and health school staff to support student wellness.	• Certificated Salaries • Classified Salaries • Benefits LCFF $2,330,373	• Certificated Salaries • Classified Salaries • Benefits LCFF $2,269,172
1.13 Maintain Speech Language Pathologist salary schedule to ensure adequate staffing, increase Speech Language Pathologists and Occupational Therapist and Assistant positions.	• Certificated Salaries • Classified Salaries	• Certificated Salaries • Classified Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Benefits SPED $6,307,422	• Benefits SPED $6,847,804
1.14 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.	Action deleted for 2019-2020 Recommended by the task force due to no impact on student achievement.	Action deleted for 2019-2020
1.15 Maintain class size ratio of 26:1 in grades TK, 1, 2 , 3 and at 24:1 in kindergarten, with additional staff.	• Certificated Salaries • Benefits LCFF $4,354,254	• Certificated Salaries • Benefits LCFF $4,749,206
1.16 Provide additional staff at school sites to support student safety and wellbeing and at the District office to coordinate safety supports Districtwide.	• Classified Salaries • Benefits • Books and Supplies • Services and Operating Systems LCFF $607,917	• Classified Salaries • Benefits • Books and Supplies • Services and Operating Systems LCFF $715,011
1.17 Provide general education transportation to promote access to school, maintain and increase attendance and ensure student safety to and from school.	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $712,057	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $764,193

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services in Goal 1 were implemented and used to support students, families, teachers, and staff. An expenditure decrease from Action #01, 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, went to an expenditure increase in actions 1.03, 1.04, 1.05, 1.07, 1.10, 1.11, 1.15 to provide additional staffing for services and program for Special Education students, social emotional supports, engagement, class size reduction. increase 5% additional instructional minutes, technology supports for teachers, and a new NGSS Science textbook adoption for ALL students

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services under Goal 1 began on July 1, 2020, in the usual in-person setting. On March 13, 2020, the Ontario-Montclair School District temporarily shut down in-person instruction and moved immediately to a distance learning model due to the onset of the COVID-19 pandemic.

Despite the quick transition to online learning on March 13, 2020, the district was able to retain highly qualified teachers with 100% of teachers being certified to teach English Learners, as well as maintaining no teacher vacancies. Elementary administrators were provided with additional district support throughout the year and upon school closure to ensure students maintained high engagement in academics and social emotional and safety needs were provided for. A 5% increase in instructional minutes (above the base) was achieved and supported our unduplicated student population (Low Income, English Learners, and Foster Youth). Our Special Education staff was fully staffed to provide services and programs for Special Education students. 100% of new teachers participated in our district-run New Teacher Induction program. School and facilities were well maintained and any safety concerns were immediately addressed. Technology upgrades and enhancements were made at sites and at district office to improve the student access to technology and connectivity. Upon school closure, the District's existing systems helped to initiate immediate success by first identifying the technology gap for our students which would have prevented successful online learning experience, internet connectivity, and access. Technology teachers provided support to teachers to fluidly embed curriculum with technology. As a result of strong systems and dedicated staff, our successful distribution of devices, hotspots, and resources to students and families facilitated the immediate transition to online learning. In curriculum, there was a successful adoption of science materials containing the new NGSS standards. Relating to student health and supports, school nurses, Speech and Language Pathologists, and assistants were maintained to provide the necessary supports at school sites. Class-size reduction was successfully met and mentor and campus safety positions provided schools with additional supports for students' well-being and safety. Transportation services safely transported students to school and helped maintain the district's attendance goal. Upon school closure, staff roles and responsibilities were aligned to the needs of students by assigning those staff members like transportation drivers and proctors to help support student engagement and materials distribution at the school sites. A dedicated distance learning webpage was created to support students, parents, and teachers with appropriate materials and instructional plans. A dedicated technology help desk was established to support families with device and hotspot connectivity.

Some of the challenges identified related to technology and access issues. Teacher capacity was inconsistent to help deliver student instruction upon school closure. Student attendance was impacted by a family's unfamiliarity with technology use and navigation of at-home learning and instruction. Administration of the state tests, CAASSP and ELPAC were compromised and would not provide for a data comparison in the upcoming school year. Facilities were left vacant for the last portion of the school year and transportation services ceased and affected community access to the school sites. Although food and nutrition services continued, after school closure, not all students had the means to access the food provided.

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:	n/a

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA **19-20** 9 Scaled Points Below Level 3 **Baseline** 35.4 Scaled Points Below Level 3	Due to Covid-19, CAASPP ELA was not administered in 2020 under state legislative mandate.
Metric/Indicator CAASPP Math **19-20** 36 Scaled Points Below Level 3 **Baseline** 60 Scaled Points Below Level 3	Due to Covid-19, CAASPP Math was not administered in 2020 under state legislative mandate.
Metric/Indicator English Learner Progress Indicator (ELPI) **19-20** Pending new state guidelines for ELPI	Due to Covid-19, ELPI was not available in 2020 under state legislative mandate.

Expected	Actual
Baseline 71.1%	
Metric/Indicator Reading Inventory (RI) Gr. 2nd – 8th **Baseline** February 2017 39%	Reading Inventory was not able to be administered due to COVID pandemic.
Metric/Indicator Reading Inventory (RI) Gr. 3rd **19-20** February 2020 60% **Baseline** February 2017 45%	February 2020 48%
Metric/Indicator Foundational Skills Mastery Assessment Gr. 1st – 3rd **19-20**	Foundational Skills Mastery was not able to be administered due to COVID pandemic.

Expected	Actual
Metric deleted **Baseline** February 2017 Gr. 1 - 42.5% Gr. 2 - 38.7% Gr. 3 - 36.6%	
Metric/Indicator ESGI Sight Word Recognition Gr. TK-K **19-20** Metric deleted **Baseline** February 2017 57%	ESGI Site Word Recognition was not able to be administered due to COVID pandemic.
Metric/Indicator Reclassification Rate meet or exceed County and State **19-20** Meet or Exceed County and State **Baseline** 17.7%, Exceeded County and State	District Rate: 15.8%, County: 13.8%, State: 13.8%
Metric/Indicator Long Term English Learners (LTEL) Reduction	Increase of 0.8% from 2018-2019 metric not achieved, however the is lower than county and state LTEL rates as follows: District rate: 10.1%, County rate: 18.5% and State rate: 16.0%

Expected	Actual
19-20 Reduce 5% Prior Year **Baseline** 696 LTELs	
Metric/Indicator Teacher Professional Development on Implementing State Standards **19-20** 100% teachers access to training and job embedded learning **Baseline** 100% teachers access to training and job embedded learning	100% teachers access to training and job embedded learning, specifically technology to adjust to Online Learning due to Covid-19.
Metric/Indicator Students enrolled in core subjects **19-20** 100% Students enrolled in core subjects **Baseline** 100% Students enrolled in core subjects	100% Students enrolled in core subjects

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.01 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 in support of Tier 1 inclusive academic instruction.	• Certificated Salaries • Benefits • Books and Supplies Title I $119,360	• Certificated Salaries • Benefits • Books and Supplies Title I $77,141
2.02 Provide resources and focused professional development to support pedagogy and adopted materials in elementary and middle schools.	• Certificated Salaries • Benefits	• Certificated Salaries • Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF $151,193	LCFF $157,779
2.03 Provide a system to monitor student progress through summative and formative assessments.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $423,400 -Services/Operating Systems Title I $9,500	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $327,017 -Services/Operating Systems Title I $0
2.04 Provide universal and cohort training and technical assistance to MTSS Task Force, school leaders and leadership teams under the SUMS GRANT.	• Certificated Salaries • Benefits SUMS Grant $12,542 • Certificated Salaries • Benefits • Services/Operating Systems Title I $211,006	-Services/Operating Systems SUMS Grant $11,692 • Certificated Salaries • Benefits • Services/Operating Systems Title I $150,583
2.05 Provide resources, training and support for instructional coaches to build teacher capacity through job embedded professional development in ELA, math and student engagement.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $690,909	• Certificated Salaries • Benefits LCFF $539,291
2.06 Support administrative professional development and coaching on leadership, monitoring of instructional pedagogy and student progress.	• Certificated Salaries	• Certificated Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Benefits LCFF $408,398	• Benefits LCFF $428,389
2.07 Provide professional development opportunities to certificated and classified staff, inclusive of program-specific, research-based interventions, accommodations and methodology.	• Certificated Salaries • Classified Salaries • Benefits SPED $10,000	• Certificated Salaries • Classified Salaries • Benefits SPED $10,000
2.08 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.	• Certificated Salaries • Classified Salaries • Benefits SPED $10,000	• Certificated Salaries • Classified Salaries • Benefits SPED $10,000
2.09 Ensure EI students dual identified as SPED have linguistic goal in their IEP aligned to the state content standards.	Not Applicable Not Applicable $0	$0
2.10 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.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $114,995 • Books and Supplies • Services/Operating Systems Title I $25,000	$0 • Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $23,230

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.11 Provide Physical Education instruction and PE enrichment opportunities to all students.	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $3,160,711	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies LCFF $3,079,495
2.12 Provide course access through Visual Performing Arts Education, magnet programs and alternative learning pathways.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $1,107,106 • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems Title IV $19,000	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $1,000,601 $0
2.13 Provide teacher initiated professional development funds to support instruction.	• Certificated Salaries • Benefits • Services/Operating Systems LCFF $46,733	• Certificated Salaries • Benefits • Services/Operating Systems LCFF $52,316

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.14 Support the implementation of California's Next Generation Science Standards.	-Services/Operating Systems LCFF $4,500	-Services/Operating Systems LCFF $4,726
2.15 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.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $125,500	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $85,808
2.16 Provide resources and focused professional development to support teachers and students in the pedagogy and implementation of 21st Century skills, including digital learning.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $21,000	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $17,738
2.17 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.	• Certificated Salaries • Classified Salaries • Benefits LCFF $139,362	• Certificated Salaries • Classified Salaries • Benefits LCFF $147,767
2.18 Provide Designated ELD teacher professional development.	• Certificated Salaries • Benefits LCFF $24,784	• Certificated Salaries • Benefits LCFF $26,248
2.19 Provide Integrated ELD teacher professional development.	• Certificated Salaries • Benefits	• Certificated Salaries • Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF $36,921	LCFF $36,695
2.20 Provide a reading intervention program for Long Term English Learners and other struggling students at the middle and K-8 schools.	-Services/Operating Systems LCFF $80,000	-Services/Operating Systems LCFF $80,000
2,21 Monitor EL academic, language development progress and provide resources to evaluate EL student progress.	• Classified Salaries • Benefits • Books and Supplies LCFF $25,946	• Classified Salaries • Benefits • Books and Supplies LCFF $21,561
2.22 Provide EL coaching, professional development for teachers, administrators, coaches and other school personnel.	• Certificated Salaries • Benefits Title III $198,590	• Certificated Salaries • Benefits Title III $219,498
2.23 Implement Newcomer English learner supplemental programs, teacher professional development, progress monitoring and supports.	• Certificated Salaries • Classified Salaries • Benefits • Services and Operating System Title III $302,832	• Certificated Salaries • Classified Salaries • Benefits • Services and Operating System Title III $272,153
2.24 Monitor EL student progress towards reclassification and monitor reclassified students for four years.	• Classified Salaries • Benefits LCFF $18,419	• Certificated Salaries • Benefits LCFF $19,412
2.25 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.	• Certificated Salaries • Benefits • Books and Supplies	• Certificated Salaries • Benefits • Books and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Services/Operating Systems Title I $420,276 -Services/Operating Systems LCFF $35,610	• Services/Operating Systems Title I $380,382 -Services/Operating Systems LCFF $35,610
2.26 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.	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $225,000 LCFF $0	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $180,143 $0
2.27 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.	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $94,134 • Certificated Salaries • Benefits • Services/Operating Systems Title II $111,000	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems Title I $79,210 $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services in Goal 2 were implemented, differences in budgeted versus estimated actuals were primarily due to the shift from all day professional development which required substitute release to online professional development that was delivered to staff during rotating office days.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The continuity of a high-quality instructional program and delivery model is of paramount importance to all OMSD stakeholders. OMSD teachers, staff, administrators at the site and at the district level, in partnership with families and the community, worked together to implement the actions/services which impacted student academic access and achievement. The District was successful in providing continuity of learning using its adopted curriculum for use while in distance learning. Textbooks and accompanying materials were distributed over two weeks. Electronic versions of the materials were made available to students, teachers and their families through the OMSD Distance Learning portal that was created in response to the shift to distance learning. Through the input of teachers, staff and families, the ultimate goal of establishing guidelines to provide direction, information, and resources to ensure that the following occurs was successful as we ended the school year in May of 2020.

- All students were connected on District provided devices and hotspots, if needed, and engaged by classroom teachers through ZOOM or independent study.
- Consistent engagement routines, professional development for teachers, district supported systems and procedures provided predictable structures that improved equitable access for staff, students, and families.
- Shared consistency was promoted across the district with agreed-upon instructional and student engagement best practices, virtual platforms systems, and programs.
- MTSS Cohort 1 and 2 Schools focused on tiered systems of academic and SEL supports to address learning gaps for all students, principally designed for Low Income, EL, Foster Youth, and Special Education.
- Teachers used district-approved materials and developed activities to support and encourage their innovative teaching modalities.
- Teachers participated in professional development on how to adapt their instruction to the online learning environment, learned strategies to frequently utilize formative assessment to check for understanding, and applied resources on planning around focal Standards for their grade level. Teachers followed minimum instructional minutes requirements when planning daily instruction.

The district made the decision that students receive a majority of synchronous online instruction each day with additional hours of asynchronous learning. Designated and Integrated ELD was also implemented through working with school leaders on model schedules and resources. Special Education students were provided IEP services which were possible via online learning.
Minimum total number of instructional minutes per day, by grade level were:
a. TK / K: 180-mins

b. Grades 1-3: 230-mins
c. Grades 4-8: 240-mins

Some challenges the district encountered were how to organize distribution of materials during the time when COVID-19 guidelines were just emerging and there were inconsistencies. Some students, due to the financial impact of the pandemic, moved and were difficult to find as many moved in with relatives or moved temporarily out of the district's boundaries. The District developed and provided professional development to all teachers who had differing aptitudes of how to embed technology into online learning. Teachers found new ways to engage students online, provided small group and differentiated instruction, supported families as they became their child's teacher at home, strengthened the home-school connection through new virtual platforms and tools, and supported student's SEL in the 'virtual' classroom. Many students in homes with other siblings struggled to finding space to engage remotely without interruptions. Teachers respected student's privacy and choice to not project their video, and as a result alternative formative assessment tools had to be developed. The demands on teachers to quickly adapt to the evolving challenges of distance teaching and learning were a challenge, but were met through dedicated school and district teaching and support staff.

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:	n/a

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate **19-20** 1.9% (green performance level) **Baseline** 2.8% (yellow performance level)	Due to state legislation, metric was not reported on 2020 CA Dashboard DataQuest: 1.6% suspension rate
Metric/Indicator Chronic Absenteeism **19-20** Reduce by .5% **Baseline** 7.68	Due to state legislation, metric was not reported on 2020 CA Dashboard
Metric/Indicator Attendance Rate **19-20** 97.7% **Baseline** 96.6%	Due to state legislation, metric was not reported on 2020 CA Dashboard
Metric/Indicator	No CHKS Data Reported

Expected	Actual
Student Engagement California Healthy Kids Survey (CHKS) Biannual **19-20** No CHKS Data **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 **19-20** Maintain or Reduce **Baseline** .2%	0%
Metric/Indicator Explusion Rate **19-20** 0% **Baseline**	0%

Expected	Actual
0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.01 Provide Mentor staff and services at school sites to support student safety and wellbeing.	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $917,584	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $838,555
3.02 School recognition program for increasing attendance rate each month.	-Books and Supplies LCFF $1,000	-Books and Supplies LCFF $5,099
3.03 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.	• Certificated Salaries • Classified Salaries • Benefits LCFF $156,294	• Certificated Salaries • Classified Salaries • Benefits LCFF $141,846
3.04 Maintain family outreach services, student health staff and support at school sites.	Not Applicable Not Applicable $0	$0
3.05 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.	• Certificated Salaries • Benefits • Services/Operating Systems Title I $104,600	• Certificated Salaries • Benefits • Services/Operating Systems Title I $75,849
3.06 Provide case management services to students & families.	• Classified Salaries	• Classified Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Benefits LCFF $32,024 • Classified Salaries • Benefits Title I $384,916 • Classified Salaries • Benefits Title IV $75,347 • Classified Salaries • Benefits McKinney Vento $110,732 • Classified Salaries • Benefits Medical $6,792 • Classified Salaries • Benefits Mental Health $27,173 • Classified Salaries • Benefits PEI $178,654	• Benefits LCFF $22,301 • Classified Salaries • Benefits Title I $364,192 • Classified Salaries • Benefits Title IV $76,443 • Classified Salaries • Benefits McKinney Vento $111,782 • Classified Salaries • Benefits Medical $4,726 • Classified Salaries • Benefits Mental Health $18,905 • Classified Salaries • Benefits PEI $166,663

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.07 Maintain clinical supervision for mental health crisis intervention at two family resources centers.	• Classified Salaries • Benefits Mental Health $318,278 • Classified Salaries • Benefits Title IV $100,118 • Classified Salaries • Benefits Medical $140,258 • Classified Salaries • Benefits PEI $185,346 • Classified Salaries • Benefits City of Montclair $51,496	• Classified Salaries • Benefits Mental Health $318,134 • Classified Salaries • Benefits Title IV $171,598 • Classified Salaries • Benefits Medical $0 • Classified Salaries • Benefits PEI $173,048 • Classified Salaries • Benefits City of Montclair $53,432
3.08 Maintain a system to track student interventions and Student Study Teams meeting actions.	-Services/Operating Systems LCFF $76,100	-Services/Operating Systems LCFF $76,100
3.09 Prioritize support for Foster Youth and Homeless, monitor social/emotional needs, and provide counseling services.	• Certificated Salaries • Benefits • Books and Supplies • Services/Operating Systems	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Title I $100,000	Title I $116,045
3.10 Maintain Activities Administrator to develop activities program at all sites.	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $713,164	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems LCFF $712,708
3.11 Provide after-school programs to students.	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems • Other Outgo ACES $3,937,455	• Classified Salaries • Benefits • Books and Supplies • Services/Operating Systems • Other Outgo ACES $4,157,399
3.12 Ensure school office is client centered and has knowledge of resources that are culturally appropriate to support families by providing office staff training in this area.	Not Applicable Not Applicable $0	$0
3.13 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.	-Services/Operating Systems LCFF $5,000	-Services/Operating Systems LCFF $2,175
3.14 Continue MTSS Planning/Implementation.	-Services/Operating Systems $0 -Services/Operating Systems LCFF $18,100	$0 -Services/Operating Systems $0
3.15 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.	• Certificated Salaries • Benefits	• Certificated Salaries • Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF $141,847 • Certificated Salaries • Benefits McKinney Vento $15,760 • Classified Salaries • Benefits Medical $92,150 • Classified Salaries • Benefits Mental Health $92,150	LCFF $160,989 • Certificated Salaries • Benefits McKinney Vento $17,888 • Classified Salaries • Benefits Medical $87,040 • Classified Salaries • Benefits Mental Health $104,630
3.06 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.	• Classified Salaries • Benefits LCFF $157,534	• Classified Salaries • Benefits LCFF $175,034
3.17 Provide students with Promise Scholars college visits to increase early awareness of postsecondary education options, understanding of financial aid, and motivation to attend.	Not Applicable Not Applicable $0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services in Goal 3 have been implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the first half of the 2019-2020 school year, the district quickly began providing Restorative Practice training and training for staff to recognize signs for determining whether a student is in crisis. Professional development, case management, and mental health services were all administered in person. On March 13, 2020, the district worked to quickly adapt to providing online resources and services for students. Successes were attained by working collaboratively to create a Distance Learning website to include an SEL section to use with students, resources for families (including free access to videos, songs, and podcasts) so parents can support and expand SEL with their children. As students shifted to online learning and teachers began to see the impact of COVID-19 on students and their families, school staff utilized the existing referral systems to match student and family needs. Another success we experienced was the ability to quickly adapt to the needs of our students and community by shifting case management and mental health services to Telehealth and other online supports. School Mentors and Outreach Consultants connected with students and their families to ensure SEL needs were met so students could engage appropriately in school. Through the District's Multi-Tiered System of Support, services were principally dedicated to our unduplicated students to ensure a system of supports for students' social/emotional learning. Over the summer of 2020, teams of teachers worked to create an SEL Curriculum to support teachers with intentional, daily SEL instruction for the 2020-2021 school year. Additional services to the unduplicated were provided, including the social/emotional counseling of students and the services of the district support team to assess and provide services to high-need students and families.

