

Local Educational Agency Plan

District Profile

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 the state. More than 22,500 PreK-8 students attend 26 elementary schools, 6 middle schools, and 2 alternative programs. OMSD employs 2,278 people, with 990 Classified Employees and 1,288 Certificated Employees. OMSD serves a population of students from diverse backgrounds with the largest population consisting of Hispanic (89.2%). OMSD has a significant population of English Learners with 40% of students designated as English Learners. Additionally, 90% of students qualify for free and reduced lunch.

Included in the 32 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to become fully immersed in an enhanced, specially designed course of study. OMSD boasts 11 Gold Ribbon Schools, 4 International Baccalaureate Schools, a GATE Magnet, a STEM Magnet, a Dual Language Academy, an Arts-integrated Magnet, a VAPA Middle School, 2 Schools to Watch-Taking Center Stage schools, 2 No Excuses University schools, 2 Middle School AVID Demonstration Sites, many AVID Schools, as well as many other nationally and regionally recognized programs and awards.

Mission Statement:

Ontario-Montclair School District (OMSD) is committed to providing a world-class education to all students in safe and respectful school environments that empower students, staff, and families and cultivates partnerships with community, business, and non-profit agencies.

Expectation:

OMSD will prepare students for success in high school and beyond by establishing a standard in which students will acquire the skills necessary to be ready for college preparatory and career technical education classes.

Goals:

1. Achieve English Language Arts (ELA)/English Language Development (ELD) proficiency for our students as defined in the California Content Standards by ensuring mastery of reading, writing, speaking and listening, research, critical thinking, and global awareness in all content areas and accelerate the reclassification of English Learners (EL).
2. Achieve math proficiency for our students as defined in the California Content Standards by ensuring mastery of concepts and procedures, problem solving, communicating reasoning, modeling and data analysis, and provide an opportunity for students to accelerate into Integrated Math by 8th grade.
3. Achieve technological competency and access for our students, staff and parents to support learning, assessment, and communication while promoting responsible digital citizenship.

4. Provide resources and interventions tools to identify and address early interventions for the social and emotional needs of our students to promote acceptance and create respectful environments for diversity.
5. Improve and expand programs and services for our students by maintaining fiscal solvency, increasing revenue opportunities, and implement cost saving initiatives.

Summary Analysis of the Needs Assessment

Stakeholder Input Process

The District has created an inclusive approach to all stakeholders in the Annual Update and development of the LCAP (Local Control Accountability Plan). All stakeholders are represented in this process, to include Certificated and Classified bargaining units, general education parents, Special Education parents, Foster Youth parents, English Learner parents, site administrators, students, other school personnel, and District staff, among others (e.g., parent representatives from other district specialized academic programs). Over 3,269 voices have contributed to our district plans, LCAP and LEAP. This process is detailed in Section 1 of our District's LCAP and is evidenced by surveys, sign-in sheets and other meeting documentation. We value the input of all our stakeholder groups to inform the development and update of a comprehensive three-year LCAP. Since federal requirements dictate the revision, development and update of a three-year Local Educational Agency Plan (LEAP), the District aligns both plans programs so resources, actions and services to students are synchronized and focused. Once the process of revision of plans concludes and the local governing board takes action on both the LEAP and the LCAP, the LCAP is submitted to the San Bernardino County Superintendent of Schools. Upon the District receiving its approval from the County, it aligns the goals and actions of the LCAP to the template used by school sites to develop their Single Plan for Student Achievement (SPSA) plans, thus aligning the SPSA goals and actions to the LEAP as well. Each new school year, school sites have the obligation to work with their School Site Councils (SSC), and other parent advisory groups, to develop and refine SPSA goals and actions, which are tailored to meet the identified needs of the students at the local site level. Then, all 32 SPSAs are submitted for approval by our Board of Trustees in the Fall and subsequently implemented. They will be evaluated and monitored during the 2016-17 school year. More importantly, by aligning plans, our District can focus on these mutual goals, strategies, and actions so that our resources and efforts are focused on our students as well as be consistent with the upcoming direction under Every Student Succeeds Act (ESSA).

Parent Involvement/Community Engagement:

The District level parent committees that are consulted include:

- District Parent Advisory Committee (DPAC) -which includes parent/guardian/caregiver representation from Foster Youth students, Special Education students, Low Income students, Gifted and Talented Education students and English Learner students
- District English Learner Parent Advisory Committee (DELPAC)

- District English Learner Advisory Committee (DELAC)
- District Special Education Parent Advisory Committee (SEPAC)
- District Gifted and Talented Education Parent Advisory Committee (GATE)
- Other specific LCAP/LEAP Stakeholder engagement activities that include school personnel, community, bargaining units and students.

The School level parent committees that are consulted include:

- School/Site Parent Advisory Committee (SPAC)
- School/Site English Learner Parent Advisory Committee (SELPAC)
- School Site Council (SSC)
- School/Site Gifted and Talented Education Parent Advisory Committee (GATE)
- School/Site Special Education Parent Advisory Committee
- Other general parent meetings such as 'Coffee with the Principal'

District staff and school personnel are considered as part of the input process and they are afforded both face-to-face meeting opportunities and online web surveys. Students provide their input at the Middle School Congress meeting, which is made up of six to eight student representatives from each of the six middle schools and three K-8 schools. District leadership and site administrators provide their input at an Administrative Leadership Team meeting and also through surveys. Classified and Certificated bargaining units are consulted through face-to-face meetings and through paper and online web surveys. Finally, our community members are given opportunity to provide input through the *Superintendents' Constant Contact* messages and online surveys posted on the *OMSD LCAP Season* web page. This helps the District to ensure it meets its responsibility to provide multiple opportunities to consult with stakeholders and engage them in providing input into the LCAP/LEAP development.

The District has a process of documenting all stakeholder input meetings, attendees, sign-in sheets and survey responses. Currently, over 156 stakeholder meetings at the District and Site level have taken place. Over 246 attendees have participated in District meetings and over 2,198 participants have participated at the site level LCAP meetings. Written input has been provided via a parent and community paper surveys, online parent and community surveys, online classified and certificated surveys, pupil surveys and written comments to the Superintendent forms. The District has received 952 online and paper survey responses thus far. The total number of LCAP meeting attendees and LCAP survey responses is over 3,269! In addition, stakeholders and community members have a second opportunity to provide comment to the draft LCAP Goals and Actions beginning in mid April with the public posting of our draft goals and actions on the *OMSD LCAP Season* web page. This supports our confidence that all the input that goes into our LCAP also works to provide input into the LEAP. This process is detailed in Section 1 of the LCAP as well.

