

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

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. More than 21,800 PreK-8 students attend 26 elementary schools, 6 middle schools, and 2 alternative programs. Among 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. We are 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.”

On March 13, 2020 the Ontario-Montclair School District temporarily shut in person instruction and moved immediately to a distance learning model. During the quick transition, Chromebooks and paper packets were distributed to students and a dedicated distance learning webpage was created to support students, parents and teachers with appropriate materials and instructional plans. Professional development and resources were provided to teachers. At the same time student access to free meals, mental-health services and case management were provided in response to the impact on our community. Our teachers, staff, administrators, students, parents and community worked collaboratively to maintain instruction through the end of the 2019-2020 school year. We knew that closing school sites and district buildings in OMSD was essential to flattening the curve of COVID-19 infection across the Inland Empire.

During the summer, over 10,000 teachers, staff, parents and community members participated in multiple surveys, and task group committees to create a comprehensive return to school plan. Ultimately, our goal was to offer three learning models to meet the needs of our families and their students: Online Learning, Hybrid (Online and In-Person) and Independent Study. However, due to the rising rates of COVID-19 in the cities of Ontario and Montclair (in addition to increased cases of COVID-19 in the communities that surround OMSD) a decision was made to start the 2020-2021 school year in the Online Learning model.

The District's decision to open the school year with an Online Learning model was also made in collaboration with the San Bernardino County Public Health Department and the San Bernardino County Superintendent of Schools, utilizing guidelines from the California Department of Education and in adherence with Senate Bill 98. The online program is offered to students for the start of the 2020-2021 school year and it will differ from the distance learning program offered at the end of last school year. This online program, as described in this Learning Continuity and Attendance Plan, has been informed by the impacts the District and community have experienced from the COVID-19 pandemic and will align with Senate Bill (SB) 98, which clearly articulates expectations for remote/online learning. These expectations include: Access for pupils connectivity and devices to participate in learning and to complete assignments; Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness; Content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction; Supports to address the needs of pupils who are not performing at grade level, or need support in other areas; Implementation of appropriate accommodations and specialized instruction necessary for students with exceptional needs to access services listed in their individualized education program in a remote/online learning environment; and Designated and integrated English language development for English learners.

English Learner (EL) language barriers identified through the most recent Summative English Proficiency Assessment for California (ELPAC) and formative assessment of student learning during 2019-2020 Distance Learning informed efforts to address student need during the 2020-2021 school year. The District provided training to teachers on designated ELD, which is where ELs receive language proficiency instruction to support reclassification using the adopted materials. Teachers received tools, resources and professional development to address how they can support EL access to all content areas using integrated ELD standards and methods. Ongoing communication, in multiple languages, will occur with families and caregivers to provide training and support.

The OMSD Special Education Local Plan Area (SELPA) works collaboratively with all stakeholder groups, parents and partners to ensure the needs of Special Education students are integrated into the Learning Continuity and Attendance Plan. Specific supports will be provided to address Online Learning and In-Person Learning (when face-to-face instruction resumes). Special Education teachers and service providers received professional development to ensure Individualized Education Plans (IEPs) are implemented. Special considerations for in-person instruction includes plans for students who are medically fragile, have compromised immune systems and are unable to wear personal protective equipment for various reasons. Continuity of learning will be considered as we transition from Online Learning to the Hybrid model, including technology to support accessibility. Ongoing communication will be provided to families and caregivers, to enhance our partnership.

OMSD is committed to collaborating with all stakeholders in order to meet these high expectations in support of student learning and well-being. OMSD students will begin the school year remotely from home under the OMSD online learning model with daily live interaction with certificated employees and peers. Parents and students participated in orientation sessions, scheduled by their student's school, to learn techniques in supporting student learning remotely. Each student received a new Chromebook or iPad, based on their grade level, to access Online Learning.

Returning to school under a Blended Learning or Traditional Learning model will take place when conditions allow. The District will continue to monitor trends related to COVID-19 (number of cases, impact on hospitals, lagging statistics related to confirmed cases and access to medical interventions) and work closely with county and state officials on what criteria should be considered when re-opening our schools to students and families. When a decision is made to return to school under a Blended Learning or Traditional Learning model, ample time will

be provided so that students, staff and families will be prepared for the transition. Regular and timely communication from the District on return to school plans are posted on the OMSD website at www.omsd.net

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The Ontario-Montclair School District has implemented multiple strategies for students, families, educators, and other stakeholders to provide input into the 2020-2021 Learning Continuity and Attendance Plan. Robust efforts have been made since the spring school closures as a result of COVID-19. The learning models developed through this process maintain the same high-quality instruction from teachers using the District's adopted curriculum, state content standards, identification of student learning gaps, attention to social-emotional needs and tiered intervention support for students needing additional social-emotional and academic assistance. 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 Shelter In Place order, all surveys from March to July were conducted electronically. However, families of students in our summer program, who did not have access to technology or internet, were provided with a Chromebook (277) and internet hotspot (82), increasing access to families who previously did not have this access.