Some challenges we encountered initially were a result of the COVID-19 pandemic. This impact was felt by the community which created high levels of worry and stress due to the disruption of daily lives and concern about the physical health of oneself and others. Many families experienced job loss and, with that, financial strain. With this added stress, the demand for supports increased. We knew that without adequate SEL support, students would be unable to focus on the task of learning and engaging in school.

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: n/a

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parents that can access involvement and/or input **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Parents that can access site, District workshops, meetings and/or online tools **19-20** 100% **Baseline** 100%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.01 Provide parent education and leadership workshops at the Parent Educational Center, other District facilities and individual school sites to include online learning when appropriate.	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies	• Certificated Salaries • Classified Salaries • Benefits • Books and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Services/Operating Systems LCFF $284,636	• Services/Operating Systems LCFF $283,382
4.02 Provide an Annual Parent Leadership Conference.	-Services/Operating Systems TI Parent involvement $30,000	-Services/Operating Systems TI Parent involvement $29,651
4.03 Provide positive parenting, social and emotional wellbeing, academic classes to help parents support their students and cultural proficiency workshops.	• Certificated Salaries • Benefits • Services/Operating Systems Title I $94,290	• Certificated Salaries • Benefits • Services/Operating Systems TI Parent involvement $98,135
4.04 Partner with community services, colleges and universities to promote parent engagement and learning.	Not Applicable Not Applicable $0	• Certificated Salaries • Benefits LCFF $163,000
4.05 Provide timely & appropriate translations, interpretations to support two-way parent and stakeholder communication in general education to support student learning.	• Classified Salaries • Benefits LCFF $236,281	• Classified Salaries • Benefits LCFF $244,007
4.06 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.	Included in Action 4.03 Not Applicable $0	$0
4.07 Provide external consultants to support parents in understanding cultural proficiency, responsiveness and educational systems and supports so they can help their children succeed academically.	-Services/Operating Systems LCFF $45,000	-Services/Operating Systems LCFF $30,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.08 Promote parent leaders through capacity building workshops that support parent-to-parent trainings at the site levels.	-Services/Operating Systems TI Parent involvement $1,500 -Services/Operating Systems Title III $5,000	-Services/Operating Systems TI Parent involvement $1,191 -Services/Operating Systems Title III $0
4.09 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.	-Services/Operating Systems Title III $7,000	-Services/Operating Systems Title III $160

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services above in Goal 4 were implemented. Differences in estimated actual due to not needing babysitting and refreshments for in-person parent trainings and meetings. Additionally, a decrease in expenditure for action #7 for services and operation expenses to external consultants. Additional expenditure in action #3, for increased salaries for staff in providing parenting classes in positive parenting, social emotional wellbeing, Student academic success, and cultural proficiency. Additional expenditure in action #6, for increased salary and benefits to staff providing translation, interpretation services, and stakeholder communication to support student learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 11, 2020, the District was able to convene over 450 participants at the Doubletree Hotel for the Annual Parent Leadership Conference. Parents attended multiple workshop sessions designed to support them as their child's first teacher. Then suddenly, on March 13, 2020, the COVID-19 rates deemed schools move to distance learning with staff working from their home environment. OMSD recognizes that the onset of the COVID-19 pandemic and school closures have challenged the connection between students and schools. This had a direct impact on student engagement, learning, and school attendance. Many students were living in homes where family members have lost their job due to business closures or illnesses. Many siblings in one household were challenged to compete for work in quiet spaces to learn. Families in our community experienced the loss of life due to COVID-19 infections, and they were faced with the added layer of grief. In the face of these challenges, schools had to quickly adjust and create ways to encourage and track attendance and reduce chronic absenteeism and increase student engagement in learning online. Families suddenly became teaching coaches for their children.

As a result, the success the District planned for was to create a Distance Learning website to provide families with academic and social-emotional learning resources for their children. The District set up a help desk phone line to support family and student

technology needs to ensure online learning progressed daily. District also quickly shifted to a virtual Parent Educational Center (PEC) to maintain and expand online classes for families to learn how to set up google email, use ZOOM, provide basic homework help for their students, and access classes to advance their ability to connect with the school system to support their child's needs. All parent advisory groups expanded attendance rates by shifting to online meeting formats. The District provided training for sites on how to use the interpretation feature on ZOOM. Chromebooks were distributed to families attending virtual classes at the PEC. All sites found creative virtual platforms to increase home-school communications which was so essential to the support structure for families. School sites worked to increase parent engagement via virtual means and found parents attended meetings in greater numbers on average.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A team of Teachers-on-Assignment hired to support teacher professional development, data analysis, lesson planning and delivery.	$281,512	$281,512	Yes
Personal protective equipment, plexiglass shields, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$235,123	$2,095,309	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$3,159,273	484,038	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Substantive differences between the planned and expended were due to the unforeseen amount of PPE and other safety equipment as guidance from state and county health authorities changed over the year. In addition, PPE and other health and safety equipment was also purchased as a result of stakeholder input from staff and families.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Ontario-Montclair School District began the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a hybrid fashion as soon as guidance from the state and county allowed. In December 2020, under state and county guidance, six schools offered nine cohorts of in-person instruction. Students were invited based on learning loss such as English learners, students in special education, and those struggling with online engagement.

Plans for an in-person hybrid instructional program were outlined during the summer of 2020 when the Return to School Task committees met. The recommendations of these committees were revised during the 2020-2021 school year as new guidance emerged. Robust stakeholder engagement efforts began in May 2020 with family and staff surveys. The RTS recommendations, in conjunction with stakeholder input and new guidelines from the county and state health authorities developed District protocols around the following: daily staff and visitor COVID-19 health screening questions and procedures, social distancing markers, student desks 6 feet apart with partitions, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students), hand washing stations in portable classrooms and buildings, hand-sanitizers, protocols for COVID-19 exposure and confirmed cases, comprehensive contact tracing training, safe and secure quarantine areas for students and staff at all school and District sites, interactive meeting process for staff with underlying health conditions, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between instructional cohorts, daily temperature checks for all staff, students, and visitors, no large gathering permitted as directed. The primary focus of the Return to School Task Groups was to develop detailed plans to ensure all students, including those in early in-person cohort attendance, could come back safely based on the parent's choice as soon as state and county guidance deemed it permissible. As a result, beginning on April 19, 2021 families were provided the choice to send their child to in-person/hybrid instruction or remain online learning.

Successes:

- Transition to in-person instruction on April 19, 2021, with A and B Cohorts of 16 total individuals, alternating over two consecutive days in classrooms as well as C Cohort maintaining an online instructional program for students whose families choose not to bring their student back. Schedules for A and B student cohorts were each provided two days of in-person learning time, with online learning for other parts of the day. Students whose families chose to keep them online continued to receive both synchronous (with the teacher) and asynchronous (planned instruction delivered independently). The fifth day of online learning for all students was maintained to provide teachers opportunities to connect with families, participate in professional development, and plan instruction based on a signed Memorandum of Understanding between the Certificated Bargaining Unit and the District.

- Schools developed instructional schedules for in-person instruction that prioritized English Language Arts/English Language Development, mathematics, reading and math interventions, and Social Emotional Learning supports. Within the schedules, all content areas, including designated and integrated ELD were addressed.

- Students participating with in-person hybrid, as well as those choosing to remain with online instruction, utilized the District-adopted curriculum, iReady intervention diagnostics and intervention program, and ELA/ELD math pacing guides on teaching priority standards. Learning loss was addressed through asynchronous/synchronous online learning.

- Students with underlying health concerns and/or students who were not ready to return to in-person learning were provided with an option to maintain synchronous and asynchronous online learning, which was delivered by a classroom teacher at their school site.

- Due to OMSD's implementation of a Multi-tiered System of Supports (MTSS), 23 cohort schools collaboratively developed processes for identifying students with learning gaps and provided interventions with targeted support. OMSD will continued with its rollout of professional development on developing MTSS, including professional development on Universal Design for Learning, which provided additional strategies to support students who experienced significant learning loss due to school closures, particularly at-promise students, English learners, foster youth, low income, and students in special education.

- Assessment and intervention systems were successfully piloted to address learning loss. OMSD implemented the i-Ready platform to serve as a comprehensive system of screeners, diagnostics, and student progress monitoring tools. The i-Ready platform provided students individualized online intervention to address learning loss in reading and math for both in-person and online instructional settings.

- Professional development was provided to all teachers and administrators on effectively utilizing the i-Ready platform, analyze the data collected, and plan for small group instruction to close learning gaps.

- Teachers-on-Assignments and coaches supported teachers in short and long-term lesson planning based on best first instructional practices and on data analysis for in-person and online learning.

- Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention and Support (PBIS), tiered mental health supports, and case management services were provided during in-person and online learning.

Challenges:

- In developing plans for in-person instruction, the guidance received from the CDE, state, and county changed and fluctuated often and plans were continually adapted. This impacted logistical issues as well as the ongoing revision of return to in-person instruction dates.

- Students experiencing learning loss as well as those challenged with engaging online were offered in-person instruction but many did not attend small cohort learning opportunities in winter or spring due to family choice for online learning.

- The length of instructional time for in-person instruction was based on safety protocols dictated by state and county guidelines which resulted in shorter duration in school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Close the digital divide among students by purchasing 20,000 Chromebooks for Grades 1-8, 2,800 iPads for grades PK-K, 4,000 internet Hotspots for students who do not have internet access, and other devices and equipment to address learning loss. These investments will ensure students in the District will each have age-appropriate devices for Online Learning	$11,039,000	$14,184,061	Yes
A Teacher-on-Assignment hired to support teacher professional development, data analysis and lesson planning and delivery to ensure effective instruction is provided.	$139,431	$139,431	Yes
A team of Teachers-on-Assignment hired to support professional development for teachers, specifically in the area of technology and how to deliver instruction in an online model.	$267,091	$253,750	Yes
Teachers and administrators will engage in professional development on developing a Multi-tiered System of Support in cohorts to support equity and access.	$181,097	$84,382	Yes
Teachers and administrators will engage in professional development on Universal Design for Learning to ensure pre-planning takes place to remove barriers to learning.	$8,200	$8,200	Yes
The district will provide a variety of digital apps (Screencastify, Zoom, SeeSaw, etc.) to teachers to enhance instructional delivery in an online model.	$46,770	$332,506	Yes
A Teacher-on-Assignment, both Curriculum Support and Technology Support, support targeted professional development for teachers, including for data analysis and lesson planning and delivery.	$130,506	$130,506	Yes
Administrators and teachers will receive professional development in the use of the i-Ready platform to ensure fidelity of implementation of the District Assessment and Intervention System.	$139,500	$139,500	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A Teacher-on-Assignment coordinates and serves as the lead mentor in our Induction Program, ensuring all new teachers fulfill credentialing requirements to meet student needs.	$139,431	$139,431	No
A team of part-time mentors supports Years 1 and 2 Induction candidates, in increasing teacher efficacy.	$146,400	$97,996	No
The District will provide release time for mentors and their candidates to support their continuous improvement cycle, including goal setting, action planning, and reflection.	$43,286	$0	No
A team of Spotlight teachers provides professional learning and coaching to teachers to increase teacher efficacy.	$87,669	$28,900	Yes
Teachers and support staff will receive professional development on implementing Restorative Practices and Restorative Circles in order to foster positive classroom learning environments.	$173,312	$147,873	Yes
SPED staff will provide Professional development for Education Specialists and Service Providers to ensure staff is proficient in online teaching.	$146,276	$5,788.09	Yes
Provide designated and integrated ELD teacher professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations.	$16,417	$16,504	Yes
Provide parent education and leadership workshops at the Parent Educational Center, other District facilities and individual school sites including online learning to support parents in supporting their children.	$288,423	$288,033	Yes
Provide timely & appropriate interpretations to support parents with technology to support online student learning.	$72,450	$74,274	Yes
Provide teachers with synchronous and asynchronous strategies to support specific EL students in accessing academic content and increasing English proficiency.	$53,686	$57,285	Yes
23 schools (in Cohorts 1, 2 and 3) will implement newly designed Multi-Tiered System of Support (MTSS) procedures, practices and strategies (time and effort equivalent to 20% of the instructional day) to increase and improve equity and access for unduplicated students.	$18,861,431	$18,861,431	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assist parent/student technology needs by establishing a dedicated 'parent support line' for technology questions and needs.	$67,690	$67,232	Yes
The District has begun the process to hire an additional two full-time ‘Teachers-on-Assignment’ whose primary responsibility is to ensure students a fully functional with Online Learning.	$250,000	$207,842	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantive differences between planned actions and expenditures were due to no substitutes needed for professional development, extra devices and hotspots needed to ensure student connectively and close the digital divide and increased need for instructional digital applications and programs to increase effective online teaching and learning. Action #4 and #5 saw a decrease in expenditures in PD for teachers and administrators since no substitutes were needed to provide professional development in MTSS for support in equity and access and Universal Design for Learning. Actions #10-#14 decreased when there was no longer a need to provide release time and substitute teachers to mentors, spotlight teachers, SPED staff, induction candidates, and teachers for supports in action planning, restorative practices and circles training, professional development. Training was embedded during the online teaching day for these teams.
There was an increase in expenditures for action #1 and #6 due to purchases of technology (IPADS, Chromebooks, hotspots) and other appropriate devices, and additional instructional applications for online learning. Action #18 also increased in expenditures to support teachers with synchronous and asynchronous implementation of strategies to support English Learners.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CONTINUITY OF LEARNING: The continuity of a high-quality instructional program and delivery model was of paramount importance. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district continued its actions in providing the highest quality instruction and supports for all students, including our at-promise students, English learners, foster youth, low income, homeless, and students with disabilities. To ensure students had access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use of curriculum and instructional resources, the District developed structured guidelines to begin the year online and to promoted flexibility in transitioning to in-person instruction when it was safe to return. Staff supported the implementation of safety measures by conducting health screenings, taking temperatures, supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and

PPE were provided to employees and students as appropriate.

Successes:

- School sites adhered to the Williams Act requirement and distributed adopted textbooks for all content areas, provided devices and hotspots (as explained in the Access in Devices and Connectivity section) to ensure all students had equal access online learning.
- The District designed pacing documents and remediation guides for teachers to support their lesson planning and ensure state essential standards, concepts, and content were taught throughout the course of the year.
- Teachers-on-Assignments, Spotlight teachers, and coaches supported teachers in short and long-term lesson planning based on the pacing and remediation documents, with special attention to meeting the needs of student groups such as English learners, students in special education, and others with learning loss.
- The District provided standardized learning platforms such as Zoom, SeeSaw, Google Classroom, Pear Deck, Screencastify, School Loop and others, to ensure equitable access to the curriculum and adopted materials.
- School site administrators and teachers were provided with standardized daily schedules for all five days of the week, which included the minimum instructional minutes and clearly defined both synchronous (teacher-directed instruction) and asynchronous (independent teacher planned) instructional delivery, with a majority of the minutes delivered synchronously. Within the weekly schedules, all content areas, intervention instruction, and designated and integrated ELD were addressed.
- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-promise students, including English learners, foster youth, homeless, low-income students, and students in special education.
- Administrators and grade-level teams analyzed student data from all student groups for the purpose of identifying learning gaps and planning for instruction and intervention.
- Administrators ensured the continuity of high-quality instructional delivery through a system of virtual walk-throughs and feedback to teachers.
- Professional development opportunities, intended to support high-quality lesson delivery, were provided based on staff input and data collected during administrative walk-throughs, teacher surveys, and Return to School committee recommendations.
- District representatives designed and updated a comprehensive Distance Learning website for parents, students, and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers.
- 10 schools joined MTSS Cohort 3 and received Year 1 training and technical support, while the 8 Cohort 2 schools received Year 2 training and technical support, including UDL training, and the 5 Cohort 1 schools finalized Year 2 training and continued to receive coaching, professional development, and resources to support the successful implementation of MTSS impacting 20% of improved supports principally targeted to support low income, foster youth, homeless, English learner and special-education students.
- Restorative Practices training was enhanced during the Distance Learning setting as PD shifted to virtual implementation, allowing for the training of over 900 staff members.

- The Parent Education Center quickly shifted to providing services virtually, including the dispatch of Chromebooks and hotspots to increase connectivity and ensure parents equal access to parent education and support.

Challenges:

- Students' daily use of District Chromebooks at home presented a challenge in damage to machines. This presented some inconsistency in access to synchronous and/or asynchronous instruction for as much as a day while parents worked with district staff to trade in broken machines and to obtain a new one.
- Students who needed access to Hotspots were provided one as soon as the need was identified, but in some cases, it took a day or two to determine the need and then to connect the family to the school to pick up the hotspot. Some hotspots had 'dead zone' areas, which impacted daily use until traded out for another device.
- Through our professional development was offered after school and on a voluntary basis, which appealed to staff and allowed teachers to be present for instruction daily, there was the staff who did not elect to attend professional development.
- The iReady Diagnostic and Independent Learning Path was new to OMSD this year. The initial administration of the assessment may not have yielded accurate results, with students possibly receiving help from family members at home. During the next administration, a variety of strategies were employed to address this issue, including parent/family education, use of LanSchool, and synchronous instruction for testing, which resulted in data that seemed more accurate.

ACCESS TO DEVICES AND CONNECTIVITY - The Ontario-Montclair School District successfully implemented an online learning model upon reopening for the 2020-2021 school year. Students in grades PK-8 all had electronic access to all related instructional materials. During the 2019-2020 school year, before securing Chromebooks/iPads and internet connectivity devices for students to access the content, the District surveyed parents/guardians to determine students' home access to devices and the internet. Approximately 93% of OMSD students indicated they had access to equipment and the internet at home. Chromebooks and information regarding access to low-cost or free internet were provided to families/students. This connectivity also facilitated families without previous devices and internet to participate and engage electronically with ongoing home school two-way communication, parent involvement opportunities and created virtual platforms for shared decision making at the District and school levels.

Successes:

- The District purchased new Chromebooks/iPads for all students and internet hotspots for those who did not have Wi-Fi access at home. Distribution of these devices took place in August before instruction began. School principals developed materials and device distribution schedules during orientation sessions, ensuring that all students received the required materials.
- Family needs for internet access were assessed by school staff during the beginning of the year orientation sessions and throughout the year. District-provided hotspots were deployed to families without reliable internet, to ensure connectivity with District-provided devices. The Destiny Scanner System tracked the distribution of all district internet devices in real-time. This tracking software was easily accessed for accurate inventory control. A surplus of extra internet-ready devices were on

standby and deployed based on need at every school site due to student device malfunctions. Special arrangements were made for families who did not come to the school to pick up devices and internet access.