The overarching themes consolidated among all the stakeholder input supporting improved outcomes for all students:

- Increased teacher professional development, collaboration and planning time
- Increased school staff support, training and materials
- Indoor and outdoor facilities improvement, replacement and repair
- Attracting and retaining quality school staff through incentives and compensation
- Technological resources, materials for teachers and students for instruction and assessment
- Additional resources to support hands-on-learning and science instruction
- Additional after-school tutoring, intervention, academic monitoring for students at-risk and English Learners
- Support inclusion programs and services for Special Education students
- Focus on building a college and career school culture across all grades
- Increased Music/Visual and Performing Arts (VAPA)/after-school sports
- Class-size reduction
- Increased reading programs, books and library access
- Increased student engagement and learning expectations, access to special programs, access to expanded courses and programs, for all subgroups
- Improved student academic outcomes, across all content areas
- Monitoring student learning so that students are reading by 3rd Grade
- Monitoring English Learners' progress so that they reclassify by 5th Grade
- Increased reclassification rates for Special Education students that are dual identified as English Learner
- Increased parent communication, workshops, involvement, capacity in understanding the standards
- Increased student responsibility for positive behavior, respectful learning climate nurtured by all teaching and support staff
- Maintain counselors, mentors, Outreach Consultants and family supports
- Maintain family collaborative services

In summary, the actions and services in the LEAP, that are also aligned to the base programs in the Local Control Accountability Plan, are showing positive trends. Our District values the importance of highly qualified teachers. Our Human Resources department consistently recruits staff to ensure that they hold appropriate teaching credentials. Our actions will continue into next year to ensure that facilities are conducive to learning and teachers are appropriately credentialed to teach all students, including English Learners. Our recruitment and staffing efforts will continue in order to satisfy the demand for hard-to-fill positions. Our expenditures for these actions will continue and expand as needed to ensure students' instructional needs are met by retaining teachers for hard-to-fill positions.

Schools aligned their Single Plan for Student Achievement (SPSA) to the LCAP, and progress was monitored semesterly and shared with stakeholder groups. Based on a review of SPSA progress monitoring results and input, it is evident that while 100% of students have access to

content standards aligned materials, a deeper awareness and professional development attention needs to be made to increase the implementation of strategies that are consistent with the California Frameworks. This will be our focus as we move into full implementation of our adopted ELA/ELD and math curricula.

Students and their families receive case management and mental health services through the two family resource centers, Family Solutions and Montclair Community Collaborative. Many of the students are foster youth, low income, and English learners. PBIS training is structured in a three-tier program, and schools participate in this training in cohorts. Five cohorts of schools are planned with all schools being trained in all three tiers by the end of the 2019–2020 school year. The schools trained would benefit from on-site progress checks conducted through our Student Family Services. Partnering 4 Student Success is our electronic tracking system for the Student Study Team process. Half of our sites use this system regularly and have been trained in all components of the system. This has led to the beginning stages for creating a districtwide tracking system to monitor our COST and SSTs. Our focus is continuing on ensuring all schools are trained and use Partnering 4 Student Success as their main system for identifying students who may need academic or social-emotional interventions leading to COST and SSTs. Our focus for next year will be to complete training all sites on Partnering for 4 Student Success so that all new referrals will be on-line and electronically monitored. Our focus will continue to be for sites to discontinue in using paper form for COST and SSTs referrals.

Over the last few years, we have made a great effort to implement professional development on the 2012 ELD Standards through extensive districtwide trainings. In reviewing the professional development efforts across our district over the last few years, a next step for us is to deepen the understanding of the ELA/ELD Standards and how to plan for ELD Designated and Integrated instruction through job embedded coaching. Also, the development of multiple data protocols to provide site administrators with guidance on monitoring an effective Designated and Integrated ELD lesson. We have intensified emphasis and focus on our Long Term English Learners (LTELs) at the middle schools. According to the last Language Census, our reclassification rate is 22% over the county and state rates of 12% and 11%, respectively, due to the implementation of the curriculum English 3D, ELD professional development to teachers and most importantly the efforts of the EL TOAs in monitoring student progress towards reclassification. Moving forward, a new action step to monitor the English Learner students at risk of reading failure and also at-risk for becoming LTELs will be implemented in 2016-17. This will support students and their parents beginning to understand what instructional goals and outcomes need to take place for students to reclassify by 5th grade. This is particularly important in monitoring language proficiency and outcomes.

While this year our focus was on beginning implementation of the new standards using supplemental materials, as mentioned previously, next year we will focus on implementing our new ELA/ELD curriculum from the SBE Adoptions list, McGraw Hill Wonders for K-6, McGraw Hill Maravillas for Central Language Academy K-5, and Houghton Mifflin Collections for grades 7-8, and 6-8 at Wiltsey Middle School and Central Language Academy. This completes a curriculum and assessment alignment to the California ELA/ELD Framework. We will continue with our second year of implementation of our math adoption, Eureka in K-8, and Houghton Mifflin for Integrated I Math. We will continue as well with

Houghton Mifflin's Go Math and Math Expressions, our biliteracy math program for Central Language Academy.

Based on a review of the elective course offerings and access for English Learners at the middle schools, we will implement new action steps to focus on course access and increase services and programs so students can develop academic language proficiency while accessing content based instruction, including PD for staff, coaching, counseling, outreach to parents, and increased access to electives. This has resulted in a new option for EL placement into 'coring' blocks so that Designated ELD can be provided during this time, and students can have the option of taking an additional elective. Other traditional models of placement, including separate sections of ELA and ELD still are options for our English Learners, depending on their language development and academic need.