In May, 2020, over 100 staff members and parents formed six Return to School Task Groups which comprised the large Return to School Work Group. The task groups, representing District and school site staff and parents, focused on the following areas in considering the return to school in August: Facilities, Governance, Instruction, School/Satellite Operations, Technology and Wellness. Over a six week period of time these groups consulted the Public Health Department, Center for Disease Control and California Department of Education resources, along with considering input from stakeholder groups, to make recommendations about returning to school to the Superintendent and Board of Trustees. Stakeholder group input was collected from a variety of methods, including three community-wide surveys where 9,676 individuals participated. Additionally, a fourth survey was conducted which asked parents to identify a learning model preference and over 10,000 parents responded. The District recognizes some families could not access electronic surveys at the onset of the school closures, during this time the District office was open to scheduling visitors by appointment and responding to parent needs through phone. The District prepared for the start of school on August 7, 2020 by ensuring all families and students had access to an electronic device and if needed, internet hot spot provided by the District. These devices ensured that all families in OMSD now could access online surveys, ZOOM parent meetings and regular two-way communication from their child's teachers and school. This connectivity permitted the District and school sites to conduct all required advisory groups, governance groups, Parent Educational Center trainings and school capacity and outreach meetings virtually.

ThoughtExchange Survey (3,719 Respondents) - A ThoughtExchange Survey was conducted (in English and Spanish) which asked parents, staff and community to answer a single, open-ended question "When Ontario-Montclair School District is ready to welcome students, staff

and families back to school in August, either in traditional in-person instruction, online (distance learning), or a hybrid of both, what conditions or ideas would you like the District to consider?" Participants answered the question and then had the opportunity to see responses from others. In this process stakeholders were able to rate the responses of others if they agreed with the idea. Through this rating process, the most highly rated ideas were identified.

Staff Google Survey (1,672 Respondents) - Using information from the ThoughtExchange Survey, as well as from the work of the Task Groups, another more specific survey was created. This survey asked respondents to provide feedback on the springtime Distance Learning Program, as well as to provide detailed information regarding their preferences about returning to school in August. Certificated, classified and management staff members participated. Of the 1,672 participants, the three largest responses came from teachers at 52%, classified district and site staff at 20.5% and instructional aides at 12.2%.

Family Google Survey (4,285 Respondents) - Using information from the ThoughtExchange Survey, as well as from the work of the Task Groups, another more specific survey was created for families (in English and Spanish). This survey, similar to the Staff Google Survey, asked respondents to provide feedback on the springtime Distance Learning Program as well as to provide detailed information regarding their preferences about returning to school in August.

Learning Model Preference Survey (10,307 Respondents) - It was determined that OMSD would offer three learning model options for families, contingent upon the safe reopening of schools in person. The three models identified were: Blended Learning (part of the day in school and part of the day at home engaging in learning activities), Online Academy (online learning program connected to a classroom teacher daily for synchronous and asynchronous instruction) and Independent Study. Therefore, a Learning Model Preference survey was sent to parents and made available on the District's website in order to determine, by child, the preference of learning model. Classes were formed according to these preferences. Although OMSD is opening school with all students in an online learning program, these selections are ready to be implemented when we are ready to return to in-person instruction.

District Parent Advisory Committee (DPAC) Input

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

District English Learner Parent Advisory Committee (DELPAC) Input

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

Middle School Congress Student Input

- Virtual Meeting on August 27 with 23 participants

Community Input

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

[A description of the options provided for remote participation in public meetings and public hearings.]

While the Board of Trustees continues to hold remote meetings to conduct essential business during the COVID-19 pandemic, and in accordance with Governor Newsom's Executive Order ordering Californians to shelter in place and banning public gatherings. Therefore, public participation in the meetings is also electronic. Members of the public may listen to OMSD Board meetings in real time simulcast on YouTube. The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find complete directions on ways to address the board via links on www.omsd.net. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comment and still engage in the process.

In addition, three days prior to the public hearing meeting on August 20, 2020 and the adoption meeting on September 17, 2020, hard copies of the draft OMSD Learning Continuity and Attendance Plan were made available for viewing purposes at the subsequent locations as well as posted electronically on the webpage at omsd.net. The Draft OMSD Learning Continuity and Attendance Plan was available in hard copy at the District office 950 W. D. Street, Ontario, CA 91762 or at De Anza Middle School, Oaks Middle School, Serrano Middle School, Vernon Middle School, Vina Danks Middle School, and Wiltsey Middle School beginning on August 17, 2020 in anticipation for the August 20, 2020 Public Hearing and on omsd.net. There were also Written Comments for the Superintendent forms for stakeholder input in hard and electronic versions. In addition, the Draft OMSD Learning Continuity and Attendance Plan for adoption was made available in hard copy on September 14, 2020 in anticipation of the adoption meeting on September 17, 2020 at the locations above along with Written Comments for the Superintendent forms. It was also posted electronically at www.omsd.net. As stated in the Stakeholder Engagement section above, all students in OMSD were provided an electronic device and if needed internet connectivity to support learning and at the same time provide families the necessary tools to engage in surveys, input gathering and advisory groups meetings through electronic means.