- OMSD teachers were afforded internet-ready devices provided by the District. Teachers communicated online with students and delivered instruction through Zoom video conferencing, Class Dojo, SeeSaw, Google Classroom, and School Loop.
- Ease of student sign-on was established via 'one click' via our Clever single sign-on portal.
- Dedicated personnel provided remote support to families and students in accessing the technology, curricular materials, and online resources website.
- A parent/student help hotline was established along with the ongoing support of the classroom teacher, Information Services, and the EdTech team of Teachers-on-Assignment and Coordinator.
- Families were provided with instructions on how to care for their devices and options for purchasing insurance.
- The OMSD Parent Educational Center (PEC) transitioned to a fully staffed virtual learning resource center. The PEC supported all families, particularly families of ELs, with help setting up email, using Google Classroom and ZOOM.
- Through the PEC, parent leaders were trained to expand parent-to-parent networks, support, and outreach. Parent leaders helped families access resources and training to support both in-person and online learning.
- Annual Parent Leadership Conference shifted to a fully virtual conference

Challenges:

- Collection of initial chromebooks distributed and exchange for new chromebooks involved massive coordination between sites and IT staff.
- Ongoing coordination of replacement of broken or devices not working appropriately.
- Supporting families who did not purchase the nominal insurance and had multiple broken devices.
- iPads were on backorder for PK students.
- Chromebooks were backordered and in demand.
- Hotspots were recalled from the manufacturer and had to be replaced.

PUPIL PARTICIPATION AND PROGRESS - All students were provided instruction daily with a combination of synchronous and asynchronous learning. School leaders and teachers ensured the synchronous activities and time value of assigned asynchronous work met the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes were delivered synchronously.

Successes:

- Site administrators verified teacher-developed daily instructional schedules provided required synchronous and asynchronous instruction.
- Teachers utilized the attendance module in the student information system to document daily participation for each student on each school day for which distance learning was provided. Daily documentation included activities such as evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A student who does not participate in online learning on a school day was documented as absent for that school day.

- A weekly engagement record was completed by the teacher(s) for each student documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. This record served as the tracking mechanism for chronic absenteeism.
- District and site administrators routinely monitored student participation and engagement in instruction through verification of engagement records and virtual walkthroughs of instructional lessons. Site administrators developed systems of student re-engagement strategies, described later in this plan, for students who did not participate for 3 or more days and/or who are at-risk for chronic absenteeism.
- School leaders met in vertical school teams regularly to discuss ways and share ideas to reach disengaged students and students at-risk for chronic absenteeism.

Challenges:
- Students displaced and in other unique family circumstances due to the pandemic were difficult to connect with regularly.
- Forming meaningful relationships with students was difficult in a new online only environment, particularly for those students that did not turn their cameras on during online classes.
- Increased workload on teachers and support staff to track student engagements, especially partially engaged students.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT - A variety of professional development and resources were provided to staff to support the Ontario-Montclair online distance learning program, which included technological support for staff, students, and families. In the spring of 2020, Ontario-Montclair leaders hosted a great number of input gathering sessions, with multiple stakeholders, designed to provide recommendations on the return to school, including professional learning needs of staff and families necessary to start the 2020-2021 school year. Over the summer, a professional development needs survey was provided to administrators and teachers to assist the Learning & Teaching division in developing our professional development sessions to support our online model. Professional Development sessions aligned to the priorities gathered from teacher and family surveys, Return to School recommendations, and other stakeholder input. Throughout the year, as the needs of staff arose, the District provided timely professional development in the areas of technology, academic intervention, social-emotional learning, student engagement, meeting the needs of English learners, students with disabilities, and other at-promise groups.

Successes:
- Virtual professional development sessions were delivered both in a synchronous and asynchronous model offering flexibility to educators and families.
- Professional development summer sessions available to administrators, teachers, classified staff, and substitutes were provided by district directors and teachers-on-assignment. They included offerings on adopted curriculum, social-emotional learning and restorative practices, digital learning platforms such as Zoom, Google Classroom, Clever, Google Docs and Apps, School Loop, sessions to support English learners, sessions for special educators, and sessions to support coaching.
- All teachers and administrators received professional development on the use of the i-Ready intervention platform designed to support students who have experienced significant learning loss due to school closures and at-promise students, English learners, foster youth, low income, and students with special needs. These sessions focused on the i-Ready platform and

administration of comprehensive assessments in both reading and math in order to identify students' learning gaps, data analysis, and how design lessons mitigate and close the learning gaps.

- A comprehensive professional needs survey was provided to administrators, teachers, and classified staff to prioritize professional learning needs. The results from the surveys informed professional learning opportunities provided by district directors, teachers-on assignment, Parent Educational Center staff, and site coaches.
- To support our newest teachers, a full-service Induction Program will be provided. Each new teacher in the program will be assigned a specially trained mentor who will provide guidance and support throughout the school year, both in our online model and when we return to an in-person model.
- Continued professional development supported our MTSS cohort roll out at 23 schools. This systematic approach to the alignment of programs, resources, personnel, and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need.
- Additional continued professional development opportunities were provided in the areas of learning targets, writing, math, foundational reading (ECRI), and NGSS, to name a few.
- Professional development opportunities intended to support high-quality lesson delivery were provided.
- Teachers-on-Assignments and coaches supported teachers in short and long-term lesson planning using best instructional practices based on data analysis, both quantitative and qualitative.
- To further support both our educators and families a comprehensive Distance Learning website was launched complete with resources and materials, parent instructional documents and videos, and additional professional learning opportunities for teachers.
- Professional development was provided for teachers of English learners to include how to deliver designated and integrated ELD strategies through both synchronous and asynchronous instruction.
- Professional development for teachers of middle school Long Term English learners was provided on supporting Specialized Designated ELD through the State Board Approved iLit EL platform.
- Professional development of teachers supporting Newcomer students in middle school grades to build upon their Novice Level of English proficiency and access content-area instruction.
- Professional development was provided for all teachers, administrators, and teachers of Dual Immersion program on ways to access differentiation strategies to accomplish both designated and integrated ELD goals for students.
- Professional development was provided for Education Specialists and Service Providers on how to effectively conduct an IEP meeting using Zoom.
- Support for families was offered through a dedicated Parent Educational Center that provided workshops on supporting their children academically and socially-emotionally during online learning and hybrid learning.
- Professional development for Special Day Class (SDC) teachers was provided on how to develop lessons for on-line instruction and sample schedules to build an instructional program that is supportive and appropriate for students with special needs during on-line instruction.
- Additional professional development and coaching was provided for both online and hybrid instruction in the areas of social-emotional learning, Positive Behavior Intervention and Supports (PBIS), and Restorative Practices and Circles.

Challenges:

- Staff developers had great challenges in learning a plethora of new technology platforms and approaches and then teaching colleagues to deliver instruction accordingly.
- Teachers-on-Assignment had difficulty keeping up with the questions and individualized support needed for teachers to become competent with technology in a short period of time .
- Assessing the needs for professional learning under these virtual circumstances was challenging.
- The needs of teachers were fluid and changing throughout the school year, thus requiring the Teacher-on-Assignment team to be responsive to the ever-changing needs.
- The pacing of the curriculum was disrupted due to a lack of time with students.
- The use of subs for release for teachers was not easily managed; therefore, almost all PD was shortened to be delivered on office days or in the afternoons.
- The virtual nature of staff meetings and professional learning opportunities limited opportunities for teacher collaboration.
- The Remote Learning website needed to be frequently updated due to new information and changing circumstances.
- The virtual administration of i-Ready was less accurate than an in-person administration.
- Virtual delivery of Induction to our newest teachers was less personal than an in-person delivery. Additionally, second-year Induction Teachers will be earning their Clear Credentials based on 6 months of in-person instructional experience.
- The delivery of some best first instructional practices such as foundational reading, ECRI, and genre writing is not conducive to a virtual delivery format.
- It took some time to first understand how to transition designated and integrated ELD to an online instructional experience before professional development could be developed and implemented with teachers and staff.
- Parent Educational Center workshops are presented in a live instructional format, devices had to be distributed to families taking classes and intensive training occurred such as creating emails, understanding ZOOM and navigating online registration, and creating solutions.
- ZOOM interpretation feature did not work on the Chromebook AP, so we had to find other workarounds.
- Teachers were faced with virtual professional development overload.
- The virtual platform for providing professional development on increasing language opportunities through online learning was challenging.
- Teachers had struggles with implementing ELD in the virtual classroom context when many English learners did not have their cameras on due to many factors. So observing the student was difficult to determine if they needed additional support.
- Training that is usually conducted annually and requires some physical interaction between trainers and trainees, such as the Crisis Prevention Institute Two-Day workshops, were unable to be held due to social distancing constraints.
- Job-Alike training for various teacher and service provider groups had to be modified to support a virtual format, thus limiting the opportunities for interactive small group activities and collaboration that usually takes place throughout each training.
- Given the nature of the circumstances surrounding COVID-19, the Special Education Department was tasked with monitoring legal compliance set forth by the California Department of Education as well as the US Department of Education and then determining how to best disseminate the necessary information to OMSD staff in a timely but precise manner.
- Due to various scheduling conflicts with online learning and MOU's as well as the availability of subs, finding the time to hold PD's was challenging.
- Timeline waivers and procedural modifications to components of IDEA required PD to be delivered frequently.

STAFF ROLES AND RESPONSIBILITIES - Over the summer, OMSD prepared to return to school in a variety of learning models, including Traditional, Blended, Online, and offer Independent Study. Primary roles and responsibilities by the majority of staff remained consistent regardless of the learning model. The exclusive online interaction between staff required an adjustment in how connections are made between people to support students. The collaborations among staff members remained focused on maintaining consistent academic, behavioral, and social-emotional support to students as is provided in a traditional face-to-face model. The services and outreach to families quickly shifted to virtual support. Honing in on specific aspects of their traditional roles, the intensity of focus to support student's academic, social-emotional, and wellness needs during online learning and in a pandemic included some shifts for our staff.

Successes:

- Classroom teachers have shifted to delivering synchronous and asynchronous instruction using digital tools and online platforms, rather than in-person instruction. Additionally, deliberate attention to social-emotional learning strategies was employed to support students.
- Administrators and school support staff (both classified and certificated) have shifted strategies of engagement and support for students regarding attendance, engagement in lessons, access to instruction, social-emotional, and basic needs support.
- Site staff have shifted to online assessments, conducted in a distance format, and the use of these assessment results to target student needs is also done virtually. An online intervention program also required staff to monitor progress online.
- District support staff (Learning & Teaching Division Teachers on Assignment and Information Services Technicians) supported administrators, teachers, support staff, students, and families with the use of the technology hardware and connectivity, applications, and platforms to connect staff and students to learning and social-emotional support.
- The Proctor position afforded a flexible range of supervision throughout the day during the arrival and dismissal of students in the traditional model. During online learning, they provided additional support to the District's feeding program, primarily directing students for meal pickup and assisting with the cleaning of highly touched areas.
- The Health Assistant position has been altered to an earlier report time. This change supported the arrival screening process for most school site employees who must provide essential services and cannot work remotely. This is a measure that mitigated the COVID-19 virus entering school campuses and supported employees seeking medical advice to prevent the spread of the virus.
- The Campus Safety Officers continued with their duties of monitoring and providing support for safe and orderly campuses. One aspect of this support involved making wellness checks to the homes of students to support online daily engagement with their teacher(s) and paraprofessionals. The intent was to continue to develop caring relationships that promote students daily in engaging in synchronous online instruction with their teacher and classmates.
- The Custodial positions continued with their duties of ensuring school sites/departments were cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings were delivered in response to employee safety concerns and needs. For example, additional and more frequent 'touch-point cleanings throughout the day became part of the daily routine.
- The Technology positions shifted to provide additional device and software support for teachers utilizing technological methods in lieu of 'in-person' methods of teaching. For example, support for online meeting/learning platforms was in higher

demand than classroom equipment (projector/board) supports. Further, parents of students participating in online activities required additional support from our technical staff, necessitating the establishment of a 'parent hotline.'
- Many of the District's bus drivers were reassigned to a variety of high-need positions through a Memorandum of Understanding. These services included supporting meal distribution, clerical and office support, outreach to families regarding basic needs and attendance, and custodial support.

Challenges:
- Though all staff rose to the challenge of providing services to students virtually, as well as conducting their essential job functions both at home and in the school/district setting, staff prefer to complete their job functions assigned to them by job description as well as to provide these services to students in-person.
- Students who are supported by one-to-one aides while in class continued to have that service afforded from a distance, but proximity to the student is a very valuable and important strategy in providing that support, which was simply not possible in the distance learning setting.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS - All students must have access to supports and resources to help them achieve their academic goals. In OMSD, a robust Multi-Tiered System of Supports has been created at the District level, at MTSS cohort 1 and 2 schools, and at all schools that are on the Universal track for aspects of MTSS implementation. i-Ready diagnostic assessments for reading and mathematics were administered to all students in grades K-8, near the beginning of the school year, to identify academic concerns related to learning loss, with specific attention on EL, low-income, foster youth, students with exceptional needs, and students experiencing homelessness. Mid-year progress checks were administered to support student learning and teacher planning. Processes at the school and district level address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs, and students experiencing homelessness. In addition to differentiation, students with identified academic concerns of learning loss will receive tiered interventions based on individual needs, including increased frequency and/or duration of interventions to ensure students are receiving necessary support. Further, i-Ready Personalized Instruction and Tools for Instruction materials are available resources to address the identified needs based on diagnostic results. Our Return to School Task Group recommendations, teacher and classified staff MOUs, and Parent/Student Guidelines were designated to support the implementation of SB 98 to ensure all students received the support they needed to meet challenging state standards and social-emotional supports, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support was provided to unduplicated students as described below:

English Learner Students

Successes:
- Teachers provided academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers provided designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.

- Instructional minutes requirements included specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- District English Learner Teachers-on-Assignment supported teachers to identify specific groups of students to monitor learning and remediate gaps using the district adopted curriculum, iLit ELL intervention program for Long Term English Learners (LTELs), District diagnostic assessments and intervention support, and middle school Newcomer Support classes.
- District systems of supports assisted identified school-level EL Coordinators implement learning progress monitoring of current ELs, LTELs, and Redesignated English Proficient (RFEP) students.
- The ELLevation Monitoring Platform was used at the district level and at all school sites to monitor, identify language and academic needs, and create individualized classroom groups by the teacher to use during Professional Learning Communities (PLC) teacher team meetings.
- School sites developed schedules for designated and integrated ELD.
- District staff ensured teachers had access to tutorials and guides describing how to access language translation services and extensions to maintain communication with families.
- The District expanded Middle School Newcomer Support classes at all middle and K-8 schools for recent arrivals in grades 7 and 8.
- The District developed and provided EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom, Pathway Seal of Biliteracy Awards, reclassification, ELPAC, and other family learning programs through the OMSD Parent Educational Center, District and site level training.
- The District expand Languageline to support interpretation and translation of resources to support families in languages other than Spanish.
- Ongoing translation of resources for teachers to connect with families, bilingual staff to support the interpretation of technology help requests, bilingual parent learning videos, and other resources was provided.

Challenges:

- Language learning is interactive, online instruction was difficult for ELs to get forms of language communication that rely on non-verbal communication and other visual cues.
- English learners use peer to peer interactions to build upon their communicative skills and make meaning of what is being interpreted by the teacher. This was difficult in online learning.
- Teachers whose English learners did not have their video on found it difficult to view non-verbal cues to show the student is understanding the instruction.
- Shorted instructional time was difficult to plan for designated ELD.
- Some English learners needing extra support and were offered small in-person instruction and did not attend due to family choice.

Special Education Students

Successes:

- Special Education Teachers and Related Service Providers provided continuity of learning and services through online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students had the same learning opportunities as other students, to the greatest extent possible.
- RSP/SLP/APE/DHH/VI teachers/related service providers administered service to students in the online model and provided instruction to the greatest extent possible.
- SDC teachers (gr. PK-8) instructional hours were commensurate with the minimum minutes of instruction required in SB 98.
- Adaptive PE teachers provided moderate to severe students with physical limitations Physical Education services.
- IEP Meetings were held both virtually and in-person following required health guidelines and social distancing practices.
- As needed, the District provided service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed.
- Special education teachers worked collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities were necessary and appropriate, as documented in the student's IEP.
- Enrichment activities and lessons took into consideration the health, safety, and well-being of all students and staff.
- Counseling was provided as needed via virtual or telephone appointments with students for social, emotional, and academic counseling, monitoring, and guidance. These appointments or conversations were also conducted via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families was be guaranteed.
- SLP/APE/DHH/VI teachers/related service providers provided individual and/or group virtual lessons. These lessons were conducted by telephone, or other virtual platforms, as appropriate.

Challenges:

- Individual and small group sessions that required physical interaction between staff and students, such as Speech Therapy, Occupational Therapy, Physical Therapy, and Adapted Physical Education, were unable to be held due to social distancing constraints.
- Instruction had to be modified to support a virtual format, thus limiting the opportunities for interactive and hands-on instructional delivery formats.
- Individual students, as well as particular student subgroups such as PK/TK/Kinder students and students in Moderate/Severe settings, found it especially challenging to participate and engage in a virtual learning format.
- Schedules for parents and family members at home presented obstacles for some students to log in to virtual classrooms and participate to the maximum extent possible.
- The environment at home interfered at times for some students to log in to virtual classrooms and participate to the maximum extent possible.
- Given the nature of the circumstances surrounding COVID-19, Special Education staff were unable to provide services and support as frequently as needed or desired.
- IEP teams were unable to conduct assessments at times, and/or had to conduct tele-assessments in a modified format while still ensuring validity and reliability of the various assessment protocols and methodologies.

STUDENT ENGAGEMENT, ATTENDANCE, AND OUTREACH: Student Engagement, Attendance, and Outreach services were be

provided to ensure specific student populations are engaged in school, that historically have had interruptions in their education due to unique family circumstances, immigrant status, homelessness, or foster placement.

Successes:

- Coordination of monitoring of these groups was initiated by the CWA department by the second week of school to implement a tiered intervention system at each school site.
- Immediate intervention by the school site team (Triage Team) was done using administrators and support staff through a weekly report or Weekly Engagement Record which facilitated the tracking of students, once their attendance and synchronous/asynchronous participation were documented by the teacher.
- A review of current community resources and district supports was made and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.
- The Office of CWA continued to actively participate in monthly Foster Youth Liaison and CWA/SARB meetings at the San Bernardino County Superintendent of Schools to collaborate with other districts and receive guidance and direction to ensure that all legislative mandates are in compliance with these students.

Challenges:

- Students displaced and in other unique family circumstances due to the pandemic were difficult to connect with regularly.
- Forming meaningful relationships with students was difficult in a new online only environment, particularly for those students that did not turn their cameras on during online classes.
- Increased workload on teachers and support staff to track student engagements, especially partially engaged students.

SOCIAL EMOTIONAL LEARNING AND POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS: OMSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, low income, and experiencing homeless, by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).

Successes:

- Restorative Practices and Circles were provided to build positive relationships, increase positive school culture, and build a sense of community among staff and students.
- Mindfulness practices were provided to learn calming strategies and reduce stress to staff and students.
- Building resilience strategies to learn how to overcome trauma was provided to staff and students.
- Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis.
- Counseling services were provided to students and families to support mental health wellness.
- Case Management Services were provided to help families access basic needs such as housing referrals, access to food banks, clothing, and shoes.
- Family Wrap-Around Services were provided to the whole family including counseling and case management services.