In general, the actions, services, and expenditures are expanded in 2016-2017 in comparison to the 2014-2015 school year, with one significant exception: the level of equipment expenditure purchases were enhanced to provide for one class set of Chromebooks for each ELA Middle School class for 2016-17. Any other changes will be driven primarily by the continuing evaluation of the technology-based programs implemented during the past two years. Guiding our actions in developing curriculum integrated with technology is the District's Three-Year Technology Master Plan, approved on July 18, 2013, which reveals the following: *"By June 2017, 85% of students will select and effectively apply the appropriate technology tools and resources utilizing critical thinking and 21st century skills to analyze, create and present on selected topics."* (Objective 3d.2 Technology Tool)

With the passing of Every Student Succeeds Act (ESSA) there is flexibility in using Title I funds for Supplemental Educational Services (SES) for developing intervention programs for our at-risk students. Our task in 2016-17 will be to examine the needs of our students and, using the state developed criteria, create programs that will help our students achieve academic gains.

Another goal includes supporting outreach to college, communication with parents and community, and providing resources and trainings to parents, yet the outcomes far exceeded our original plans. The Parent Educational Center (PEC) has increased parent participation and is working on a dual-capacity system in order to extend offerings of family engagement to school sites. Awareness of District services and resources have increased through the keynote speaker series that have included topics such as leadership development, Promise Scholars, child safety, parenting techniques, systems of support and transitioning to High School. Classes in the Parent Educational Center continue to grow around the basic needs of the child and the support families' needs as true partners in education for student success. In the fall, 35 parents enrolled in the Plaza Comunitarias Program (through a partnership with the Mexican Consulate Office). Four parents have graduated from primary level and one parent from secondary level. They will be receiving a formal certificate from the Mexican Government. As a continuous support, the PEC continues to provide pathways to higher educational/career readiness and serves parents through the ESL classes in

partnership with Chaffey Adult School.

Goals, Strategies and Action Steps:

Goal 1A: All students, in all subgroups, will have access to a standards-based instructional program with materials and resources that are aligned to English Language Arts content state standards that integrate technology, in a broad course of study to meet individual student needs and attain proficiency measures.

		Timeline	Persons Responsible	Funding Source
1A: 1	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials in ELA.			
1A:1A Action Step: Provide core resources, professional development and materials to ensure implementation of California Content State Standards		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	\$1,643,000 LCFF 1100 \$406,000 3000 \$56,860
1A:1B Action Step: Ongoing support the following materials: <ul style="list-style-type: none"> McGraw Hill Wonders, McGraw Hill Maravillas for English Language Arts/English Language Development adoption for Program 2 and Program 3 		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 4100s - \$1,643,000
1A:1C Action Step: Provide supplemental resources and materials aligned to state standards in ELA and purchase and support the following materials: <ul style="list-style-type: none"> Scholastic Reading Inventory Learning Together materials Teaching Channel, supports, licenses, iPads Site determined Title I allocated programs 		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 4300s - \$78,000 4400 - \$17,000 5800 - \$143,000 <u>FD 01 RES 6300</u> 4300s - \$256,000 <u>FD 01 RES 4203</u> 4300s - \$350,000 Title I: 0977-Site Allocation \$4,390,926

1A:1D Action Step: Maintain classroom budget for all teacher	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 4300s - \$656,670
1A: 1E Action Step: Provide supplemental resources and materials aligned to California Content State Standards for science to support hands-on-learning	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>LCFF</u> 1100s - \$100,000 3000s - \$15,500 4300 - \$10,000

1A:2	Strategy: Ensure that classroom instruction is aligned with California Content State Standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.		
1A:2A Action Step: Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase: <ul style="list-style-type: none"> Laptops/Devices Projectors SmartBoards 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 4400s - \$1,500,000
1A:2B Action Step: Increase students' use of up-to-date technology as a learning tool, such as Defined STEM, EduType and other district and site-determined programs and licenses	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 6300</u> 5800s - \$100,000
1A:2C Action Step: Increase students' use of technology as an assessment tool, such as Scholastic Reading Inventory (SRI) and provide professional development to staff on technology and coding	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 2200s - \$105,000 3000s - \$24,150 4300s - \$5,000 5700s - \$35,000 5800s - \$8,741 <u>FD 01 RES 6300</u> 5800s - \$184,960 <u>FD 01 RES 3010</u> 5200s - \$24,897

1A:2D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • GATE testing • School Loop • Illuminate Program • Inspect Program • Printing and associated discretionary costs 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See action 1A;2C
1A:2E Action Step: Maintain increased instructional time (15 minutes per day) for students implemented last year	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	FD 01 RES 0000 1100s - \$4,868,500 3000s \$568,641
1A:2F Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • Visual And Performing Arts, Music Conservatory (VAPA) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Dual Immersion Program • Science, Technology Engineering and Math (STEM) • Project Based Learning (PBL) • No Excuses University 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	FD 01 RES 3010 1100s - \$118,000 5800 - \$10,000 FD 01 RES 4035 1100s - \$168,000 FD 01 RES 0000 1100s - \$324,000 3000s - \$50,220 4400s - \$24,000 5700 - \$1,000 5800s - \$75,000

Goal 1B:

All students, in all subgroups, will have access to a standards-based instructional program with materials and resources that are aligned to mathematics content state standards that integrate technology, in a broad course of study to meet individual student needs and attain proficiency measures.

		Timeline	Persons Responsible	Funding Source
1B:1	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials in the area of			

	mathematics.		
1B:1A Action Step: Provide core resources, professional development and materials to ensure implementation of California Content State Standards	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1B:1B Action Step: Purchase and support the following materials: <ul style="list-style-type: none"> Ordering costs for Eureka Math adoption Math manipulatives 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>LCFF</u> \$875,242
1B:1C Action Step: Provide supplemental resources and materials aligned to state standards in math and purchase and support materials	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1B:1D Action Step: Maintain classroom budget for all teachers	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

1B:2	Strategy: Ensure that classroom instruction is aligned with California Content State Standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials in mathematics.		
1B:2A Action Step: Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. <ul style="list-style-type: none"> Laptops/Devices Projectors SmartBoards 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1B:2B Action Step: Increase students' use of up-to-date technology as a learning tool, such as EduType and other district and site-determined programs and licenses	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1B:2C Action Step: Increase students' use of technology as an assessment tool	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

1B:2D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • Printing and associated discretionary costs 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1B:2E Action Step: Maintain increased instructional time (15 minutes per day) for students	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1B:2D Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • Visual And Performing Arts, Music Conservatory (VAPA) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Dual Immersion Program • Science, Technology Engineering and Math (STEM) • Project Based Learning (PBL) • No Excuses University 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 2200s - \$105,000 3000s - \$24,150 4300s - \$5,000 5700s - \$35,000 5800s - \$8,741 <u>FD 01 RES 6300</u> 5800s - \$184,960 <u>FD 01 RES 3010</u> 5200s - \$24,897

Goal 1C:

Increase the number of students, in all subgroups, high priority students and students with disabilities, attaining or exceeding grade level performance expectations in ELA, math, science and social studies as measured by multiple assessments; while increasing the number of students that are college and career ready, the percent of English learners that become English proficient and reclassify.

		Timeline	Persons Responsible	Funding Source
1C:1	Strategy: Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.			
1C:1A Action Step:		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 3010</u> 1100s - \$135,761 3000s - \$21,042 <u>FD 01 RES 4124</u> 1100s - \$30,000

<p>Continue to provide intervention and extended learning opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs.</p> <ul style="list-style-type: none"> • Supplemental Educational Services Site Program (Title I) • Summer School • Visual And Performing Arts (VAPA) • Academic intervention programs • Extended School Year (ESY) • Site determined academic interventions 			<p>3000s - \$4,650 <u>FD 01 RES 6500</u> 1100s - \$225,757 3000s - \$34,992</p>
<p>1C:1B Action Step: Provide alternative programs and learning opportunities to meet individualized student needs, such as virtual learning opportunities and alternative placements</p> <ul style="list-style-type: none"> • E3 • Student Outreach Academic Recovery (SOAR) 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<p><u>FD 01 RES 0000</u> 1100s - \$238,122 3000s - \$36,909 5800s - \$25,000</p>
<p>1C:1C Action Step: Utilize an assessment system to support an effective SST process and procedures to ensure student needs are met in a timely and consistent manner</p>	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<p><u>FD 01 RES 0000</u> 5800s - \$103,900</p>
<p>1C:1D Action Step: Plan and implement processes to monitor Foster Youth and Low Income students' academic progress in ELA and Math</p>	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	\$16,000 Medi-Cal, Objects, Prevention Intervention
<p>1C:1E Action Step: Provide supplemental resources and materials aligned to state standards</p> <ul style="list-style-type: none"> • Scholastic Reading Inventory/Read 180 fees and maintenance • Read 180 materials • Learning Together materials 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
<p>1C:1F Action Step: Develop and implement a plan to provide Supplemental Educational Services to Low Income, Foster Youth, EL and students at risk</p>	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	\$2,000,000 Title 1

1C:2	Strategy: Provide opportunities for collaboration between general education and special education teachers.		
1C:2A Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning and collaboration including, between general education and special education teachers for core content and ELD	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1100s - \$466,560 2100s \$476,900 3000s \$355,375
1C:2B Action Step: Provide Professional Development (PD) for the implementation of California Content State Standards, English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials: <ul style="list-style-type: none"> • Read 180 • August and October 2016 PD • Teacher Release Time Content PD • Summer NGSS 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 6500</u> 1100s - \$2,000,000 <u>FD 01 RES 0000</u> 1100s - \$184,000 3000 - \$28,520 4300 - \$5,000 5800 - \$211,000
1C:2C Action Step: Provide supplemental resources and materials aligned to state standards <ul style="list-style-type: none"> • Teaching Channel, supports, licenses, iPads 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 4300s - \$78,000 4400 - \$17,000 5800 - \$143,000 <u>FD 01 RES 6300</u> 4300s - \$256,000 <u>FD 01 RES 4203</u> 4300s - \$350,000

1C:3	Strategy: Provide academic support to meet the specific needs of Students with Disabilities in the core instructional program.		
1C:3A Action Step: Plan and implement processes to monitor SWDs academic progress in ELA and Math	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	N/A
1C:3B Action Step: Provide support to schools in curriculum and instruction: <ul style="list-style-type: none"> • Continue demonstration classes at every grade level 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

(including in special education classes) at sites across the district			
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Goal 1D: Provide high quality research based professional development for teachers, administrators and other personnel.

		Timeline	Persons Responsible	Funding Source
1D:1	Strategy: Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to informal instruction).			
1D:1A	Action Step: Increase support to schools in curriculum and instruction, via Teachers on Assignment (TOAs): <ul style="list-style-type: none"> Continue Teachers on Assignment to support the implementation of PD and increase teacher capacity Provide professional development and coaching on strategies to meet the needs of At-Risk students 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 6500</u> 1100s - \$312,463 3000s \$75,415 <u>FD 01 RES 4035</u> 1100s - \$1,029,315 3000s \$293,689 <u>FD 01 RES 4203</u> 1100s - \$145,727 3000s \$36,423 <u>FD 01 RES 0000</u> 1100s - \$1,756,782 3000s \$489,605
1D:1B	Action Step: Provide professional development on Eureka implementation: <ul style="list-style-type: none"> PD on mathematical conceptual understanding for all teachers 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See action 1D:1A
1D:1C	Action Step: Design and deliver professional development on utilizing formative and local and state summative assessments	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	N/A
1D:1D	Action Step: Continue to support the teacher induction program and begin one for Special Education	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1100s - \$125,793 3000s \$27,795 4200s \$600 4300s \$400 5200s \$1,850

			5300s \$2,300 5700s \$300 5800s 2,500 <u>FD 01 RES 6500</u> 1100s - \$10,000 3000s - \$1,550
1D:1E Action Step: Design and deliver professional development on utilizing formative foundational assessments in TK-3	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

1D:2	Strategy: Provide regular opportunities for data-based collaboration for all teachers.		
1D:2A Action Step: Provide support to schools in curriculum and instruction: <ul style="list-style-type: none"> Establish and maintain demonstration classes at every grade level at sites across the district, including on PBIS 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1D:2B Action Step: Provide Professional Development (PD) for on the implementation of California Content State Standards, English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials: <ul style="list-style-type: none"> Read 180 August and October 2016 PD Teacher Release Time Content PD English 3D (ELD) Curriculum PD Summer NGSS 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1D:2C Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning, including for core content and ELD	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1C

1D:3	Strategy: Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.		
1D:3A Action Step:	August 2016-	Assistant	N/A

Provide professional development on and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to California Content State Standards using a protocol	June 2019	Superintendent, Learning and Teaching	
1D:3B Action Step: Provide professional development on formative and summative assessments, monitoring and developing systems of support	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

Goal 1E: Increase meaningful staff, student, parent, and community engagement to promote improvement efforts, student attendance, parent participation in programs, and increased community partnerships.