Challenges:

- There is still some staff that has not attended training on Restorative Practices and Circles to implement in their classrooms and school environments based on training attendance data.
- The Social-Emotional Learning (SEL) curriculum was not implemented by all teachers as evidenced by pre-and post-survey data of SEL curriculum units.
- While counseling and case management services were readily available, identifying students and families in need, including those experiencing homelessness, was difficult with reduced physical access to students during virtual learning. This was evident in the decreased numbers of mental health and case management client numbers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for all staff in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs leveled support. They will also learn the difference between adjustment behavior as a result of recent events, and true crisis behavior. These will provide needed support for students.	$11,131	$11,131	Yes
District staffed case management and mental health services teams will be in place to provide case management and mental health telehealth services for students and families in need.	$620,799	$772,574	Yes
Special Education teachers and related service providers (RSP, TOAs and SDC) will provide continuity of learning and services through online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.	$1,776,238	$1,776,238	No
School site teams will be time-carded to prepare for virtual PBIS implementation in order for behavior expectations to be consistent across each school and be responsive to an online learning environment.	$6,194	$6,194	Yes
Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners.	$43,587	$43,587	Yes
Teachers will implement district-wide assessment and personalized instruction system (i-Ready) for English language arts and mathematics (in all classrooms) to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.	$335,000	$335,000	Yes
District monitoring of elementary and middle schools to ensure that English learners are achieving English proficiency based on the	$53,686	$52,962	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
State's English language proficiency assessment and meeting challenging state academic standards			
Provide EL coaching, professional development for teachers, administrators, EL Coordinators and other school personnel to improve staff efficacy.	$257,873	$257,951	Yes
Provide Reading Inventory (RI) resources to all students and teachers to support monitoring of progress towards reading comprehension for unduplicated students, special education and students experiencing homelessness.	$50,000	$50,000	Yes
Teachers will assess Kindergarten students' foundational reading and mathematics skills utilizing ESGI assessments in order to inform instruction.	$23,100	$23,100	Yes
Teachers will utilize iLit, a digital reading intervention program, for Long Term English Learners and other struggling students at the middle and K-8 schools to increase both reading and language skills for ELs.	$80,000	$80,000	Yes
Teachers will implement Newcomer English learner supplemental programs, teacher professional development, progress monitoring and supports to ensure students acquire English.	$6,000	$6,000	Yes
Teachers will implement a Diagnostic assessment in Spanish for students participating in In-Person and Online Learning Dual Immersion programs at Central Language Academy and Euclid Elementary School, our Dual Language schools, to increase student learning.	$9,000	$7,260	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In action #2, District staffed case management and mental health services teams budget allocation increased due to an increase in staff to provide case management and mental health telehealth services to students and families in need.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English Language Arts/English Language Development and mathematics both in best first instruction and intervention systems designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in an online learning model.

Through the continued implementation and refinement of a Multi-tiered system of support (MTSS), site and district leaders have designed a comprehensive system to identify and remediate students' learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade-level expectations. Processes at the school and District level addressed learning loss, including key strategies differentiated for EL, low income, foster youth, students in special education and students experiencing homelessness. Our Return to School Task Group recommendations, teacher and classified staff MOUs and Parent/Student Guidelines were designated to support the implementation of SB 98 to ensure all students received the support they needed to meet challenging state standards and social-emotional supports to promote equity for all students.

Our greatest success in identifying learning loss was in the purchase and implementation of the i-Ready platform. Collaborative work was done to aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of "plan do study act" over the course of the school year. All students in grades K-8 were assessed three times annually in the areas of ELA and Math using the i-Ready diagnostic. The i-Ready platform was utilized for individualized student online intervention learning paths and lessons for both reading and math. All students, including at-promise students, English learners, foster youth, low income, homeless and students in special education, had access to the program's recommended number of minutes weekly to maximize its effectiveness. OMSD continued to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexile levels and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK and K. All administrators and teachers received professional development on the effective use of the i-Ready platform including the administration of assessments, the analysis of the results, and planning for targeted intervention and differentiated instruction. School sites were provided with a calendar which included a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions. District and site administrators monitored both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics. Spanish Reading Diagnostic assessments were piloted in grades K-2 at the Spanish Dual Immersion schools.

Curriculum embedded assessments measured progress in ELD through the district wide use of the ELA/ELD adoptions, including through the specialized ELD intervention program, iLit at our middle and K-8 schools, based on LTEL needs. Teachers and administrators received designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning. District English Learner Teachers-on-Assignment identified at-promise English learners and worked with site administrators and teachers to identify appropriate ELD instructional strategies to

deliver both during synchronous and asynchronous learning. The iLit intervention program at the middle schools and select elementary schools was maintained in order to support Long Term English Learners (LTELs). Middle school 7th and 8th grade Newcomer support classes were provided, in addition to core content classes and required instructional minutes, for students who recently enrolled in US schools.

Students in special education were also identified as needing support to identify and remedy possible gaps in learning due to the impact of COVID-19. IEP meetings were held to meet timelines, including upon parent request, to address IEP team members concerns/recommendations. SPED teachers, Service Providers, and Psychologists collaborated with General Education staff to remediate learning loss. Upcoming assessments took into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

Challenges were identified this year that began prior to the pandemic. According to the 2019 California School Dashboard, learning gaps were identified for student groups in OMSD. As a result of the cohort implementation of the Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation have been in place for the last two years. As a result of stakeholder feedback and input, the post-COVID-19 learning loss of fragile student groups has intensified. Some students had struggles with online engagement as financial strain experienced in our community impacted their ability to attend online learning due to moving with relatives or out of the District boundary. Teachers had to quickly learn to shift to online instruction and at the same time understand how to embed i-Ready assessments and results into synchronous instruction and small group instruction. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored moving forward to include analysis of evidence that the strategies detailed above are succeeding. In addition, students who are experiencing learning loss due to social-emotional concerns will be monitored through school site and district level data collection.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Ontario-Montclair School District experienced success by ensuring mental health and social-emotional wellness services were provided to students, staff and families. A Counseling Center staffed with licensed clinical therapists provided telehealth services. Crisis response team to support students and adults in crisis. Daily Social-Emotional Learning lessons were delivered by teachers, with small group social-emotional support provided as needed. Staff benefits package to all employees included an Employee Assistance Program to provide ongoing support including social-emotional and mental health. Mental health and social-emotional well-being was monitored using a screening assessment tool. School teams reviewed data, provided school-level support as needed, and referred individuals to the Family & Collaborative Services (FCS) Department for higher levels of support, intervention and case management services. In addition, school Outreach Representatives reviewed the status of site support needs twice a month with FCS to ensure appropriate resources and referrals were provided.

Professional Development was provided to staff to recognize signs of crisis and trauma in students and adults. Restorative Circles training was accelerated through online professional development sessions to help staff restore and repair relationship harm with students, families and each other. As a result of extensive training provided to staff, and site classified staff were also able to provide small group social-emotional support for students. Teachers learned how to implement the new SEL Teacher Toolkit, implement the SEL curriculum and to recognize and support students in need.

We experienced challenges in this area. The impact of COVID-19 on the Ontario-Montclair School District community impacted the collective mental health and social-emotional needs of our students, families, community and staff. While counseling and case management services were readily available prior and during the pandemic, identifying students and families in need, including those experiencing homelessness, presented challenges as our staff had reduced physical access to students during virtual learning. Some families were displaced during the pandemic due to financial strain and loss of income. Our community is 90% low income, so many industries that staff our community experienced temporary shut down. Families also struggled with daycare issues and often home visits resulted in identifying the student was no longer living at the address. This was evident in the decreased numbers of mental health and case management client numbers. Another challenge was that some staff were not able to attend Restorative Practices and Circles training in order to implement in their classrooms.

The Social-Emotional Learning (SEL) curriculum was not implemented by all teachers as the transition this year took place over a very short time, typically when transitioning to a new curriculum the process takes longer. Teachers were learning so much in one year, that it became very challenging to not overload staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Ontario-Montclair School District monitored student attendance and engagement weekly. Student Mentors and other support staff were assigned to school sites and served as a network of assistance when students were absent from learning. Each school established a Triage Team to review student attendance data, reached out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilized a tiered system of support to provide re-engagement strategies for students who were absent from online learning. In addition, students at risk of having learning difficulties were referred to the Student Support Team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation and documentation. A tiered system was utilized that determined the level of student need aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators and support staff (Triage Team) provided regular monitoring. School sites used the support team including Student Mentors and Outreach Consultants to monitor and make connections with students.

The District experienced success in many ways. Bilingual support staff, district translators, and the use of LanguageLine ensured staff was able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement. Procedures for tiered re-engagement strategies were supported holistically to include verification of current contact information and daily notification of absences to parents. A plan for outreach was developed to include the identification of barriers and challenges facing parents/guardians. Regular monitoring of student attendance and participation through the weekly engagement record included formulating goals through the adjustment of interventions. Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week or identified as chronic absent based on the weekly engagement record were identified first by the teacher and then referred to the school site's support team for immediate intervention. The school site support team (Triage Team) examined all possible barriers: economic, health, family stability, reliable remote learning capability, etc. Student Mentors assisted in monitoring students who became disengaged or had been absent from school. Student Mentors and Outreach Consultants used the training from Restorative Practices to re-engage students, connect with families, and to reunite student with their teacher in order to engage in online learning.

While student engagement and outreach was of primary importance to stakeholders as the District recognizes students needed to receive academic and social-emotional learning supports, we were presented challenges. Many families were displaced and it was often difficult to find missing students. Dedicated Campus Safety Officers made daily wellness checks to homes if students did not report to their online class, were absent 60% or more or if their engagement was low. School staff created motivational incentive programs like distributing yard signs, certificates and recognitions to encourage daily attendance. Despite these efforts, our administrators reported it was difficult to maintain high levels of engagement for some students due to factors as a result of the pandemic. As mentioned, many families moved in with other relatives or out of the District's boundaries.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For all schools, students engaged in OMSD's online learning were provided nutritionally adequate meals through a variety of ways including curbside for walk up, drive up service or take-away "to-go". Most schools in the District operate the Community Eligibility Provision and thus students were provided each meal at no charge. The District's electronic system was utilized to provide USDA mandated backup food supply and to identify students with special diets. Schools that are not on the Community Eligibility Provision charged students at their eligibility. During the summer, the meal program was federally expanded to provide meals to individuals in the community under 18 years of age. In addition, community partnerships enhanced the District's ability to provide food to address families living in poverty as a result of the pandemic.

The District provided applications in person and online and conducted significant outreach to encourage families to apply. Online payment was available for students that did not qualify for free meals. When the District transitioned to in-person instruction in April, meals were provided to all students in their classrooms before they left for the day. Students who opted for continued online learning during in-person instruction were able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria. To address the services provided above, the Food & Nutrition Services department incurred additional costs in the form of enhanced pay for public-facing food distributions, overtime for employees working in excess of their regular shifts, technology improvements to take the point-of-sale system curbside, protective clothing was provided for employees working outdoors in inclement weather, and meal costs associated with 'to-go' packaging (e.g., individually wrapped items, convenience bags) was provided.

The food program experienced challenges as a result of changing guidelines on safe distribution of food in the community as a result of the COVID-19 pandemic. Since the Nutrition staff was considered essential, when staff became ill due to COVID-19 and other factors, meal distribution was redirected to another site. This required updated forms of communication to families so they would be kept up to date with where to receive meals. Schools and the Nutrition department had to work side by side to accomplish this ever fluctuating dynamic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Pupil Participation and Progress)	Campus Safety Officers, using a District vehicle, will be used to make wellness checks to homes when student(s) have not reported to their online class, are absent 60% or more and/or if engagement is low, in order to foster relationships to engage or re-engage the student in learning.	$224,000	$451,809	No
Pupil Engagement and Outreach	An additional administrative assistant will assist the Office of Child Welfare and Attendance with tracking students who have not reported to their online classroom and experiencing learning loss, in support of taking swift action in student engagement or re-engagement in learning.	$15,118	$87,031	Yes
Mental Health and Social and Emotional Well-Being	Coordination of Mentor services for students and families to ensure student engagement is consistent and social emotional needs are being met.	$182,432	$172,639	Yes
Pupil Engagement and Outreach	Mentors will monitor student attendance, support students who are disengaged and provide outreach to families.	$1,525,805	$1,062,213	Yes
Mental Health and Social and Emotional Well-Being	An Employee Assistance Program will be provided to all staff in the event they are in need of mental health or social-emotional services.	$3,746	$3,746	Yes
Mental Health and Social and Emotional Well-Being	Family & Collaborative Services counseling staff will provide clinical therapy and case management services to students/families to access basic need services.	$2,186,205	$1,902,209	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action #1 (Distance Learning Program) increased in expenditure because Campus Safety Officers, providing engagement support through April 15, required additional hours.. In action #2 (Pupil Engagement and Outreach), additional staff was hired to support student engagement and daily attendance, resulting in an increased expenditure. Due to the virtual aspect of telehealth mental health services, a decrease occurred in extended hours and FTE, resulting in a decreased expenditure for action #3 (Mental Health and Social Emotional Well-Being).

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing in-person and distance learning in 2020-21, as well as engagement with stakeholders, include the digital divide among low income students in our community. This was critical for our learning as the disparity among their ability to access resources and connectivity was great. The investment the District has made towards this has closed this divide. Academic loss and needs of our at-promise student groups is urgent and this year our District has put into place a robust system of diagnostic assessments, remediation program in ELA and math, small group intervention groups, teacher professional development and systems that support students to access MTSS tiers 1 and 2. We learned from experience in the virtual and in-person instructional settings that our students' needs increased in the area of social-emotional and mental health areas. COVID-19 impacted our community greatly, as it is 90% low income and as a result infection rates and financial strain was high, as compared to other surrounding communities. Family involvement and engagement as partners in their child's education increased like never before. They have learned along with us, gaining skills in technology, curriculum, and supporting their child's learning.

Our implementation of MTSS has been critical in addressing our needs this year and thus is integral in the development of the 2021-2024 LCAP throughout all four goals and through each action to ensure we meet the needs of students, principally designed to ensure our unduplicated students academic and social-emotional needs are met including students with special needs. MTSS is the driver behind ensuring equity and access for all students is met.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP, especially for students with unique needs like English learners, foster youth, low income, students in special education and homeless. Goals 2 and 3 have dedicated actions to ensure appropriate resources are aimed at identifying and remediating learning loss, especially for students with unique needs through full implementation of MTSS in our district. Our Multi-Tiered System of Support will be fueled through the collective impact which comes from a system of Professional Learning Communities at regular intervals to positively impact student learning in the classroom, provide a place where individual student's needs are discussed and a safety net to ensure all students receive the

instructional academic and social emotional learning supports they require to be successful. Our i-Ready platform will be continued in addition to additional staffing to address early literacy, newcomer and EL support, at-promise intervention supports, resources for foster youth and homeless and training on Universal Design for Learning and expansion of inclusive teaching practices to meet the needs of students in special education.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences were identified in the following areas:

- Distance Learning: Substantive differences between planned actions and expenditures were due to no substitutes needed for professional development, extra devices and hotspots needed to ensure student connectively and close the digital divide and increased need for instructional digital applications and programs to increase effective online teaching and learning. Action #4 and #5 saw a decrease in expenditures in PD for teachers and administrators since no substitutes were needed to provide professional development in MTSS for support in equity and access and Universal Design for Learning. Actions #10-#14 decreased when there was no longer a need to provide release time and substitute teachers to mentors, spotlight teachers, SPED staff, induction candidates, and teachers for supports in action planning, restorative practices and circles training, professional development. Training was embedded during the online teaching day for these teams. There was an increase in expenditures for action #1 and #6 due to purchases of technology (IPADS, Chromebooks, hotspots) and other appropriate devices, and additional instructional applications for online learning. Action #18 also increased in expenditures to support teachers with synchronous and asynchronous implementation of strategies to support English Learners.
- Pupil Learning loss: In action #2, District staffed case management and mental health services teams budget allocation increased due to an increase in staff to provide case management and mental health telehealth services to students and families in need.
- Additional Actions and Plan Requirements: Action #1 (Distance Learning Program) increased in expenditure because Campus Safety Officers, providing engagement support through April 15, required additional hours.. In action #2 (Pupil Engagement and Outreach), additional staff was hired to support student engagement and daily attendance, resulting in an increased expenditure. Due to the virtual aspect of telehealth mental health services, a decrease occurred in extended hours and FTE, resulting in a decreased expenditure for action #3 (Mental Health and Social Emotional Well-Being).

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Through the analysis of the available 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan student outcomes as well as engagement with stakeholders, we learned the following:

- Digital divide among low income students in our community was high at the onset of school closures and required intensive resources to ensure access to instruction and connectivity.
- Learning gaps among student groups on the 2019 California Schools Dashboard were perpetuated into the 2020-21 school year as local metrics and teacher formative assessments identified at-promise, English learner, foster youth and students in special education continued with gaps in reading and math and require tiered intervention systems of support.
- Stakeholders expressed the increased need for tiered social-emotional supports and mental health supports for students as COVID-19 impacted our community as it is 89% low income and as a result infection rates and financial strain was high as compared to other surrounding communities.
- Parent involvement needs increased in order to support their child access virtual learning and provide support at home.
- Maintaining student engagement presented a challenge as many students required home visits to find. Many moved in with relatives or out of the attendance boundary of their school.
- Reading and math tiered intervention and small group instruction remain a priority.
- Support for English learners to develop language and literacy remains a priority as we resume in-person instruction where ELs can interact with their English proficient peers in authentic classroom discussions.
- Support for students in special education remains a priority as some services and testing scenarios are ideally administered in-person.
- Stakeholders provided input on the need for students in elementary grades to socialize, play and interact together to learn healthy interpersonal skills and engage in typical childhood school experiences.
- Stakeholders provided input children need in-person access to board course of study, magnet programs, athletics, extracurricular events.

The 2021 through 2024 LCAP was informed by considering these factors and outcomes. The LCAP goal 2 and 3 was revised to include clear definition between Academic multi-tiered systems of support for goal 2 and Social-Emotional multi-tiered system of support for goal 3. Intentional planning to address the needs of non-duplicated students is driven by the Districtwide full implementation of MTSS at all schools. All instructional staff at schools will increase and improve services for non-duplicated students to access tiered interventions in academics and social-emotional supports. Staff will dedicate 20% of their time towards addressing the needs of non-duplicated students. In addition to this robust program in our District, the following support what was identified above:

- Teacher and staff professional development will expand to include remote meetings and virtual PD requiring less substitute days and shifting towards job embedded professional growth.
- i-Ready intervention for ELA and math will be expanded into daily schedules at both elementary and middle schools.
- Meetings with site instructional team leaders will hybrid between virtual and in-person to use the efficiency of time and promote administrators and other staff staying on campus.
- Professional Learning Communities will be expanded at all schools as MTSS is implemented fully to support a data driven, plan-do-study-act collaboration among teachers to build collective efficacy to make an impact on learning.
- Parents are more understanding of educational system and virtual meetings, parent involvement will continue to expand using this modality and building upon what they have gained this year.
- EI supports will use ELLevation Strategies, Student Goal Setting progress checks to support PLCs.
- Special education department and English learner departments will collaborate on professional development for dually identified students.
- Gradual Release and Learning Targets will be implemented at a deeper level to impact student learning.
- SEL curriculum will be revised and teachers will receive continued support in its implementation.
- Online Academy for Elementary and Middle School will be offered to families.
- Small group instruction will be supported during and beyond the school day.
- Magnet programs and athletic programs will be expanded.
- Additional staff will be hired to support early literacy initiative.
- Teachers will continue to receive professional development and support to implement best first instruction in Tier 1, utilize diagnostic screeners for determining students who need Tiers 2 and 3 for academic and behavioral supports.
- All students, including students in special education and English learners, will receive supports which do not interrupt Tier 1.
- Continue to build on parent partnerships, and two-way home/school communication.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Ontario-Montclair School District, founded in 1884, serves a 26 square-mile area which covers most of the city of Ontario, Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in California. OMSD and its community of families, students, and staff work to promote high academic expectations and student social-emotional health, wellbeing and diversity. In 2020-2021, the Ontario-Montclair School District student population of 20,403 students was made up of 89.9% Hispanic or Latino, English learner 25.6%, 3.02% African American, 3% White, 1.05% Asian, .71% Filipino, and 1.45% other. Students who fall into the district's unduplicated pupil count include those who are socio-economically disadvantaged. Of the 25.6% of English learners, 96.52% are Spanish speakers and the rest speak other languages. OMSD is a single-district SELPA with 13.13% of our students who have

Special Needs. The Ontario-Montclair School District's Gifted and Talented Education program serves 1.29% of OMSD students districtwide. In 2020-2021 the District supported .45% students in the foster care system and 8.53% experiencing homelessness.