	Timeline	Persons Responsible	Funding Source
1E:1 Strategy: Involve and engage staff, parents, and community groups in academic improvement strategies.			
1E:1A Action Step: Provide staffing to support family outreach and student support at school sites (Outreach Consultant (ORC), Outreach Assistant (ORA), student mentors, and student counselors)	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1900s - \$536,100 2200s - \$345,943 <u>FD 01 RES 3010</u> 1900s - \$382,869 <u>FD 01 RES 9010</u> 1900s - \$38,486
1E:1B Action Step: Provide case management services to students and their families to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Educational Center	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	\$737,000 LCFF, Title I, Mc Kinney-Vento, Medi-Cal, Prevention Intervention
1E:1C Action Step: Maintain services offered at Family Solutions Center in the areas of clinical supervision for mental health and crisis intervention districtwide.	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 3010</u> 1100s - \$115,816 2300s - \$118,510 3000s - 65,939 4000s - 89,735
1E:1D Action Step:	August 2016-	Assistant	<u>FD 01 RES 0000</u>

Maintain a dedicated Coordinator to develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites	June 2019	Superintendent, Learning and Teaching	1100s - \$255,000 1300s - \$114,911 2100s - \$80,000 2200s - \$8,000 2900s - 3,000 3000s - 78,717 4300s - 20,000 5200s - 4,000 5700s - 30,000 5800s - \$35,000
1E:1E Action Step: Develop and provide parent classes to support students with positive engagement in school, 21st Century learning and academic support at home: <ul style="list-style-type: none"> • Parent Education Center (PEC) • Parent Leadership Conference • Positive parenting classes • Common Core classes • Web-based classes • 21st Century skills classes • Site based parent training 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1100s - \$52,872 1300s - \$149,108 2200s - \$36,896 2400s - \$22,242 3000s - \$77,103 4300s - \$5,056 5200s - \$237 5600s - \$1,088 5700s - \$2,142 5800s - 4,003
1E:1F Action Step: Provide higher education and career readiness pathways information to parents such as: <ul style="list-style-type: none"> • A-G classes • Promise Scholars parent presentations • Plazas Comunitarias • General Educational Development (GED) 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 5800s 10,500
1E:1G Action Step: Provide timely and appropriate translations and interpretations	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 2400s - \$179,572 3000s \$68,653 <u>FD 01 RES 6500</u> 2400s - \$360,713 3000s \$150,046

1E:1H Action Step: Expand and enhance district and site messaging and two-way communication with the families and community of Ontario-Montclair School District <ul style="list-style-type: none"> • District messaging: OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins • Two-way communication: Online and paper parent surveys, community input meetings, and district and site parent advisory groups, upgrade and enhance talk systems 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 2400s - \$206,817 3000s \$80,050
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1E:2	Strategy: Ensure articulation of services among educational levels including preschool, elementary, middle school, high school and post-secondary options.		
1E:2A Action Step: Train Cohort 2 (Tier 2) and Cohort 3 (Tier 1) in Positive Behavior Intervention and Support	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 9010</u> 1100s - \$42,606 2100s - \$400 3000s - \$4,737 5200s - \$3,590
1E:2B Action Step: Develop and implement a plan to prioritize support for Foster Youth and monitor their social/emotional needs, including counseling service	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 5640</u> 1100s - \$10,278 3000s - \$1,490 <u>FD 01 RES 5640</u> 1100s - \$3,611 3000s - \$525
1E:2C Action Step: Increase support to teachers through coaching in curriculum and instruction, via Teachers on Assignment (TOAs): <ul style="list-style-type: none"> • Continue Teachers on Assignment to support the implementation of PD and increase teacher capacity 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1E:2D Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning, including for core content and ELD	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1C
1E:2E Action Step: Provide Professional Development (PD) on the implementation of California Content State Standards, English Language Development	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

(ELD) and Next Generation Science Standards (NGSS) instructional materials across the educational levels across the district: <ul style="list-style-type: none"> • August and October 2016 PD • Teacher Release Time Content PD • Science-NGSS • Eureka adoption • Math conceptual understanding 			
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1E:3	Strategy: Monitor program effectiveness.		
1E:3A Action Step: Maintain a system to track student interventions and the SST system and procedures to ensure student needs are met in a timely and consistent manner. Implement the system to provide timely and appropriate interventions in the area of academics, social/emotional, speech and language, behavior and attendance	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 5800s - \$103,900 Site level Title I Allocations, see goal 1A
1E:3B Action Step: Utilize an assessment system to support an effective SST process and procedures to ensure student needs are met in a timely and consistent manner	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See action 1E:3A
1E:3C Action Step: Design and deliver professional development on utilizing formative and local and state summative assessments	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
1E:3D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • Physical Fitness testing • Summer California English Language Development Test (CELDT) • GATE testing • School Loop • Illuminate Program • Inspect Program 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

• Printing and associated discretionary costs			
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Goal 1F: Provide support for schools in Corrective Action the under the federal requirements under the Every Student Succeeds Act (ESSA)

	Timeline	Persons Responsible	Funding Source
1F:1 Strategy: Support for schools Identify the schools in need of support under transition to the Every Student Succeeds Act (ESSA)			
1F:1A Action Step: Maintain a Director I, West Learning Region and Director I, East Learning Region to evaluate, monitor, and oversee the programs and services to students in Elementary and Middle schools	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$336,132

Goal 2A: Increase the number of English Learners attaining or exceeding expectations in Annual progress in English Language proficiency as measured by the California English Language Development Test (CELDT) or subsequent test, increasing the number of English Learners that become English proficient and reclassify.

	Timeline	Persons Responsible	Funding Source
2A:1 Strategy: District will provide all school sites with data reports, professional development and systems to monitor instruction to ensure that English Learners are making annual progress in learning English.			
2A:1A Action Step: Provide support to schools in curriculum and instruction: <ul style="list-style-type: none"> Establish demonstration lessons and coaching for Designated and Integrated English Language Development at select sites across the district 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$120,000
2A:1B Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to the English Language Development Standards using a protocol	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1100s - \$48,000 3000s – \$7,440

2A:2 Strategy: All English Learners and English Learners with Individualized Educational Plans will be administered the State’s English Language Assessment, the California English Language Development (CELDT) Assessment, or subsequent assessment, or alternative English Language assessment or CELDT with accommodations based on the student’s Individualized Educational Plan.			
2A:2A Action Step:	August 2016-	Assistant	N/A

Provide calibration trainings to all staff members responsible for the administration of the State's English Language Assessment	June 2019	Superintendent, Learning and Teaching	
2A:2B Action Step: Ensure all Initial English Learner candidates in grades TK-8 take the State's Initial and Annual English Language Assessment within the required testing window	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$105,000
2A:2C Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • CELDT or successor English Language Assessment 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

		Timeline	Persons Responsible	Funding Source
2A:3	Strategy: All English Learners will receive an appropriate English Language Development program based on the results of the State's English Language assessment.			
2A:3A Action Step: Provide core resources, professional development and materials to ensure implementation of English Language Development		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
2A:3B Action Step: Enhance course offerings for English Learners through a broad course of study, including Designated and Integrated English Language Development at all Elementary and Middle Schools, including specialty magnet programs such as the Alternative Bilingual Dual Immersion program at Central Language Academy		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Title I, Title III \$574,000
2A:3C Action Step: Newcomer Program for 7 th and 8 th at Vernon Middle School <ul style="list-style-type: none"> • Teacher release days for Newcomer staff Professional Development • Teacher staff and paraprofessional newcomer aide • Newcomer instructional materials 		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1100s - \$135,273 3000s - \$28,767
2A:3D Action Step: Ensure all school sites receive resources to support English Learners in accessing research-based English Language Development programs to increase their annual progress in attaining English Language Proficiency		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	Title I Private Schools \$700,000 Title III School Site Allocation

			\$411,771
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2A:4	Strategy: Provide English Learners with high quality English Language instruction based on research-based practice and the English Language Development Standards and content standards.		
2A:4A Action Step: English Learner Teachers-on-Assignment (TOAs)	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	Title III \$218,000
<ul style="list-style-type: none"> Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access to curriculum, monitor their academic and language progress, inform parents and provide coaching and professional development to teachers 			
2A:4B Action Step: Provide Professional Development (PD) on the implementation of the English Language Development (ELD) instructional materials and strategies:	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$25,000 Title III \$50,000
<ul style="list-style-type: none"> Teacher Release Time ELD PD English 3D (ELD) Curriculum PD Quality Teaching for English Learners (QTEL) Training for content teachers Quality Teaching for English Learners (QTEL) Coaching 			
2A:4C Action Step: Provide supplemental resources and materials aligned to state standards in ELD, purchase and support the following materials:	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	LCFF, Lottery, Title III \$25,000
<ul style="list-style-type: none"> English 3D materials Teaching Channel, supports, licenses 			
2A:4D Action Step: Provide and support the following materials:	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Lottery \$3,502,000
<ul style="list-style-type: none"> English Language Arts/English Language Development board approved materials 			
2A:4E Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning and collaboration including, between general	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1C

education and special education teachers, for ELD and other core content areas			
2A:4F Action Step: Continue to provide intervention and extended learning opportunities for English Learner students, such as between the bells and afterschool programs. <ul style="list-style-type: none"> Academic intervention programs Broad course of study and electives Site determined academic and academic language interventions 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Title I, 21st Century \$392,000

	Timeline	Persons Responsible	Funding Source
2A:5 Strategy: All English Learners will be monitored regularly on academic progress so instruction can be adjusted accordingly.			
2A:5A Action Step: Identify and monitor English Learner student progress utilizing multiple measures: <ul style="list-style-type: none"> Academic progress in English Language Development instruction Long Term English Learner (LTEL) and At-Risk LTEL progress English Language proficiency and growth Monitoring towards reclassification progress 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	Title III \$25,000
2A:5B Action Step: English Learner Teachers-on-Assignment (TOAs) Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access to curriculum, monitor their academic and language progress, inform parents and provide coaching and professional development to teachers	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 4203</u> 1100s - \$145,727 3000s \$36,423 FD 01 RES 4203 1100s - \$34,808 3000s \$8,557

Goal 2B: Increase the number of English Learners attaining or exceeding expectations in reaching English Language proficiency as measured by the California English Language Development Test (CELDT) or subsequent test, increasing the number of English Learners that reclassify.

	Timeline	Persons Responsible	Funding Source
2B:1 Strategy: District will provide all school sites with data reports, professional development and systems to monitor instruction to ensure that English Learners are making progress in English Proficiency.			
2B:1A Action Step: Provide English Language Development support to schools in	August 2016-June 2019	Assistant Superintendent,	LCFF \$120,000

curriculum and instruction:		Learning and Teaching	Title III \$50,000
<ul style="list-style-type: none"> Coaching demonstration for English Language Development 			
2B:1B Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction English Language Development	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	N/A

2B:2	Strategy: All English Learners and English Learners with Individualized Educational Plans will be administered the State's English Language Assessment (The California English Language Development (CELDT) Assessment), the subsequent English Language assessment, or alternative English Language assessment, or CELDT with accommodations if the student has an Individualized Educational Plan.		
2B:2A Action Step: Provide calibration trainings to all staff members responsible for the administration of the California English Language Development (CELDT) Assessment, or subsequent English Language Assessment	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	N/A
2B:2B Action Step: Ensure all Initial English Learner candidates in grades TK-8 take the State's Initial and Annual English Language Assessment within the required testing window	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$105,000
2B:2C Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards <ul style="list-style-type: none"> CELDT or successor English Language Assessment 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See action 1A2D

2B:3	Strategy: All English Learners will receive an appropriate English Language Development program based on the results of the State's English Language assessment.		
2B:3A Action Step: Provide core resources, professional development and materials to ensure implementation of English Language Development, Designated and Integrated	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
2B:3B Action Step: Enhance course offerings for English Learners through a broad course of study, including Designated and Integrated English Language	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Title I, Title II, Title III \$574,000

Development at all Elementary and Middle Schools, including specialty magnet programs such as the Alternative Bilingual Dual Immersion program at Central Language Academy			
2B:3C Action Step: Newcomer Program for 7 th and 8 th at Vernon Middle School <ul style="list-style-type: none"> Teacher release days for Newcomer Staff Professional Development Teacher staff and paraprofessional newcomer aide Newcomer instructional materials 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1100s - \$135,273 3000s - \$28,767