OMSD boasts three California Distinguished Schools, eleven Gold Ribbon Schools, International Baccalaureate (IB) Schools, a GATE Magnet, a Science Magnet, Dual Language Academies in Spanish and Mandarin, Arts-integrated Magnets at elementary and middle schools, and AVID at elementary, and middle schools. The District offers courses and extra-curricular opportunities in music and the arts at all grade levels, including orchestra at elementary and middle schools. The District offers a wide variety of extracurricular sporting activities for students as well. 32 schools are magnet and academy programs, each of which is uniquely designed to provide students with opportunities to immerse in a course of study matched to individual talents and interests.

The District employs dedicated certificated and classified staff to provide exemplary and innovative programs to prepare students for college and career. The District is committed to working collaboratively as educators, parents and community members to ensure our mission statement is realized 'Ontario-Montclair School District (OMSD) is committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empowers students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships. Our LCAP goals, actions and aligned resources are informed through a robust stakeholder involvement process designed to support our rich and diverse student groups. The diversity of our students, staff and community strengthen our commitment to providing high quality instruction that ensures equity and access to California Common Core State Standards, which promote students' critical thinking, discourse, collaboration, reading and writing to prepare students for their future. Teachers, staff, parents, administrators and the community are committed to mutual collaboration and support of data-driven, student-centered instruction guided by California's Multi-Tiered System of Support (MTSS). MTSS is a comprehensive framework that aligns academic, behavioral, and social-emotional learning for the benefit of all students. All schools in OMSD are on a universal track towards MTSS implementation, with all 32 schools fully implementing through a cohort model by 2021-2022.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Ontario-Montclair School District is proud of many achievements and successes as evidenced by the input from our stakeholders through surveys, virtual meetings, and local data in the absence of state indicators in 2020. The District successfully maintained our focus on the development and implementation of Multi-Tiered System of Support (MTSS) in OMSD, to ensure the academic, behavior and social emotional success of our students. While the CA School Dashboard last posted colors and data in December 2019, the districts Chronic Absenteeism rate (9.2%) and Suspension rates (0.0%) during a year of mostly online learning shows promise of future success. CAASPP and ELPAC results are not available for 2020 due to the suspension of testing by the CDE and State Board of Education. The students at grade level on the i-Ready Diagnostic for Reading and Math increased 14% and 15%, respectively between the beginning of year and end of year administrations. This is achieved by using a double-track approach for the last three years, Cohort and Universal. Cohort track schools have been engaged in training and technical assistance around the deliberate design and implementation of a tiered support system for academics, behavior and social-emotional learning. With the demonstrated growth in all metrics district wide due to the implementation of

MTSS, beginning in 2021, with the addition of Cohort 4 schools, all schools will be engaged in the training and technical assistance around the deliberate design and implementation

This work is accomplished by supporting school site MTSS Leadership Teams to build on the strengths that already exist in the school around SWIFT Education Center's MTSS Design using the Fidelity Integrity Assessment (FIA). The five Cohort 1 schools began their work in the 2018-2019 school year. In 2019-2020, eight Cohort 2 schools were added. In 2020-2021, another ten schools began their design process for MTSS, despite the challenges of a pandemic. Without exception, the design and implementation of multi-tiered system of supports was the most important work for our District during the pandemic. Next year, in 2021-2022 all 32 schools will be implementing and continuing on the MTSS journey. We are incredibly proud of this intensive work with schools, our stakeholders and broader District divisions for leading this work in our community of educators, families, students and other partners. Based on multiple surveys, stakeholder meetings, a review of available prior state data and local baseline data, the District is proud of the systems in place which focus on academic instruction, behavioral instruction, community partnerships, educator support, family partnerships, LEA policy and school relations, organizational structure, school culture and site leadership all work concentrically to support all students to accelerate their achievements within a system of equity. The District has worked hard to involve all stakeholders in building a culture of inclusion, cultural proficiency, strengthening leadership teams, collective impact and Professional Learning Communities, while reinforcing PBIS and Restorative Practices.

The COVID-19 pandemic was the greatest challenge to our educational system and forced our work with students to shift immediately to a virtual online platform beginning on March 13, 2020 when infection rates began to escalate and little was known about the virus. This continued through April 15, 2021 when in-person instruction was offered to all students. We are proud of the immediate shift to enable all students to access online learning through individual student devices, internet hotspots for those who needed it, professional development for teachers to support teaching online, family technology support hotline, family workshops on supporting their child online, expanded meal distribution program, online summer school programs, online extended school year, continuation of mental health counseling and case management services, support to students experiencing homelessness, small group in person instruction (through a cohort model) for students with special needs, English learners and students struggling with online engagement, implementation of personal protective equipment for staff, temperature check devices, hand washing stations, markings for social-distancing district wide at all school sites, shift to online Parent Educational Center, Annual Parent Leadership Conference, online student events, online intervention program, diagnostics in Reading and math, online foundational literacy program, magnet programs shifting to online, and involvement with stakeholders to develop the District's new Five Year Action Plan. These programs, services and objectives were accomplished through robust stakeholder involvement, every step of the way.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a result of COVID-19, under legislative mandate the state suspended state testing in the Spring of 2020, as a result the 2021 California State Dashboard did not report elementary school district indicators. However, according to the 2019 California State Dashboard the following student groups had learning gaps on the English Language Arts Indicator as compared to the ALL student group: English learners, students in special education, students experiencing homelessness and Pacific Islander student groups all rated an orange designation.

Under the Math Indicator, as compared to the ALL student group, the following groups were identified as orange: Pacific Islander and low income students. Under the Suspension Indicator, the following student groups were in the red category: African American, Pacific Islander and foster youth. Finally, under the Chronic Absenteeism Indicator, the following student groups fell under the red category: American Indian, foster youth, Pacific Islander and White. During the 2020-2021 school year, the i-Ready assessment system was piloted in grades K-8th in both ELA and Math. Baseline diagnostic data was collected on all students in August. Progress monitoring data checks were administered in January and in May. Data was analyzed to determine the needs of students and used for small group in-person cohorts in both the fall and winter. Expanding learning opportunities through summer school programs and tiered intervention small group instruction beyond the daily core instructional schedule will continue to accelerate learning for our students.

The following needs have been identified through a reflection of formative and summative local data along with stakeholder surveys and input. These steps will be taken beginning in the 2021-2022 school year as outlined in the LCAP and updated through the Annual Update process.

Student Needs:

- Determine academic and social-emotional needs of students using diagnostics and classroom observations
- Ensure students have access to standards based, district adopted core materials and resources
- Provide quality magnet programs, athletic enrichment, student events
- Provide extended learning beyond the school day and in the summer
- Explicit teaching of SEL with mindfulness moments, embedded throughout the instructional day
- Tiered supports for students dealing with anxiety/loss as a result of COVID-19
- Dedicated staff for outreach to families and students
- Focused positive student-teacher relationship building through implementation of Restorative Practice
- Teach students self-regulation and management strategies
- Positive Behavior Intervention and Support, behavior and SEL screeners
- Routines to provide students an adjustment to longer school day and socialization
- Access to accelerated learning in core subjects
- High expectations for learning
- Resources and materials to promote equitable access to core instruction
- Foundational literacy skills (K-2) tutoring/small group instruction
- Prioritize health and safety

Teacher and Support Staff Needs:

- SEL support for staff
- PD on use of daily SEL lessons
- PD on behavior and social interaction instruction
- Review of classroom management PD
- Strategies to reteach appropriate peer interaction (social and academic)
- Professional development through coaching
- Clear, explicit direction from site admin of instructional day/schedule

- Health and safety
- Maintain platforms to support parent communication/partnering
- Limit classroom interruptions
- Lesson planning and collaboration
- Time for small group instruction
- Professional development on Gradual Release, Learning Targets, Kagan/Engagement, Writing, UDL and Collaboration.
- Professional development on MTSS
- Deeper implementation and professional development on i-Ready and classroom Tier 2 instruction
- Professional development on student learning loss guides
- Professional development on the needs of English learners, students in special education, needs of Gifted and Talented students
- Focus on equity, diversity, cultural proficiency and acceptance

Administrator Needs:

- Professional development on topics identified above for teachers
- Leadership development and support
- Supports to welcome families and staff in feeling safe to return
- Support the implementation of MTSS, PBIS, SEL and student engagement
- Build team development so the staff can be empowered agents of change
- Unify the school community through clear expectations and supports
- Resources to ensure health and safety (adults and students)
- Build positive family engagement, supports and ongoing two-way communication
- Develop extended learning opportunities for students
- Support all staff engagement in the PLC process to identify standards, instructional strategies, common assessments, and interventions through teacher collaboration
- Support classified staff capacity via trainings and collaboration
- Support tiered intervention and support for English learners, students in special education, and other at-promise groups
- Ensure basic and ancillary staff is available to support students, staff and families
- Maintain safe, clean facilities in good repair

Family Needs:

- Support the shared decision making process of families to impact student academic and social-emotional learning
- Identify barriers and work with families to overcome them through case management and other programs
- Support families with resources to ensure the digital divide is overcome
- Help families build their capacity to support their child academically and support their social-emotional learning
- Dedicate a Parent Educational Center and Annual Parent Leadership Conference as part of a system of support to connect them to their child's learning
- Promote an inclusive and positive family-friendly school environment and evaluate it through family surveys and other involvement opportunities

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our robust stakeholder investment and input process has created key features in our 2021-2024 LCAP. There are a variety of areas which bring pride to OMSD in support of our 'whole child' approach, academically, behaviorally and socio-emotionally. During this challenging 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 ensuring our students, families, community and staff remained safe while at the same time continuing our momentum forward on our commitment to offer a World Class Education for our students by overcoming the multiple barriers COVID-19 placed upon our system. Our entire District community has come together like never before to shift to virtual learning and teaching, expanded social-emotional education and mental health tele support, nutritional and basic needs support, home visits and wellness checks, expanded learning opportunities during the summer, after and before school and in-person small cohort instruction for students in special education and English learners. We have closed the digital divide among our students, particularly those living in poverty and homeless. We have invested in the creation of a Cultural Proficiency Task Force to continue to plan programs and services, using a research-based framework, that ensures inequities and marginalized racial and ethnic groups are co-empowered to support positive school culture.

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 is being implemented to 100% implementation next year. The District Implementation Plan provides both Universal (all schools) and Cohort (selected 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), a focus on Tier I (Best First) Instruction and increasing parent engagement. As schools onramp to the cohort implementation model, they receive training and technical assistance, which includes four days of training/technical assistance, monthly coaching support from a district administrator External Coach, access to planning time for both Leadership Teams and PLCs. The foundation of MTSS supports inclusive academic and behavioral/social-emotional supports. At the core of the MTSS framework is a research-based approach designed to provide dedicated attention to unduplicated student groups so they can experience equity and access to education. All students under the MTSS framework are successful towards grade level achievement by receiving specific supports designed to match their need. As a result, this year the 2021-2024 LCAP has adjusted four goals to reflect broad MTSS framework language:

Goal 1: All students access educational and social-emotional programs provided by appropriately credentialed teachers, highly qualified support staff, and administrators utilizing adopted instructional materials, resources, and technology, aligned to California State standards in safe, clean, and well-maintained facilities.

Goal 2: All students access an academic program through a Multi-Tiered System of Supports aligned to the California State standards which include ongoing professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning,

specialized programs, and a broad course of study.

Goal 3: All students access social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to foster individualized student behavioral, social-emotional health and engagement with peers, families, staff, and the community, which includes providing support to staff.

Goal 4: All families and community members support student learning and well-being through engagement efforts to seek consultation into the decision-making process, promote meaningful participation in their child's learning, promote college and career access, and enhance community partnerships.

Actions and services for each goal above were developed by taking into consideration the themes which emerged through the extensive stakeholder involvement process. In addition, programs and services were prioritized using the most recent 2019 California Dashboard Metrics and the local metrics of i-Ready which identified the following: 38% of students are "on grade level" in reading, with 21% of English learners on grade level in reading and 16% Students with Disabilities "on grade level" in reading, 27% of students are "on grade level" in math, with 16% of English learners on grade level in math and 12% Students with Disabilities "on grade level" in math. Suspension rates were reported in Orange in 2019 on the California Schools Dashboard and have dropped to 1.6% in 2019-20 and 0% in 2020-21 as per locally determined rates reflective of the shift to online learning. Chronic Absenteeism was reported Orange on the 2019 California Schools Dashboard and has dropped to 9.0% in 2019-20 and 7.7% in 2020-21 as per locally determined rates. Attendance rate has maintained an average of 97% over the last four years up through March of 2021.

Major themes are highlighted under the LCAP goals, including but not limited to the following:

Parents/Community:

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

Teachers/Staff:

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

Bargaining Units:

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Richard E. Haynes Elementary, Lincoln Elementary and Ray Wiltsey Middle.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The District supports eligible schools in developing CSI plans in the following manner:
- Assist school administrators by providing training on utilizing all state indicators, including student performance against State determined long term goals as per the California Schools Dashboard.
- Assist school administrators by providing resources and capacity building so they may engage all stakeholders (School Site Council teams, English Learner Parent Advisory Committees, Special Education Parent Advisory Committees, Gifted and Talented Parent Advisory Committees, classroom teachers, other school staff, families, students, and community members) on conducting a comprehensive school-level needs assessment.

- Assist school administrators on how to identify evidence-based interventions from a number of resources provided by the state and county.
- Assist school administrators to conduct a resource inequity study and address inequities through the implementation plan.

The Ontario-Montclair School District is heavily invested in the design and implementation of a comprehensive Multi-Tiered System of Support. Therefore, the District utilizes the state's Multi-tiered System of Supports (MTSS) framework, including a well-developed Plan-Do-Study-Act Cycle of Continuous Improvement, to plan and progress monitor outcomes that are supported by resources in the CSI plan. The District's identified CSI schools are participating in a MTSS cohort and will receive training and technical assistance, as well as collaborate with their site's MTSS leadership team to develop and memorialize evidence-based practices that lead to student outcomes that align to the 8 state priorities. All California adopted curriculum frameworks, requirements, and evidence-based strategies are incorporated into the MTSS initiative for developing CSI plans.

The District provides capacity building and resources for schools to assist the development of CSI plans so they include multiple stakeholders in the school's Comprehensive Needs Assessment (CNA). The District uses a standardized template through which schools conduct their CNA to ensure metrics from the CA Schools Dashboard (including academic achievement, suspension, chronic absenteeism - for all students and for each student group) and other state and local metrics are used to develop goals and strategies. The District reviews each schools CNA and CSI plan and provides ongoing feedback and support so they meet the CSI requirements. The Comprehensive Needs Assessment is conducted in partnership with District staff for the schools identified as CSI. Data is provided to school sites and reviewed so stakeholders can analyze it against their local context in order to formulate appropriate evidence-based practices and strategies to lead to student achievement outcomes. Data that is provided to schools sites by the District are: 2019 CA Schools Dashboard results for all indicators (2020 data was suspended due to COVID-19), demographic, enrollment, ethnicity, California Assessment for Student Performance and Progress (CAASPP) for ELA and Math, English Language Proficiency Assessment for California (ELPAC), English Learner Progress Indicator, District benchmark assessments for Reading Inventory and others. The District team and the site administrative team meet to discuss the CNA, identify areas of strength and future growth in the data. The District works closely with each school to develop their CNA. Each school submits their completed CNA to the District for review. The District monitors that each identified stakeholder group plays an active role in the development of the needs assessment and review of data. The analysis presented in the CNA and the CSI is reviewed by the District and technical assistance is provided to the school leadership team. Feedback from the District is considered and informs the development of the CSI plan.

The District uses the tools found on the California Department of Education CSI web page where multiple evidence-based interventions are resourced. Schools work with their stakeholders to identify and select appropriate evidence-based interventions. Using the District's MTSS Tiered Intervention Matrix, staff matches selected interventions to identified student needs. The District provides academic, behavior and social emotional supports for all students and then individual school sites identify and tailor additional supports to meet their local context. The District works with the school leadership team to address the rationale for identification of intervention supports.

The District has conducted resource inequity studies and has a structured methodology for distributing resources to schools that is equitable. The District works with each school identified for CSI to help them identify resource inequities and remediate them in the CSI plan. A detailed study to analyze resources is conducted to ensure resources are allocated equitably at the school site level. Additionally, the site study

includes a review of school site budgets to identify possible inequities in spending, and if found are remediated.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The District uses state assessments, results from the California Schools Dashboard, local assessment data, and surveys to conduct an analysis, set goals, set local progress monitoring benchmarks, and together with stakeholders, inform ongoing decision making. The effectiveness of CSI plans will be monitored by the District using the above metrics, in addition to quarterly progress checks, with site leadership. In order to build stakeholder capacity at the school level for continuous improvement, the District is using its MTSS cohort implementation.

The Ontario-Montclair School District recognizes that three 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 implementation. In 2020-2021, all three CSI schools are participating in MTSS through participation in Cohort 2 or Cohort 3. Targeted support from the District includes dedicated coaching, professional development, continuous improvement, site planning and leadership release time to support a strength-based and evidence-based school improvement model.

In OMSD, MTSS is being rolled out in a cohort method. Over the past three years schools could elect to join a cohort to learn how to design and implement a MTSS. This training brings together the leadership team from each school into this training, to develop shared understanding of the work, to build shared leadership with shared responsibility. The school leadership team has an internal coach (the principal) and an external coach (a district director or assistant superintendent) who work with the site leadership on all aspects of this school transformation effort. Four training days per year are paired with accompanying planning days to provide leadership teams with the time to collaborate around building systems for ensuring equitable educational opportunities for students. The school leadership team collaboratively rates school practices and systems on a rubric for MTSS called the Fidelity Integrity Assessment (FIA). This guiding document is the framework around which planning takes place. External coaches support all aspects of the work of the school leadership, including meeting monthly with site administrators to discuss monthly leadership team meetings and to monitor the progress of the school's plan. The CSI plan, which is a part of the SPSA, is aligned to the District's LCAP goals, two of which are about building academic, behavior and social emotional learning.

Therefore, the external coach will support, monitor, reinforce and advise on the CSI plan fluidly, in the context of our MTSS development. The external coach assigned to each of our three CSI school have expertise in data analysis, supporting high-need students, effective instruction as well as implementation science.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Ontario-Montclair School District has implemented robust efforts since the spring school closures as a result of COVID-19 in addition to the development of the 2021-2024 Local Control Accountability Plan and 2021-2026 Five Year Action Plan. Outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods, including emails, website, social media, videos, surveys, focus groups, parent advisory groups, and public hearings. Due to the county and state health guidelines, all surveys and stakeholder involvement meetings from March 2020 to June 2021 were conducted virtually and through electronic surveys.