2B:4	Strategy: Provide English Learners with high quality English Language instruction based on research-based practice and the English Language Development Standards and content standards.		
2B:4A Action Step: English Learner Teachers-on-Assignment (TOAs) <ul style="list-style-type: none"> Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access to curriculum, monitor their academic and language progress, inform parents and provide coaching and professional development to teachers 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2A
2B:4B Action Step: Provide Professional Development (PD) for on the implementation of the English Language Development (ELD) instructional materials and strategies: <ul style="list-style-type: none"> Teacher Release Time ELD PD English 3D (ELD) Curriculum PD Quality Teaching for English Learners (QTEL) Training and coaching for teachers 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$463,000 Title III \$25,000
2B:4C Action Step: Provide supplemental resources and materials aligned to state standards in ELD, purchase and support the following materials: <ul style="list-style-type: none"> English 3D materials Teaching Channel, supports, licenses 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Lottery, \$844,000
2B:4D Action Step: Provide and support the following: <ul style="list-style-type: none"> English Language Arts/English Language Development board 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Lottery \$3,502,000

adopted materials			
2B:4E Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning and collaboration including, between general education and special education teachers, for ELD and other core content areas	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1C
2B:4F Action Step: Continue to provide intervention and extended learning opportunities for English Learner students such as between the bells, afterschool programs. <ul style="list-style-type: none"> Academic intervention programs Broad course of study and electives Site determined academic and academic language interventions 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, 21st Century, \$392,000 Title I, Title III Site Allocations
2B:4G Action Step Ensure all school sites receive resources to support English Learners in accessing research-based English Language Development programs to ensure progress to the English Proficiency targets are met	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2A

2B:5	Strategy: All English Learners will be monitored regularly on academic progress so instruction can be adjusted accordingly.		
2B:5A Action Step: Identify and monitor English Learner student progress utilizing multiple measures: <ul style="list-style-type: none"> Academic progress in English Language Development instruction Long Term English Learner (LTEL) and At-Risk LTEL progress English Language proficiency and growth in ELD Monitoring towards reclassification progress 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2A
2B:5B Action Step: English Learner Teachers-on-Assignment (TOAs) Support English Learners, Long Term English Learners (LTELs) and at-	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2A

risk LTELs access to curriculum, monitor their academic and language progress, inform parents and provide coaching and professional development to teachers			
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Goal 2C: All English Learners, in all subgroups, will have access to a standards-based instructional program with materials and resources that are aligned to English Language Arts and mathematics content state standards, that integrate technology, in a broad course of study to meet English Learner student needs and attain proficiency measures for the English Learner subgroup.

		Timeline	Persons Responsible	Funding Source
2C:1	Strategy: District will provide systems to monitor accountability measures for the EL Subgroup.			
2C:1A Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to the English Language Development Standards		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	Title III \$50,000
2C:1B Action Step: Identify and monitor English Learner student progress utilizing multiple measures: <ul style="list-style-type: none"> • Academic progress in English Language Development instruction • Long Term English Learner (LTEL) and At-Risk LTEL progress • English Language proficiency and growth in ELD • Monitoring towards reclassification progress 		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	Title III \$25,000
2C:1C Action Step: Provide core resources, professional development and materials to ensure implementation of English Language Development		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
2C:1D Action Step: English Learner Teachers-on-Assignment (TOAs) Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access to curriculum, monitor their academic and language progress, inform parents and provide coaching and professional development to teachers		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 4203</u> <u>Title III</u> 1100s - \$145,727 3000s \$36,423 FD 01 RES 4203 1100s - \$34,808 3000s \$8,557
2C:1E Action Step: Ensure all school sites receive resources to support English Learners		August 2016-June 2019	Assistant Superintendent,	See goal 2A

in accessing research-based English Language Development programs and content area instruction and supplemental supports that are site determined		Learning and Teaching	
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2C:2	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials, including intervention and supplemental materials, in ELA.			
2C;2A Action Step: Provide core resources, professional development and materials to ensure implementation of California Content Standards in ELA		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
2C;2B Action Step: Purchase and support the following materials: <ul style="list-style-type: none">English Language Arts/English Language Development board adoption		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Lottery \$3,502,000
2C;2C Action Step: Provide supplemental resources and materials aligned to state standards in ELA and purchase and support the following materials: <ul style="list-style-type: none">Scholastic Reading InventoryLearning Together materialsTeaching Channel, supports, licenses, iPads		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Lottery, Title III \$844,000
2C;2D Action Step: Maintain classroom budget for all teachers		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$225,000

2C:3	Strategy: Ensure that classroom instruction is aligned with California Content State Standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.			
2C:3A Action Step: Increase, upgrade and maintain various districtwide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase: <ul style="list-style-type: none">• Laptops/Devices• Projectors• SmartBoards		August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$806,000

2C:3B Action Step: Increase students' use of up-to-date technology as a learning tool, such as EduType and other district and site-determined programs and licenses	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	Lottery \$100,000
2C:3C Action Step: Increase students' use of technology as an assessment tool, such as Scholastic Reading Inventory (SRI)	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	N/A
2C:3D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • GATE testing • School Loop • Illuminate Program • Inspect Program • Printing and associated discretionary costs 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, \$319,000
2C:3E Action Step: Maintain increased instructional time (15 minutes per day) for students	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$4,862,000
2C:3F Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • Visual And Performing Arts, Music Conservatory • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Dual Immersion Program • Science, Technology Engineering and Math (STEM) • Project Based Learning (PBL) • No Excuses University 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Title I, Title II \$574,000

		Timeline	Persons Responsible	Funding Source
2C:4	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials, including intervention			

	and supplemental materials, in the area of mathematics.		
2C:4A Action Step: Provide core resources, professional development and materials to ensure implementation of California Content State Standards	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	FD 01 RES 0000 1100s - \$550,000 3000s - \$85,250 5800s - 87,850
2C:4B Action Step: Purchase and support the following materials: <ul style="list-style-type: none"> • Printing costs for Eureka Math adoption. • Math manipulatives 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
2C:4C Action Step: Provide supplemental resources and materials aligned to state standards in math	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Lottery \$844,000