Beginning in May, 2020, over 100 staff members and parents formed six Return to School Task Groups which comprised the larger Return to School Work Group. The task groups, representing District and school site staff and parents, focused on immediate student academic and social-emotional needs as a result of the pandemic. The following areas were considered in planning the return to school: Facilities, Governance, Instruction, School/Satellite Operations, Technology and Wellness. The Return to School plan was implemented in a hybrid setting, when it was safe to do so, on April 19, 2021.

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

Teacher Survey - 455 Respondents

LCAP Thought Exchange Survey
- Administrators - 50 Respondents
- Certificated staff - 496 Respondents
- Classified staff - 214 Respondents
- Parents/Families - 2150 Respondents
- Community - 61 Respondents
- Students - 194 Respondents

Stakeholder meetings took place during 2020-2021 as follows:
- Site Administrator Needs Assessment and Interviews - 32 Sites
- District Parent Advisory Groups: District English Learner Parent Advisory, District English Learner Advisory, District Parent Advisory, Gifted and Talented Education Parent Group, Special Education Parent Advisory Group, Community Advisory Committee - 123+ Participants
- Ontario Montclair School District Special Education Local Plan Area (SELPA)

Staff Advisory Groups: Classified Bargaining Unit Representatives, Certificated Bargaining Unit Representatives, Administrative Leadership Team, Site Administrators, District Administrators (131 Participants)

Middle School Congress LCAP Advisory Group: (72 Participants)

Site LCAP Advisory Staff and Parent Meetings: (2154 Participants)

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

The LCAP as posted 72 hours in advance to the first public hearing held on June 3, 2021. The LCAP was approved by the Board of Education at a regularly scheduled meeting held on June 17, 2021

A summary of the feedback provided by specific stakeholder groups.

Through this rating process, the most highly rated ideas were identified. Key themes from all stakeholder input, during 2020-2021 was collected and prioritized from the District Parent Advisory Groups: District English Learner Parent Advisory, District English Learner Advisory Committee, District Parent Advisory Committee, Gifted and Talented Education Parent Group, Special Education Parent Advisory Group, Community Advisory Committee. Also included, staff Advisory Groups such as Classified Bargaining Unit Representatives, Certificated Bargaining Unit Representatives, Administrative Leadership Team, Site Administrators, District Administrators, Ontario Montclair School District Special Education Local Plan Area (SELPA) These emerged as significant needs of our district community which required appropriate resources. Input from the different stakeholder groups is as follows:

District Parent Advisory Committee (PAC), District English Learner Parent Advisory Committee (DELPAC)

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs
- Devices & Internet Access - Parent supports for helping students learn with technology
- Social-emotional supports for students and staff
- Small class sizes and reduced grade level combinations
- Supporting the needs of at-promise student groups like English learners, low-income, and students in special education
- Capacity building around reclassification
- Interest to maintain Pathway Seal of Biliteracy awards and multilingual programs
- Capacity building around technology and classroom applications
- Information on Summative ELPAC testing
- Intervention programs to accelerate learning loss
- Time management skills workshops for families and students
- Technology and learning application support for families

Gifted and Talented Education Parent Group:

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs
- Devices & Internet Access - Parent supports for helping students learn with technology
- Teachers and school staff professional development on online teaching/learning
- Social-emotional supports for students and staff
- Small class sizes and reduced grade level combinations
- Increased teacher feedback to parents on student progress
- Ongoing concern for student safety and wellbeing during in-person instruction resumes
- Ongoing opportunities for shared decision making
- Intervention programs to accelerate learning loss
- Time management skills workshops for families and students
- Technology and learning application support for families

Special Education Parent Advisory Group:

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs
- Devices & Internet Access - Parent supports for helping students learn with technology
- Social-emotional supports for students and staff
- Small class sizes and reduced grade level combinations
- Supporting the needs of at-promise student groups like English learners, low-income and students in special education
- Additional programs to support students with concepts parents do not understand
- Intervention programs to accelerate learning loss

Community Advisory Committee:

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs
- Devices & Internet Access - Parent supports for helping students learn with technology
- Social-emotional supports for students and staff
- Small class sizes and reduced grade level combinations
- Ongoing concern for student safety and wellbeing during in-person instruction resumes
- Supporting the needs of at-promise student groups like English learners, low-income and students in special education
- Maintenance of student and staff services for PK-8 students
- Additional programs to support students with concepts parents do not understand
- Intervention programs to accelerate learning loss

- Time management skills workshops for families and students
- Technology and learning application support for families

Students:

- Health and Safety of Students
- Distance Learning Technology Needs
- Devices & Internet Access
- Social-emotional supports for students and staff
- Small class sizes and reduced grade level combinations
- Capacity building around digital platforms
- Ongoing concern for student safety and wellbeing during in-person instruction resumes
- Increased teacher capacity to provide engagement opportunities for students
- Intervention programs to accelerate learning loss
- Technology and learning application support for students

Classified/Certificated Unit Members and District/Site Administration:

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs
- Devices & Internet Access - Parent supports for helping students learn with technology
- Teachers and school staff professional development on online teaching/learning
- Professional development on technology integration during in-person learning
- Social-emotional supports for students and staff
- Small class sizes and reduced grade level combinations
- Capacity building around digital platforms
- Ongoing concern for student safety and wellbeing during in-person instruction resumes
- Supporting the needs of at-promise student groups like English learners, low-income and students in special education
- Maintenance of student and staff services for PK-8 students
- Ongoing opportunities for shared decision making
- Capacity building around technology and classroom applications
- Capacity building on supporting student engagement and instructional time management
- Additional programs to support students with concepts parents do not understand
- Increased teacher capacity to provide engagement opportunities for students
- Intervention programs to accelerate learning loss
- Time management skills workshops for families and students
- Technology and learning application support for families

These themes were collected, analyzed and embedded into the LCAP goals, actions and services to address base programs and

unduplicated pupil needs.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Input from stakeholders during the 2020-2021 school year will be reflected in the 2021-2024 LCAP. The LCAP consultations included both appreciative and suggested feedback from parents, students, community, administrators, teachers, other staff and bargaining units 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:

- technology devices for students
- magnet programs and extended learning programs
- maintain reduced class size teacher:student ratios below the state requirement in grades TK-3rd and no combo classes
- continued investment on safety
- continued support on Social-Emotional learning
- expanded mental and case management support
- additional school staff to support intervention, coaching, outreach support to families, support for student groups in need of accelerated learning like English learners, students with special needs, gifted and talented, foster youth, at-promise, low income and homeless.
- classified staff has also expressed the need to receive quality professional development to support.
- professional development on early literacy, core instruction, UDL, gradual release, ELD strategies, Newcomer supports
- multi-tiered system of support
- intervention programs
- continued technology professional development and PD
- before and after school programs, expanded summer school programs
- increased support to help families engage their child at school
- increased support to closely monitor Foster Youth chronic attendance and provide intake meeting
- continued Restorative Practices training for school teams
- Cultural Proficiency training and implementation
- maintain student wellness programs, mental health access, collaborative services, case management
- computers and Hot Spots
- time to plan/collaborate

Families additionally 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 parents at the site level. Families appreciate opportunities to be consulted in matters of shared decision-making at both the site and District

levels.

- Provide parent workshops at the Parent Educational Center
- Annual Parent Leadership Conference
- Provide expanded parent and community engagement
- support families to access digital meetings, instruction and support for their child
- promote parent-to-parent leaders to provide workshops

Goals and Actions

Goal

Goal #	Description
1	All students' access educational and social-emotional programs provided by appropriately credentialed teachers, highly qualified support staff, and administrators utilizing adopted instructional materials, resources, and technology, aligned to California State Standards in safe, clean, and well-maintained facilities.

An explanation of why the LEA has developed this goal.

State Priorities: Implement State Standards, Basic Services

The District developed this Broad Goal to ensure quality educational and social emotional programs provide equitable resources are staffed appropriately, schools are safe and secure, students have access to core adopted instructional materials, teachers and staff have access to resources and induction programs, students in poverty have transportation needs met, dedicated base and auxiliary staff support programs for students, class size and combination classes are reduced and the digital divide is remediated, with devices and internet hotspots provided for students who need them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	0% Extreme Deficiency				0% Extreme Deficiency
English Learner Teaching Authorizations	100% Teachers				100% Teachers
Mis-Assign Report	100% Teachers				100% Teachers
CAASPP ELA - ALL Students	2019 CA Dashboard 16.9 Points Below Standard				20 Points above baseline
CAASPP Math - ALL Students	2019 CA Dashboard				20 Points above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	39.2 Points Below Standard				
Textbook Student Access	100% Students Access Adopted Textbooks				100% Students Access Adopted Textbooks
Chronic Absence Rate	2019 CA Dashboard 9.0%				7.5%
MTSS Family Survey	2021 School Connectedness 82% 2021 Caring adults in school 93%				School Connectedness 90% Caring adults in school 93%
Attendance Rate	96.5%				97.7%
Middle School Drop Out	0.0%				0.0%
Implementation of State Standards	2021 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability				Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability

Actions

Action #	Title	Description	Total Funds	Contributing
1	Transportation & Safety	The Business Services Division will provide bus transportation to and from school to students who live 3.5 miles away from their school to	$3,104,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promote daily student academic and social emotional learning engagement (school connectedness, decreased chronic absenteeism, and improved attendance), principally directed to meet our Low Income and Foster Youth, students since transportation is a challenge for our low income students.		
2	Ancillary Program Staffing	The District will provide additional ancillary school and district support staff to identify and close learning gaps for students by providing direct academic services such as small group instruction, intervention, tutoring and social emotional learning needs, such as mentoring and social groups beyond what is provided as our base staffing profile. This action is principally directed to meet Low Income, English Learners, and Foster Youth, resulting in increased ELA and Math performance.	$21,778,420.00	Yes
3	Technology Infrastructure & Access	The Division of Business Services will improve infrastructure systems, provide student hotspots, and distribute student and staff technology devices, to promote access to virtual and digital learning, principally directed to unduplicated students to address academic learning gaps and collaborative learning opportunities that foster academic language development, resulting in increased ELA and Math scores.	$1,684,677.00	Yes
4	Base Program Staffing	The District will provide base school and district staff to meet basic students' academic achievement in Language Arts and Math, and social-emotional learning (Increased attendance, decrease Chronic absenteeism, school connectedness, and decreased drop-out rate) needs to support all students.	$21,121,669.00	No
5	New Teacher Induction	The Learning & Teaching Division will continue to provide a robust teacher Induction Program that is designed to train new teachers to support the increase in academic performance for ELA and Math and implementation of state standards. principally directed to meet our low income, English Learners, and Foster Youth. The program includes	$438,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mentoring and professional development to support teachers in providing high quality instruction.		
6	Staff Recruitment & Retention	The Human Resources Division recognizes highly qualified school and district personnel must be recruited and retained to work with the needs of low income, foster youth, English Learner students and families. Working collaboratively with bargaining units, expanded efforts to recruit and retain staff to support and maintain rigorous academic learning environments, social-Emotional and mental health services to increase ELA and Math performance and implement state standards.	$114,934.00	Yes
7	Core Instructional Materials	The Learning & Teaching Division will continue to provide all students with core adopted textbooks and materials to support them in accessing the California Content Standards in all content areas, resulting in the implementation of state standards.	$1,501,000.00	No
8	Teacher Initiated Professional Development	The Human Resources Division provides unit members self-initiated professional growth opportunities to improve instruction directed for Low Income, Foster Youth , and English Learners, s resulting in increased ELA and Math performance and implementation of state standards.	$48,998.00	Yes
9	Safe & Maintained Facilities	The Business Services Division provides support to ensure a safe and effective learning environment for our students and staff. Various modifications and ventilation filtration upgrades, installation of a visitor security management system at all schools that provides accesses to multiple registered offender databases, upgraded HVAC systems, water and gas line replacements, security cameras systems, seismic retrofitting, and parking lot expansions.	$8,429,938.00	No

Action #	Title	Description	Total Funds	Contributing
10	Classified Staff PD	The Human Resources Division will provide quality and intentional classified staff professional learning and development, created in collaboration with staff input. Professional learning and development will be geared towards supporting students in increasing Math and ELA and implementation of state standards. This action is principally designated for our low income, foster youth and English Learner students.	$140,389.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students access an academic program through a Multi-Tiered System of Supports aligned to the California State standards, which include ongoing professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning, specialized programs, and a broad course of study.

An explanation of why the LEA has developed this goal.

State Priorities: Implement Standards, Course Access, Pupil Achievement, Other Pupil Outcomes

This Broad Goal will sustain the progress the District has been moving towards to ensure all students needs are met through universal access and support. Students will be supported through the MTSS initiative to accelerate learning and ensure all students are successful and access a tiered system of support to address academic learning and enrichment. Students will receive broad access to programs designed to support the whole child. Teachers and school staff will receive support and professional development that is job embedded and guided by adult learning theory. Learning will be monitored and student learning gaps will be identified and supported.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA ALL Students	2019 CA Dashboard 16.9 Points Below Standard				20 points above baseline
CAASPP Math ALL Students	2019 CA Dashboard 39.2 Points Below Standard				20 points above baseline
CAASPP ELA Low-Income Students	2019 CA Dashboard 21.7 Points Below Standard				20 points above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Low-Income Students	2019 CA Dashboard 43.6 Points Below Standard				20 points above baseline
CAASPP ELA EL Group (EL + RFEP)	2019 CA Dashboard 43 Points Below Standard				20 points above baseline
CAASPP Math EL Group (EL + RFEP)	2019 CA Dashboard 61.4 Points Below Standard				20 points above baseline
CAASPP ELA SPED Students	2019 CA Dashboard 90.9 Points Below Standard				20 points above baseline
CAASPP Math SPED Students	2019 CA Dashboard 43.6 Points Below Standard				20 points above baseline
CAASPP ELA Foster Youth Students	2019 CA Dashboard 43.5 Points Below Standard				20 points above baseline
CAASPP Math Foster Youth Students	2019 CA Dashboard 66.5 Points Below Standard				20 points above baseline
iReady Reading 3rd Gr. End Of Year	2021 Local Metric 48%				5% increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Math 7th Gr. End Of Year	2021 Local Metric 33%				5% increase
ELPI English Language Progress Indicator	2019 CA Dashboard 40.3% Low				55%
EL Reclassification Rate	2019-2020 CA Dataquest 15.8%				15.9%
Student Access to Extracurricular Programs	100% Students Access Extracurricular Programs				100%
Access to a Broad Course of Study	100% Students have access to a Broad Course of Study				100%
Chronic Absence Rate	2019 CA Dashboard 9.0%				7.5%
Student Access to Athletic Programs	100% Students Access Athletic Programs				100%
California Healthy Kids Survey (CHKS) - 5th Grade	2021 School Connectedness 69% 2021 Caring Adults in School 73%				2021 School Connectedness 75% 2021 Caring Adults in School 80%
California Healthy Kids Survey (CHKS) - 7th Grade	2021 School Connectedness 62%				2021 School Connectedness 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 Caring Adults in School 60%				2021 Caring Adults in School 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Humanities PD & Resources	The Learning & Teaching Division will provide professional development, resources, coaching and support in the area of Humanities to OMSD educators to ensure high levels of learning, principally directed to fill the academic gap for low income, foster youth and English learners. Professional development and coaching include: Learning Targets, Universal Design for Learning, Student Engagement, Early Literacy Foundational Reading Skills, Professional Learning Communities, History Social Science Workshops, Writing and Gradual Release, resulting in increased ELA and Math Performance and implementation of state standards.	$845,773.00	Yes
2	STEM PD & Resources	The Learning & Teaching Division will provide professional development, resources, coaching and support in STEM to OMSD educators to ensure high levels of learning , principally directed to fill the academic gap for low income, foster youth and English learners. Professional Development and Coaching include: Learning Targets, Universal Design for Learning, Student Engagement, Conceptual Math Skills, Professional Learning Communities, NGSS Workshops, Mathematical Reasoning and Gradual Release, resulting in increased ELA and Math performance.	$572,212.00	Yes
3	Coaching & Support	The Learning & Teaching Division will provide professional learning through job-embedded coaching and demonstration classes to support teachers in planning and delivering best practices and standards-aligned lessons designed to improve English Language Arts and	$184,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Mathematic scores, principally directed for low income, foster youth and English learners.		
4	Technology Integration	The Learning & Teaching Division will provide professional development, digital licenses for staff and students, and resources in educational technology to support educators in offering student's access to extracurricular programs, including, delivering instruction in the computer sciences, coding and robotics. This action will support in increased academic performance in Math and ELA. This action is principally directed to improve the outcomes for English Learners, Low Income, Foster Youth students.	$762,234.00	Yes
5	College & Career Programs	The District will direct this action to Low Income, English Learners, and Foster Youth students and families have equal access to a Broad Course of Study that will allow for college and career pathways and curriculum to promote first generation college-goers, to provide equitable access to courses to support college and career readiness, resulting in increased attendance and increased school connectedness.	$448,606.00	Yes
6	Magnet & Specialty Programs	The Learning & Teaching Division will provide specialty programs and support to students to address their specific talents and needs in order to provide equitable access to core instruction and ensure high levels of learning principally designed to increase engagement for low income, English learner and foster youth students such as VAPA, STEM, AVID, Dual Immersion, Sports, High School Credit Courses, Technology and Music, resulting in improved attendance and school connectedness.	$1,936,161.00	Yes
7	Early Literacy PD & Support	The Learning & Teaching Division will provide professional development, resources, coaching and support to educators to ensure high levels of early literacy principally designed to meet the needs of	$2,750,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners, low income, and foster youth student groups, resulting in increased ELA performance.		
8	MTSS Training & Support	The District will continue to design and implement a Multi-Tiered System of Support at all 32 schools to ensure the unique and individual academic, behavior and social emotional learning (SEL addressed in Goal 3) needs are met and to close the achievement gaps for all unduplicated students in equitable and inclusive learning environments, resulting in improved ELA and Math performance.	$232,584.00	Yes
9	MTSS Academic Implementation	The District will ensure all 32 schools in Cohorts 1, 2, 3 and 4 will implement a comprehensive District supported Multi-Tiered System of Support (MTSS) initiative designed for school leadership teams to embed evidence based academic practices, consistent procedures, student tiered supports and strategies to increase and improve equity and access, principally directed for low income, English learners, and foster youth students, resulting in improved ELA and Math Performance.	$14,216,075.00	Yes
10	Intervention Resources & Assessment	The Learning & Teaching Division will provide a system to monitor student progress through summative and formative assessments and to identify supports and interventions to address the needs of the District's Low Income, English Learners, and Foster Youth student groups, resulting in improved ELA and Math Performance.	$1,199,494.00	Yes
11	EL Academic Programs & PD	The Learning & Teaching Division will provide academic and multilingual programs designed for English learners to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities to ensure students are monitored and make progress towards reclassification.	$540,825.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	EL Language Programs & PD	The Learning & Teaching Division will provide language programs designed for English learners to promote their linguistic and multilingual achievement by providing educators high quality professional development, coaching, monitor student linguistic interactions and progress, and ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom, resulting in increased reclassification.	$446,464.00	Yes
13	SPED Academic Programs	OMSD SELPA will provide programs to students with disabilities to meet individually identified instructional and learning needs in the areas of autism, orthopedic impairment, functional academics, speech and language, behavioral intervention, inclusion and individualized literacy programs, principally designed to meet the needs of low-income students with disabilities.	$26,496,065.00	No
14	SPED PD & Resources	OMSD SELPA will provide teachers and support staff professional development on inclusive practices, increased student access to core curriculum and monitoring student progress towards IEP goals to accelerate student achievement, principally designed to meet the needs students with disabilities.	$64,201.00	No
15	Academic Enrichment	The District will provide expanded learning opportunities like math con, science fair, coding, spelling bee, and poetry events to students to address their specific talents and to provide equitable access and ensure high levels of learning and engagement, principally directed to support Low Income, English Learner, and Foster Youth students, resulting in increased attendance and school connectedness.	$65,637.00	Yes
16	Extended Learning	The Learning & Teaching Division will coordinate programs to ensure students have opportunities to extend their learning through before-school, after-school, spring and summer school instructional programs	$1,070,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to bridge and accelerate learning across all content areas principally designated to meet the needs of low income, foster youth and English learners, resulting in increased ELA and Math performance.		
17	Athletic Programs	The Learning & Teaching Division will support students' physical and athletic wellness through physical education instruction, after-school, professional development for teachers, weekend and summer sport activities and tournaments. This is principally designed to meet the needs of Low Income, English Learner, and Foster Youth students who typically have limited access to these opportunities, resulting in increased attendance and school connectedness.	$231,997.00	Yes
18	Administrative Leadership Development	The District will promote a system of support to develop the leadership capacity of certificated and classified management aligned to Multi-Tiered System of Supports, Local Control and Accountability Plan, Federal LCAP Addendum and the District Five-Year Action Plan, designed to support the needs of unduplicated students (low income, EL, and foster youth), resulting in improved ELA and Math performance and implementation of the state standards. Also improving the leadership capacity to better implement programs that support the needs of unduplicated students.	$507,451.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All students access social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to foster individualized student behavioral, social-emotional health and engagement with peers, families, staff, and the community, which includes providing support to staff.

An explanation of why the LEA has developed this goal.

State Priorities: Student Engagement, School Climate

This Broad Goal will sustain the progress the District has been moving towards to ensure all students social-emotional needs are met through universal access and support. Students will be supported through the MTSS initiative to accelerate learning and ensure all students are successful and access tiered systems of support to address social-emotional learning. Students will receive supports to improve upon their ability to self-regulate, support their social-emotional health, learn behavioral skills, peer to peer positive interactions and support a positive school climate. Teachers and school staffs will receive support and professional development that is job embedded and guided by adult learning theory. Social-emotional and mental health interventions will be monitored and student needs will be identified and supported.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Family Survey	2021 School Connectedness 82% 2021 Caring Adults in School 93%				2021 School Connectedness 90% 2021 Caring Adults in School 98%
Suspension Rate All Student	2021 Local Metric 3% - Suspended At Least Once				0.0%
Expulsion Rate	Local Metric 0.0%				0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 CA Dashboard 9% Chronically Absent				7.5%
Attendance Rate	96.5%				97.7%
California Healthy Kids Survey (CHKS) - 5th Grade	2021 School Connectedness 69% 2021 Caring Adults in School 73%				2021 School Connectedness 75% 2021 Caring Adults in School 80%
California Healthy Kids Survey (CHKS) - 7th Grade	2021 School Connectedness 62% 2021 Caring Adults in School 60%				2021 School Connectedness 75% 2021 Caring Adults in School 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL & Behaviorial PD	The Learning & Teaching Division will provide teachers and support staff professional development on Social-Emotional Learning, Behavioral, Suicide Prevention and recognizing students in crisis to learn instructional practices and supports for students and increase positive school culture and access to academics to reduce achievement gaps principally designed for low income, foster youth, and English Learners, resulting in increased attendance and school connectedness.	$275,114.00	Yes
2	Intervention Resources & Assessment	The Learning & Teaching Division will support school and district staff in monitoring student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions to increase	$141,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
		equity and academic achievement in ELA and Math, principally designated for low income, foster youth, and homeless, resulting in increased ELA and Math performance.		
3	MTSS Social Emotional Learning Implementation	The District will ensure all 32 schools in Cohorts 1, 2, 3 and 4 will implement a comprehensive District supported Multi-Tiered System of Support (MTSS) initiative designed for school leadership teams to embed evidence based social-emotional/behavioral practices, consistent procedures, student tiered supports and strategies to increase attendance and school connectedness. This action is principally directed to English learners, foster youth, and Low Income students.	$14,216,075.00	Yes
4	Case Management	The Learning & Teaching Division aims to develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income and to provide access to health care to improve and increase social emotional wellbeing , principally directed for low income, foster youth, and English Learners, resulting in increased attendance and school connectedness.	$43,910.00	Yes
5	Mental Health & Crisis	The Learning & Teaching Division will provide students and families with mental health services to achieve psychological, social and emotional well-being, allowing them to function at their full potential. In collaboration with school staff, needs are identified and linked to appropriate services and supports, including individual, school-wide and districtwide crisis response, principally directed to low income, foster youth, and English Learners, resulting in increased attendance and school connectedness.	$43,910.00	Yes
6	Mental Health Support for Staff	The District will provide school and district staff access to mental health and de escalating crisis response to support a safe and healthy workplace environment that promotes, engagement, school connectedness, and inclusive learning for all students.	$41,940.00	No

Action #	Title	Description	Total Funds	Contributing
7	School Climate & Engagement	The Learning & Teaching Division will provide school mentors and outreach consultants at school sites to promote positive relationships for students who need social-emotional support to impact the student's learning environment. Thereby resulting in an increase in student attendance, and decreases in chronic absenteeism and suspensions. These services are principally directed to meet the needs of low income and foster youth.	$1,130,740.00	Yes
8	Student Engagement	The Human Resources Division will provide all schools with a system to improve daily student engagement and attendance, promote meaningful tiered response and support for families, interact with other divisions to coordinate supports for unduplicated students (Low Income, English Learners, Foster Youth) and families that promote equitable access to academic and SEL supports, resulting in improved attendance and improved connectedness to school.	$162,151.00	Yes
9	SPED SEL PD	OMSD SELPA will provide teachers and support staff professional development on developing function-based behavior goals and intervention plans, data collection, measuring progress towards behavior goals and strategies to manage behavior, to increase classroom engagement and promote the development of social skills, principally designed to meet the needs of students with disabilities.	$100,000.00	No
10	Cultural Proficiency & Equity	The Learning & Teaching Division will ensure all district and school staff implement Culturally Responsive and Sustaining Practices to intentionally meet the needs of racially, linguistically, ethnically diverse, special education, at-promise, and gifted and Talented students. The Learning and Teaching Division will also ensure inclusive MTSS practices, student advocacy and family engagement to support improved attendance and increased connectedness to school.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	Security & Campus Wellbeing	The Human Resources Division recognizes students are successful in learning environments that are safe and secure, as a result it will provide dedicated staff and resources to ensure digital, online and in-person campus security and safety, safe routes to schools, anti-bullying practices and equitable access, resulting in an increase in student engagement, improved attendance, and increased connectedness to school.	$669,093.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	All families and community members support student learning and well-being through engagement efforts to seek consultation into the decision-making process, promote meaningful participation in their child's learning, promote college and career access, and enhance community partnerships.

An explanation of why the LEA has developed this goal.

State Priorities: Parent/Family Involvement, School Climate

This Broad Goal will sustain the progress the District has been moving towards to ensure all families have the supports and engage in the shared decision making process. Families will engage at the school and District level to support their engagement in the MTSS initiative to understand how it works to accelerate their child's learning and ensure all students are successful and access tiered systems of support to address academic and enrichment learning. School climate also depends on the positive connection between the home and school. Parents of specific student groups need supports so they can ensure their student's unique needs are met. Community partners can support the families in OMSD to access resources and tools to support their children and the broader community they live in.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Family Survey	2021 School Connectedness 82%				Connectedness 90%
Site Parent Involvement Goals and Actions at all schools	SPSA Parent Goal:100% of schools EL Parent Involvement Action:100% of schools SPED Parent Involvement Action:100% of schools				SPSA Parent Goal:100% of schools EL Parent Involvement Action:100% of schools SPED Parent Involvement Action:100% of schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	GATE Parent Involvement Action:100% of schools				GATE Parent Involvement Action:100% of schools
District Parent Involvement LCAP Thoughtexchange	2150 Family Members				20% Increase above baseline
EL Reclassification Rate	2019-2020 CA Dataquest 15.8%				15.9%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Educational Center	The District will provide families a fully staffed Parent Educational Center at the Linda Vista Community site and also through an online platform designed to support families develop capacity to ensure their students are supported academically and social-emotionally throughout their PK-8th grade school years. The programs and services for families are principally directed around the unique needs of low income, foster youth, English learners, resulting in increased parent involvement in programs.	$356,682.00	Yes
2	Annual Parent Leadership Conference	The District will promote family leadership development at the district and site levels by providing an annual conference where community partners and families can experience workshops on academic and SEL student supports, MTSS, parenting workshops, special education workshops designed for students and families, English learner workshops, GATE workshops designed to meet the needs of students and families, and technology sessions designed for students and their families. The conference will support in building meaningful stakeholder engagement at the site and district level in the decision	$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
		making process, thereby resulting in increased parent involvement in the decision making process and increasing school connectedness.		
3	Shared Family Engagement	The District recognizes families are equal partners in the education of their students and strives to engage families and the community in all aspects of district and site decision making to ensure students access the best programs and services designed for them to meet their full potential, principally directed to support low income English Learner, and Foster Youth students, resulting in increased parent involvement in decision-making.	$48,910.00	Yes
4	SPED Family Capacity	OMSD SELPA recognizes the importance of including families of students with special needs to support their students' academic and social-emotional learning by offering capacity building workshops and family networks designed to expand their support group and nurture their ability to support their child.	$22,500.00	No
5	EL Family Capacity	The District recognizes the importance of including families of English learner students with their academic, language and social-emotional learning by offering capacity building workshops designed to nurture their student's academic language development towards becoming multilingual learners, resulting in increased reclassification rate.	$125,605.00	No
6	MTSS Family & Community Engagement	The Learning & Teaching Division works to ensure families and the community engage with MTSS to ensure all students access appropriate tiered social-emotional supports through collaboratively working across all departments and schools in cohorts 1-4 in MTSS, principally designed to meet the needs of low income students, resulting in Increased school connectedness.	$98,760.00	Yes
7	Promise Scholars	The District will provide families and students with access to college and career pathways by ensuring a districtwide Promise Scholars	$197,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program that provides supports to unduplicated students (English Learners, Foster Youth, and Low Income) to plan for higher education and a place in college through strategic partnerships with the community and institutions of higher education with the Ontario-Montclair Schools Foundation, resulting in increased parent participation in programs.		
8	Multilingual Communication	The Learning & Teaching Division will ensure families of English learners and students with a home language other than English have interpretation and translation services.	$180,242.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.08%	$57,479,160

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention through the district wide implementation of a Multi-tiered System of Supports. The needs of unduplicated students are reflected in increased performance in ELA and Math, increased attendance, decreased chronic absenteeism, increased connectedness to school, increased parental involvement, and increased school engagement through participation of extracurricular programs and a Broad Course of Study. The needs of unduplicated student groups were considered based on the baseline gaps identified before the impact of COVID-19 on the California Schools Dashboard and other local metrics obtained this year through the implementation of the i-Ready platform. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Through both the cohort implementation of MTSS and the universal track implementation of MTSS, actions related to the following will ensure students are on-track to succeed this school year.

Transportation and Safety:

1.01: Transportation & Safety - Provide bus transportation to and from school to students who live 3.5 miles away from their school.

Needs Conditions and Circumstances:

During the 2019-2020 school year the district's Chronic absenteeism rate for all students was 7.7% per locally determined rates. In contrast, 14.6% of foster youth, and 9.3% of low income students were chronically absent. Attendance rates for all students was 96.5% as opposed to 97.4% for foster youth, 95.6% for low income and 96.1% for English Learners. These data points demonstrate the need to provide

transportation for our unduplicated student groups.

The district provides transportation to and from school for students. This action is designed to provide equal access for our Foster Youth and Low Income students. The district is situated in a large geographical area and many of our families do not have the means to bring children to school. Families have also expressed a difficulty in getting children to school and the safety concerns that arise when walking far distances. Low Income, and Foster Youth families would not be able to attend school without transportation causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is designed to increase attendance and lower chronic absenteeism by ensuring they have a way to get to and from school, but also allowing them to be connected to the school community on a daily basis.

The continuation of this action was determined by its past effectiveness comparing the 2018-19 school year to the 2019-20 which indicated a decrease of chronic absenteeism and an increase in attendance (up until school closures as a result of the pandemic). Our chronic absenteeism dropped 1.3% overall for all students, with a decrease of 2.8% for low income students, and a 7.1% decrease for foster youth. Attendance for all students decreased 0.6%, with an increase of 0.3% for low income students, a 2.3% decrease for foster youth and 0.2% increase for English Learners. However, school closures due to COVID-19 from March through May 2020 negatively impacted attendance rates across the district in many ways, including attendance makeup academies were not able to be held during the spring. The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism. The district will also include student responses to school climate survey that will be provided during the school year to help monitor the effectiveness of providing transportation.

Professional Development, Coaching and Support:

1.05: Provide a Teacher Induction Program - Designed to support the academic and social emotional learning needs of unduplicated students.
1.06: Staff Recruitment & Retention - Highly qualified school and district personnel must be recruited and retained to deliver programs to support rigorous academic learning and Social-Emotional and mental health services.
1.08: Teacher Initiated Professional Development- Unit members self-initiate professional growth opportunities to improve instruction.
1.10: Classified Staff Professional Development - Classified staff professional learning and development.
2.01: Humanities PD & Resources - Professional development, resources, coaching and support in the Humanities to ensure high levels of learning.
2.02: STEM PD & Resources - Professional development, resources, coaching and support in STEM to ensure high levels of learning.
2.04: Technology Integration - Professional development, digital licenses, and resources in educational technology to support educators in delivering instruction in the computer sciences, including coding and robotics.
2.03: Coaching & Support - Professional learning through job-embedded coaching and demonstration classes to support teachers in planning and delivering best practices and standards-aligned lessons.
2.07: Early Literacy PD & Support - Professional development, resources, coaching and support to educators to ensure high levels of early literacy.
2.18: Administrative Leadership Development - Promote systems of support to develop the leadership capacity of certificated and classified management aligned to Multi-Tiered System of Supports, Local Control and Accountability Plan, Federal LCAP Addendum and the District

Five-Year Action Plan.

Needs Conditions and Circumstances:

During the 2018-2019 school year, the district CAASSP data identified all students -16.9 points Distance from Standard (DFS) for ELA and -39.2 points DFS in Math. In contrast, English Learners scored -43 DFS in ELA and -61.4 DFS, in Math, Low Income students scored -21.7 DFS in ELA and -43.6 DFS in Math, and Foster Youth scored -43.5 DFS in ELA and -66.5 DFS in Math. Implementation of state standards was 100% in the 2018-2019 school year. These data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students.

The district will continue to provide targeted ELA and Math curriculum professional development and coaching to teachers that provide instruction to Low Income, English Learners and Foster Youth to ensure that students are receiving rigorous classroom instruction in humanities, and integrated Science, Technology, Engineering and Math concepts. Specific and intensive professional development and support are necessary to support unduplicated students' early literacy, particularly those in lower grades who received foundational reading instruction online or during asynchronous work during the period of online learning. Additional support will be given to new teachers through the Teacher Induction program to teach strategies to support unduplicated students' learning. Highly qualified school and district personnel will be recruited and retained to support rigorous academic learning and social emotional wellbeing. Classified support staff will receive additional professional development to enact research based strategies supporting academic and social emotional learning support that increases student engagement in academic content instruction. Additionally, the professional development for classified provides research based strategies in literacy and conceptual understanding in math to enable students full access to the state standards. Professional development directed at growing leadership capacity for certificated and classified management will be aligned with MTSS, LCAP, and the District's 5 year action plan that relates to multi-tiered academic support and instruction. Further, professional development for teachers in using software programs to differentiate instruction and provide gradual release of responsibility, two research based practices, will further accelerate learning for unduplicated students.

The continuation of these actions were determined by their past effectiveness showing an increase in Distance From Standard across all unduplicated students groups (ELA: English Learners +1.4, Low Income +4.3, and Foster Youth +17.5; Math: English Learners +7.1, Low Income +9.4, and Foster Youth +43.3) on the 2019 CA School Dashboard, the most recent year published. The effectiveness of these actions will be measured by future student performance on ELA and Math per the CA School Dashboard.

Assessment and Intervention

1.02: Ancillary Program Staffing - Ancillary school and district support staff to identify and close learning gaps for students
1.03: Technology Infrastructure & Access - Student and staff technology devices to promote integration of virtual and digital learning to support academic, social-emotional and collaborative learning.
2.08: MTSS Training & Support - Design and implement a Multi-Tiered System of Support at all 32 schools to ensure the unique and individual academic, behavior and social emotional learning needs are met and to close the achievement gaps.
2.09: MTSS Academic Implementation - Multi-Tiered System of Support (MTSS) initiative to embed evidence based academic practices, consistent procedures, student tiered supports and strategies.

2.10: Intervention Resources and Assessment- Monitoring of student progress through summative and formative assessments to be able to identify supports and interventions.
2.16: Extended Learning - Ensure students have opportunities to extend their learning through before-school, after-school, spring and summer school instructional programs. to bridge and accelerate learning across all content areas.
3.02: Intervention Resources & Assessment - Monitor student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions to increase equity and academic achievement.

Needs Conditions and Circumstances:

During the 2018-2019 school year, the district CAASSP data identified all students -16.9 points Distance from Standard (DFS) for ELA and -39.2 points DFS in Math. In contrast, English Learners scored -43 DFS in ELA and -61.4 DFS, in Math, Low Income students scored -21.7 DFS in ELA and -43.6 DFS in Math, and Foster Youth scored -43.5 DFS in ELA and -66.5 DFS in Math. Implementation of state standards was 100% in 2018-2019 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to move student performance to that of all students.

The district will continue to provide additional staffing to support Low Income, English Learners, and Foster Youth by providing direct multi-tiered support for academic and social emotional needs determined by assessments that accelerate student learning. This includes social emotional learning lessons, mentoring and restorative practices to meet these immediate needs that may distract students from academic achievement. This research based strategy, according to the Collaborative Academic, Social, and Emotional Learning (CASEL), an organization devoted to students and educators, helps achieve positive academic and behavioral outcomes for students, applying social emotional learning impacts behavior, confidence in abilities which directly impact students' academic performance (https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/RELMA_Soft_Skills_FactSheet_020719.pdf). Additionally, intervention and enrichment programs will be implemented to support unduplicated students progress based on summative and formative assessments. All unduplicated student groups will be offered in-school and beyond the bells intervention, summer school, and extended learning opportunities to bridge and accelerate learning across all content areas. Technology access, both devices and internet, are necessary for unduplicated students to access personalized interventions based on assessment results both in and out of the classroom.

Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the DFS points, Goal and 1 action 2 provide the additional staff and student support to bring our unduplicated students to meeting the standard. Goal 2, Action 10 and 16 helps establish a system for assessment and monitoring student growth and provides for the direct academic support the student needs, during the school day and beyond the bells. Goal 2, Action 8,9 and Goal 3, Action 2 provides wrap-around services by establishing a system and process in place to allow for tiered social emotional and academic supports to allow students to focus on their progress. Evidence based academic support, including Enhanced Core Reading Instruction (ECRI) and Gradual Release (GR) and Differentiated Instruction (DI), will accelerate the learning of our unduplicated students.

These actions are being provided on an LEA-wide basis, anticipating unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes described herein. However, because unduplicated student groups are performing lower than all students, these intervention and enrichment supports are necessary for English language learners, those in foster care and socio-economically disadvantaged students to increase at a faster rate than all students. The continuation of these actions

were determined by their past effectiveness showing an increase in DFS across all unduplicated student groups (ELA: English Learners +1.4, Low Income +4.3, and Foster Youth +17.5; Math: English Learners +7.1, Low Income +9.4, and Foster Youth +43.3) on the 2019 CA School Dashboard, the most recent year published.
The effectiveness of these actions will be measured by future student performance on ELA and Math per the CA School Dashboard.