2C:5	Strategy: Ensure that classroom instruction is aligned with California Content State Standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials in mathematics.		
2C:5A Action Step: Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase: <ul style="list-style-type: none"> • Laptops/Devices • Projectors • SmartBoards 	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$806,000
2C:5B Action Step: Increase students' use of up-to-date technology as a learning tool, such as EduType and other district and site-determined programs and licenses	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	Lottery \$100,000
2C:5C Action Step: Increase students' use of technology as an assessment tool	August 2016- June 2019	Assistant Superintendent, Learning and Teaching	See goal 2C
2C:5D Action Step: Provide technology and supports to deliver formative and summative	August 2016- June 2019	Assistant Superintendent,	LCFF, Lottery \$319,000

assessments to analyze results for state standards.		Learning and Teaching	
<ul style="list-style-type: none"> Printing and associated discretionary costs 			
2C:5E Action Step: Maintain increased instructional time (15 minutes per day) for students implemented last year	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A
2C:5F Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> District Gifted And Talented Education (GATE) Visual And Performing Arts, Music Conservatory (VAPA) International Baccalaureate (IB) Advancement Via Individual Determination (AVID) Dual Immersion Program Science, Technology Engineering and Math (STEM) Project Based Learning (PBL) No Excuses University 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2C

2C:6	Strategy: Ensure that the English Learner subgroup meets the State academic assessment participation rate for English Language Arts and mathematics.		
2C:6A Action Step: The District will maintain a Director and staff to provide support to all sites to ensure that English Learners meet the States academic assessment participation rate for English Language Arts and mathematics	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	<u>FD 01 RES 0000</u> 1300s - \$128,213 3000s - \$45,753

Goal 2D: Provide high quality, research-based, professional development for teachers, administrators and other personnel to improve the instruction and assessment of English Learners.			
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		Timeline	Persons Responsible	Funding Source
2D:1	Strategy:			

	Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to informal instruction) to improve instruction and assessment of English Learners.		
2D:1A Action Step: Increase support to schools in curriculum and instruction, via Teachers on Assignment (TOAs):	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	\$2,625,000 LCFF, \$190,000 Title I \$310,106 Title II
<ul style="list-style-type: none"> Continue Teachers on Assignment to support the implementation of PD and increase teacher capacity and coaching support in the instruction of English Learners. Coaching Professional Development 			
2D:1B Action Step: Design and deliver professional development on utilizing formative and local and state summative assessments to monitor English Learner academic progress	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	N/A
2D:1C Action Step: Continue to support teacher induction programs and include professional development on effective strategies for English Learners	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$150,000
2D:2 Strategy: Provide regular opportunities for data-based collaboration for all teachers.			
2D:2A Action Step: Provide support to schools in curriculum and instruction:	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2A
<ul style="list-style-type: none"> Establish English Language Development demonstration classes at selected sites across the district 			
2D:2B Action Step: Provide Professional Development (PD) for the implementation of California Content State Standards, English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials to meet the needs of English Learners:	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$463,000
<ul style="list-style-type: none"> Teacher Release Time Content PD English 3D (ELD) Curriculum PD Quality Teaching for English Learners PD 			
2D:2C Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning, including for core content and ELD	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$1,306,000

2D:3	Strategy: Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.		
2D:3A Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to California Content State Standards	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 1A

Goal 2E: Increase meaningful parent engagement efforts to seek consultation and input in the decision-making process, promotion of parent participation in programs, for English Learner student and increase community partnerships for all students, in all subgroups.

	Timeline	Persons Responsible	Funding Source
2E:1	Strategy: Promote parental participation, including for parents of ELs.		
2E:1A Action Step: Develop and provide parent classes to support students with positive engagement in school, 21 st Century learning and academic support at home: <ul style="list-style-type: none"> • Parent Education Center (PEC): • Parent Leadership Conference • Positive parenting classes • Common Core classes • Web-based classes • 21st Century skills classes • Site based parent training 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Title I \$315,000
2E:1B Action Step: Provide timely and appropriate translations and interpretations	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$852,000
2E:1C Action Step: Expand and enhance district and site messaging and two-way communication with the families and community of Ontario-Montclair	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF, Title III, \$261,000

School District			
<ul style="list-style-type: none"> • <u>District messaging:</u> OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins • <u>Two-way communication:</u> Online and paper parent surveys, community input meetings, and district and site parent advisory groups, upgrade and enhance “talk systems” 			

2E;2	Strategy: Promote community participation in programs for ELs.		
2E;2A Action Step: Provide higher education and career readiness pathways to parents such as: <ul style="list-style-type: none"> • A-G classes • Promise Scholars parent presentations • Plazas Comunitarias • GED 	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See 2E:1A
2E;2B Action Step: Support workshops at the Parent Educational Center, Project2Inspire trainings, through partnerships with universities, community services and outreach efforts	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	See goal 2E

Goal 2F: Ensure English Learner parents receive all required state and federal parent notifications.

	Timeline	Persons Responsible	Funding Source
2F:1	Strategy: Maintain a District wide plan to meet parent notification requirements for state and federal programs for English Learners.		
2F:1A Action Step: Distribute Initial and Annual Title III Parent notifications	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$20,000
2F:1B Action Step: Distribute California English Language Development Test results	August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$10,000
2F:1C Action Step:	August 2016-	Assistant	LCFF

Notify parents of English Learners that are candidates for reclassification to provide consultation into the reclassification process	June 2019	Superintendent, Learning and Teaching	\$3000
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Goal 3: All students, specifically low income and across all subgroups, are taught by highly-qualified teachers.				
		Timeline	Persons Responsible	Funding Source
3	Strategy: All students, specifically low income and across all subgroups, are taught by highly-qualified teachers.			
3:1A Action Step: Recruit and retain highly qualified teachers by attending/sponsoring recruitment fairs, using incentives, to staff hard-to-fill positions		August 2016-June 2019	Assistant Superintendent, Human Resources	LCFF \$233,000
3:1B Action Step: Support teacher induction programs, including developing one for Special Education Teachers		August 2016-June 2019	Assistant Superintendent, Learning and Teaching	LCFF \$150,000
3:1C Action Step: Ensure all teachers have English Language authorizations to meet the instructional needs of English Learners		August 2016-June 2019	Assistant Superintendent, Human Resources	N/A