Student Engagement and Participation:

2.05: College & Career Programs - Enrichment programs for Low Income students to provide equitable access to courses to support college and career readiness.
2.06: Magnet Programs - Provide diverse expanded learning opportunities to address the learning needs and experiences to include VAPA, music, Dual Immersion, STEM, AVID, Sports and High School Credit programs.
2.15: Academic Enrichment - The District will provide specialty programs and events to students to address their specific talents and to provide equitable access and ensure high levels of learning and engagement.
2.17: Athletic Programs - Support students' physical and athletic wellness through physical education instruction, after-school, weekend and summer sport activities and tournaments.
3.08: Student Engagement - Provide a system to improve attendance, student engagement and meaningful tiered response to families.

Needs Conditions and Circumstances:

During the 2019/2020 attendance rates for all students was 96.5% as opposed to 97.4% for foster youth and 95.6% for low income and 96.1% for English Learner students. The California Healthy Kids Survey (CHKS) data in 2019-2020 showed 69% and 62% respectively for 5th and 7th graders feeling connected at school. These data points demonstrates the need to provide student engagement opportunities and enrichment programs for Low Income, Foster Youth, and English Learners for supporting an increase in attendance and school connectedness.

The district provides enrichment opportunities to our unduplicated student population. These actions are designed to provide increased access to college and career enrichment programs, diverse learning opportunities such as Visual and Performing Arts, music, language immersion, STEM, AVID, sports, and high school credit programs for our Low Income, English Learners, and Foster Youth. The district is geographically situated in a socio-economically disadvantaged area causing access to extracurricular activities a hardship for unduplicated students. Having these enrichment opportunities embedded into a student’s learning environment provides access that may otherwise not be available. These actions support increasing student attendance and engagement, but also allow unduplicated students to be connected to the school community on a daily basis. According to the National Center for Education statistics, extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context and may increase students’ sense of engagement and thereby decrease the likelihood of school failure. Because of the lower attendance rate of our Low Income, English Learners, and Foster Youth, we expect that the attendance rate for our unduplicated students will increase significantly when the barrier to access programs is removed.

The continuation of these actions were determined by their past effectiveness showing an increase in attendance. Attendance for all students increased 2.4%, with an increase of 1.9% for low income students and a 2.3% increase for foster youth, and 0.2% increase for

English Learners. Additionally, School Connectedness data from 2018-2019 showed 70% of 5th graders feeling connected and 63% of 7th graders feeling connected. As we move out of the pandemic, and students are back in school sites, the district believes that returning to school will demonstrate a positive impact on school connectedness as students will be able to participate in school activities and programs. The effectiveness of these actions will be measured by future student performance on Attendance per the CA School Dashboard and survey results from the CHKS student survey.

Social Emotional Wellbeing:

3.01: SEL & Behavioral PD - Provide teachers and support staff professional development on Social-Emotional Learning, Behavioral, Suicide Prevention and recognizing students in crisis.
3.03: MTSS Social Emotional Learning Implementation - Ensure all 32 schools in Cohorts 1, 2, 3 and 4) will implement a comprehensive District supported Multi-Tiered System of Support (MTSS) initiative.
3.04: Case Management services for Foster Youth, English Learners, and Low Income students and families - Support families address barriers to learning.
3.05: Mental Health & Crisis - Provide students and families with mental health services to achieve psychological, social and emotional well-being, allowing them to function at their full potential.

Needs Conditions and Circumstances:

During the 2019/2020 attendance rates for all students was 96.5% as opposed to 97.4% for foster youth and 95.6% for low income and 96.1% for English Learners. The California Healthy Kids Survey (CHKS) data in 2019-2020 showed 69% and 62% respectively for 5th and 7th graders feeling connected at school. These data points demonstrate the need to provide social emotional and behavioral learning, professional development on social emotional practices and learning, case management and mental health services for Low Income, Foster Youth, and English Learner students so that they may be able to connect with school and learning, resulting in increased attendance and connectedness.

The district provides professional development on Social Emotional Learning, Behavioral, and Suicide Prevention to help teachers and support staff to recognize students in crisis and to learn research based instructional practices such as Positive Behavioral Intervention and Supports (PBIS), Restorative Circles and Restorative Practices to increase student engagement, positive school culture, school connectedness and increase access to academics. The primary goal of these actions is to increase student attendance. Additionally, Case Management and Mental Health services are embedded to support Low Income, Foster Youth, and English Learner families to address barriers such as lack of food, clothing, health care, and emotional wellbeing. Students in our district who are socially disadvantaged often face poverty, lack of basic resources, and health services and it is a need for our outreach services to be able to help identify and support low income families. These actions are designed to remove any barriers and ensure academic access to unduplicated students that may otherwise have challenges accessing academic learning when having to focus on basic needs.

The continuation of these actions were determined by their past effectiveness showing an increase in attendance. Attendance for all students decreased 0.6%, with an increase of 0.3% for low income students and a 2.3% decrease for foster youth and 0.2% increase for English Learners. However, school closures due to COVID-19 from March through May 2020 negatively impacted attendance rates across

the district in many ways, including attendance makeup academies were not able to be held during the spring. School Connectedness data from 2018-2019 showed 70% of 5th graders feeling connected and 63% of 7th graders feeling connected. As we move out of the pandemic, and students are back in school sites, the district believes that returning to school will demonstrate a positive impact on school connectedness as students will be able to participate in school activities and programs. The effectiveness of these actions will be measured by future student performance on Attendance per the CA School Dashboard and survey results from the CHKS student survey.

Parental Involvement:

4.01: Parent Educational Center - Provide families a Parent Educational Center to support families develop capacity to ensure their students are academically and social-emotionally successful.
4.03: Family Engagement - Shared family participation on school and district decision making teams.
4.06: MTSS Family and Community Engagement-Ensure families and the community engage with MTSS for tiered emotional supports.
4.07: Promise Scholars - Provide families and students pathways to college by providing unduplicated students resources and supports, and partnering with the OMSD Schools Foundation, Business, and Colleges and Universities.

Needs Conditions and Circumstances:

During the 2019-2020 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools. Overall as a district, 2150 members participated in LCAP input through Thoughtexchange. Considering that only 2150 members shared a input through Thoughtexchange, demonstrates the need to provide a parent education center for parent capacity building, increased family engagement in decision making and input, and a Promise Scholars program to support families in achieving higher education for our Low Income, Foster Youth, and English Learners.

The district has a designated Parent Education Center that provides support to families by providing classes that develop parent capacity in student academics, social emotional learning, English Learner topics, parenting, and adult education. Additionally, family engagement and Promise Scholars has been designed to provide our English Learner, Low Income, and Foster Youth families with the resources to create a pathway to college and a system to contribute and participate in the decision-making process. These actions are designed to increase unduplicated family and community engagement with equitable opportunities and MTSS family and community engagement that provide access to appropriate tiered social-emotional support through collaboration of all departments. The programs and services provided aim to address early literacy and equip parents with the tools to support the academic growth of children at the earliest possible age. The goal is also to equip unduplicated families with the academic skills and resources such as partnering with all OMSD schools, high schools, colleges/universities, and the community to educate and provide the pathway to college. The families of unduplicated students often report no or little college on their student demographic report and without these additional supports and resources, Low Income, Foster Youth, and English Learner families may not be able to support their children with academic rigor or how to navigate the path to higher education, leading to lower participation, educational input and contributions in the decision-making process. Based on research by Dr. Karen Mapp, she notes, "Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. These actions help equip parents and give them the support and

resources to be involved and active participants in the educational success of their child.

The continuation of these actions were determined by their past effectiveness showing an increase in parent participation. In the 2018-2019 school year 3370 thoughts/input were shared in our Thoughtexchange platform and increased to 3374 Thoughts/input in 2019-2020. The number of thoughts/input decreased in 2020-2021 to 2150 due to less participation during school shut down due to COVID and so determining a need to increase input. The effectiveness of these actions will be measured by local metrics such as Thoughtexchange and percentage of school involvement in LCAP input.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Limited Low Income and Foster Youth:

3.07: School Climate & Engagement - Provide school mentors and outreach consultants at school sites to promote positive relationships for students who need academic or social-emotional support to impact a safe school environment.
Needs Conditions and Circumstances:

During the 2019-2020 school year the district's Chronic absenteeism rate for all students was 7.7% per locally determined rates. In contrast, 14.6% of foster youth, and 9.3% of low income students were chronically absent. Attendance rates for all students was 96.5% as opposed to 97.4% for foster youth and 95.6% for low income students. Suspension rates in the 2020 Dataquest for FY 4.7% (-1.5%); EL 1.4% (-1.1%); LI 1.8% (-1.3%)

The district provides school mentors and outreach consultants at school sites to promote positive relationships for Low Income and Foster Youth students who need academic and social emotional support to close the achievement gap and impact a safe school environment. The action increases the district's ability to provide basic needs and resources to Low Income and Foster Youth by having designated personnel to identify and reach out to the unduplicated families that may not realize that basic resources are available to support the family. The school mentors and outreach consultants work closely with Low Income and Foster Youth families to provide a triage to case management (food, shelter, and other basic needs), mental health, and health resources which would otherwise prevent a Low Income and Foster child from attending school on a daily basis.

The continuation of this action was determined by its past effectiveness comparing the 2018-19 school year to the 2019-20 which indicated a decrease of chronic absenteeism and an increase in attendance (up until school closures as a result of the pandemic). Our chronic absenteeism dropped 1.3% overall for all students, with a decrease of 2.8% for low income students, and a 7.1% decrease for foster youth. Attendance for all students increased 2.4%, with an increase of 1.9% for low income students and a 2.3% increase for foster youth. Suspension rates in the 2020 Dataquest for FY 4.7% (-1.5%); EL 1.4% (-1.1%); LI 1.8% (-1.3%). The effectiveness of this action can be measured by increased attendance, and reduced chronic absenteeism and suspensions. The district will also include student responses to school climate survey that will be provided during the school year to help monitor the effectiveness of providing student Mentors and Outreach Consultants.

The LEA-wide actions above, coupled with the limited actions described here allow the district to meet or exceed its percentage to increase or improve services of Low Income and Foster Youth students.

Limited ELs:

2.11: EL Academic Programs and Professional Development
2.12: EL Language Programs and Professional Development
4.08: Multilingual Communication

Needs Conditions and Circumstances:

During the 2019-2020 school year the district's reclassification rate for English Learners per Dataquest was 15.8%. higher than the state and county averages. In contrast, in 2018-2019 EL reclassification rate was 33.5% This data point demonstrates the need to provide EL academic and language programs professional development to educators working with English Learner students. As well as providing multilingual communication to families.

The Learning & Teaching Division provides academic and multilingual programs designed for English learners to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities. Additionally the district provides professional development, mentoring, and coaching for educators on research based language programs to assist in monitoring language learning and acquisition for English Learner students. The language programs are designed for English learners to promote their linguistic and multilingual achievement by ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom. Our English Learners depend on additional supports to access content and increase in academic performance by embedding the English Language Arts/Literacy standard with language knowledge as our English Learners often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of English Learner children. These actions are designed to equip educators with the skills for language learning as English Learners are simultaneously building oral proficiency, writing skills, and content knowledge. The Learning and Teaching Division also provides English Learner students with a home language other than English to have interpretation and translation services that can allow communication and interaction with educators. These actions also increase the district's ability to target English Learners by implementing the best research based instructional supports and monitoring system to increase reclassification rates.

The continuation of this action was determined by its effectiveness evidenced in the 2018-19 and 2019-20 reclassification rates which indicated OMSD's rate was higher than both the county and state averages. The effectiveness of this action can be measured by reclassification rates reported via Data Quest.

The LEA-wide actions above, coupled with the limited actions described here allow the district to meet or exceed its percentage to increase or improve services of 34.08% quantitatively.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$83,211,867.00	$27,446,513.00	$102,964.00	$18,089,584.00	$128,850,928.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$116,788,755.00	$12,062,173.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Transportation & Safety	$3,104,172.00				$3,104,172.00
1	2	English Learners Foster Youth Low Income	Ancillary Program Staffing	$14,143,771.00	$20,219.00	$102,964.00	$7,511,466.00	$21,778,420.00
1	3	Low Income	Technology Infrastructure & Access	$712,500.00			$972,177.00	$1,684,677.00
1	4	All	Base Program Staffing	$21,121,669.00				$21,121,669.00
1	5	English Learners Foster Youth Low Income	New Teacher Induction	$344,309.00	$94,045.00			$438,354.00
1	6	English Learners Foster Youth Low Income	Staff Recruitment & Retention	$114,934.00				$114,934.00
1	7	All	Core Instructional Materials	$576,517.00	$924,483.00			$1,501,000.00
1	8	English Learners Foster Youth Low Income	Teacher Initiated Professional Development	$48,998.00				$48,998.00
1	9	All	Safe & Maintained Facilities	$8,429,938.00				$8,429,938.00
1	10	English Learners Foster Youth Low Income	Classified Staff PD	$65,389.00	$75,000.00			$140,389.00
2	1	English Learners Foster Youth Low Income	Humanities PD & Resources	$45,800.00			$799,973.00	$845,773.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	STEM PD & Resources	$20,800.00			$551,412.00	$572,212.00
2	3	English Learners Foster Youth Low Income	Coaching & Support	$184,920.00				$184,920.00
2	4	English Learners Foster Youth Low Income	Technology Integration	$132,163.00			$630,071.00	$762,234.00
2	5	English Learners Foster Youth Low Income	College & Career Programs	$175,351.00			$273,255.00	$448,606.00
2	6	English Learners Foster Youth Low Income	Magnet & Specialty Programs	$1,517,928.00			$418,233.00	$1,936,161.00
2	7	English Learners Foster Youth Low Income	Early Literacy PD & Support	$19,273.00			$2,731,680.00	$2,750,953.00
2	8	English Learners Foster Youth Low Income	MTSS Training & Support	$8,496.00			$224,088.00	$232,584.00
2	9	English Learners Foster Youth Low Income	MTSS Academic Implementation	$14,216,075.00				$14,216,075.00
2	10	English Learners Foster Youth Low Income	Intervention Resources & Assessment	$307,994.00			$891,500.00	$1,199,494.00
2	11	English Learners	EL Academic Programs & PD	$241,400.00			$299,425.00	$540,825.00
2	12	English Learners	EL Language Programs & PD	$189,753.00			$256,711.00	$446,464.00
2	13	All Students with Disabilities	SPED Academic Programs		$26,146,065.00		$350,000.00	$26,496,065.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	14	All Students with Disabilities	SPED PD & Resources		$64,201.00			$64,201.00
2	15	English Learners Foster Youth Low Income	Academic Enrichment	$9,637.00			$56,000.00	$65,637.00
2	16	English Learners Foster Youth Low Income	Extended Learning	$205,550.00			$865,000.00	$1,070,550.00
2	17	Low Income	Athletic Programs	$231,997.00				$231,997.00
2	18	English Learners Foster Youth Low Income	Administrative Leadership Development	$332,217.00			$175,234.00	$507,451.00
3	1	English Learners Foster Youth Low Income	SEL & Behaviorial PD	$39,814.00			$235,300.00	$275,114.00
3	2	Foster Youth Low Income	Intervention Resources & Assessment	$39,814.00			$101,209.00	$141,023.00
3	3	English Learners Foster Youth Low Income	MTSS Social Emotional Learning Implementation	$14,216,075.00				$14,216,075.00
3	4	English Learners Foster Youth Low Income	Case Management	$43,910.00				$43,910.00
3	5	English Learners Foster Youth Low Income	Mental Health & Crisis	$43,910.00				$43,910.00
3	6	All	Mental Health Support for Staff	$41,940.00				$41,940.00
3	7	Foster Youth Low Income	School Climate & Engagement	$704,507.00			$426,233.00	$1,130,740.00
3	8	English Learners Foster Youth Low Income	Student Engagement	$162,151.00				$162,151.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	Students with Disabilities	SPED SEL PD		$100,000.00			$100,000.00
3	10	All	Cultural Proficiency & Equity				$30,000.00	$30,000.00
3	11	All	Security & Campus Wellbeing	$669,093.00				$669,093.00
4	1	English Learners Foster Youth Low Income	Parent Educational Center	$226,020.00			$130,662.00	$356,682.00
4	2	All	Annual Parent Leadership Conference				$32,000.00	$32,000.00
4	3	English Learners Foster Youth Low Income	Shared Family Engagement	$34,000.00			$14,910.00	$48,910.00
4	4	Students with Disabilities	SPED Family Capacity		$22,500.00			$22,500.00
4	5	All	EL Family Capacity	$12,560.00			$113,045.00	$125,605.00
4	6	English Learners Foster Youth Low Income	MTSS Family & Community Engagement	$98,760.00				$98,760.00
4	7	English Learners Foster Youth Low Income	Promise Scholars	$197,520.00				$197,520.00
4	8	English Learners	Multilingual Communication	$180,242.00				$180,242.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$52,360,150.00	$70,216,917.00
LEA-wide Total:	$50,812,251.00	$67,686,649.00
Limited Total:	$1,547,899.00	$2,530,268.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Transportation & Safety	LEA-wide	Low Income	All Schools	$3,104,172.00	$3,104,172.00
1	**2**	Ancillary Program Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,143,771.00	$21,778,420.00
1	**3**	Technology Infrastructure & Access	LEA-wide	Low Income	All Schools	$712,500.00	$1,684,677.00
1	**5**	New Teacher Induction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,309.00	$438,354.00
1	**6**	Staff Recruitment & Retention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,934.00	$114,934.00
1	**8**	Teacher Initiated Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,998.00	$48,998.00
1	**10**	Classified Staff PD	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,389.00	$140,389.00
2	**1**	Humanities PD & Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,800.00	$845,773.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	STEM PD & Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,800.00	$572,212.00
2	3	Coaching & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,920.00	$184,920.00
2	4	Technology Integration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,163.00	$762,234.00
2	5	College & Career Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,351.00	$448,606.00
2	6	Magnet & Specialty Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,517,928.00	$1,936,161.00
2	7	Early Literacy PD & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,273.00	$2,750,953.00
2	8	MTSS Training & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,496.00	$232,584.00
2	9	MTSS Academic Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,216,075.00	$14,216,075.00
2	10	Intervention Resources & Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$307,994.00	$1,199,494.00
2	11	EL Academic Programs & PD	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$241,400.00	$540,825.00
2	12	EL Language Programs & PD	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$189,753.00	$446,464.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	15	Academic Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,637.00	$65,637.00
2	16	Extended Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,550.00	$1,070,550.00
2	17	Athletic Programs	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$231,997.00	$231,997.00
2	18	Administrative Leadership Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$332,217.00	$507,451.00
3	1	SEL & Behaviorial PD	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,814.00	$275,114.00
3	2	Intervention Resources & Assessment	LEA-wide	Foster Youth Low Income	All Schools	$39,814.00	$141,023.00
3	3	MTSS Social Emotional Learning Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,216,075.00	$14,216,075.00
3	4	Case Management	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,910.00	$43,910.00
3	5	Mental Health & Crisis	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,910.00	$43,910.00
3	7	School Climate & Engagement	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$704,507.00	$1,130,740.00
3	8	Student Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,151.00	$162,151.00
4	1	Parent Educational Center	LEA-wide	English Learners Foster Youth	All Schools	$226,020.00	$356,682.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	**3**	Shared Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	$48,910.00
4	**6**	MTSS Family & Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,760.00	$98,760.00
4	**7**	Promise Scholars	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,520.00	$197,520.00
4	**8**	Multilingual Communication	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$180,242.00	$180,242.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.