The Learning Continuity and Attendance Plan will be available to families at omsd.net whose home language is Spanish pursuant to the legal requirement of translating documents in the language represented by at least 15%. In OMSD, Spanish meets the requirement of 15%, however schools and the district have access to multiple languages and can provide meaningful access to the Learning Continuity and Attendance Plan.

[A summary of the feedback provided by specific stakeholder groups.]

ThoughtExchange Survey (3,719 Respondents) - A ThoughtExchange Survey was conducted (in English and Spanish) which asked parents, staff and community to answer a single, open-ended question "When Ontario-Montclair School District is ready to welcome students, staff and families back to school in August, either in traditional in-person instruction, online (distance learning), or a hybrid of both, what conditions or ideas would you like the district to consider?" Participants answered the question and then had the opportunity to see responses from others. In this process stakeholders were able to rate the responses of others if they agreed with the idea.

Through this rating process, the most highly rated ideas were identified. Key themes from the survey included:

- 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

Staff Google Survey (1,672 Respondents) - Key themes from the staff survey included:

- 59% of staff preferred a Blended Model to include personal and virtual learning
- 64% were ready and equipped to begin distance learning
- 26.8% of staff need professional development to support distance learning

Family (English and Spanish) Google Survey 4,285 Respondents) - Key themes from the family survey included:

- 57% were ready and to return to school implementing safety measures
- 93% reported having internet access

Learning Model Preference Survey (10,307 Respondents) - Once in-person instruction resumes, the following breakdown is anticipated for program options:

- 56% Blended Learning Model
- 38% OMSD Online Academy
- 6% Independent Study

District Parent Advisory Committee (DPAC) Input

- Increased teacher feedback on student progress
- Capacity building around ZOOM
- Capacity building around classroom applications
- Ongoing concern for student safety and wellbeing when in-person instruction resumes
- Devices for PK-K students
- Ongoing opportunities for shared decision making

District English Learner Parent Advisory Committee (DELPAC) Input

- Capacity building around reclassification
- Interest to maintain Pathway Seal of Biliteracy awards
- Capacity building around technology and classroom applications
- Capacity building on supporting student engagement and time management at home
- Additional programs to support students with concepts parents do not understand
- Information on Summative ELPAC testing in 2020-2021

Middle School Congress

- Increased teacher capacity to provide engagement opportunities for students
- Opportunities for students to receive social-emotional support
- Time management skills workshops for families and students
- Technology and learning application support for families
- Standardized training for substitutes to maintain classroom learning pace through Online Learning
- Concerns around safety and health when in-person instruction resumes

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways. The engagement process to determine how OMSD will ensure learning and engagement in the new school year began in May and has continued through the beginning of the school year. It has included the Return to School Work Group study resulting in over 100 recommendations, OMSD's Thoughtexchange survey, multiple staff and parent surveys, District Parent Advisory Committee meetings, District English Learner Parent Advisory Committee meetings, OMSD's innovative Middle School Congress meeting, and multiple opportunities/formats/venues for stakeholder input on the draft Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan. All students in OMSD were provided an electronic device and if needed internet connectivity to support learning and at the same time provide families the necessary tools to engage in surveys, input gathering and advisory groups meetings through electronic means. Additionally, parents and community members without electronic means could engage in the stakeholder input process by viewing a hard copy of the LCP in English or Spanish at all middle schools and the District Office Briggs location. The physical access to the LCP was made public on the Board Agenda posting on the first public hearing and adoption meeting. Also, comments on the LCP for the Superintendent was made and considered through the completion of input forms available in hard copy at the locations above. Middle Schools were directed to scan and send the input forms back to the contact person at the District in charge of collecting the forms. The Parent Educational Center made announcements of also supporting parents with devices to increase their ability to engage in learning opportunities, support their child and access electronic copies of the LCP and input forms.

Collectively, the stakeholder input has influenced the Learning Continuity and Attendance Plan, based on the themes from each stakeholder group, in addition to the recommendations from the Return to School Work Group consisting of parents, teachers, administrators, and classified support staff.

As a result of the input on the LCP from the DPAC advisory group the plan includes opportunities for teachers to engage with families using various platforms, devices and connectivity provided by the District. Parent supports for learning technology and classroom applications are provided on the Distance Learning portal at omsd.net. Resources include bilingual videos on ZOOM, Google classroom and others. The OMSD Parent Educational Center posted the first session of virtual classes at omsd.net where families can learn how to set up email, experience small group instruction on ZOOM and other technical applications. The LCP contains resources to support clean safe schools, health screenings, social-distancing, hand-washing and sanitizers, masks and other safety protocols to keep our students and staff safe when school resumes. I-Pad touch screen devices for PK and K students were ordered to facilitate developmentally appropriate learning. District and site parent involvement meetings are ongoing and increasing to help families engage meaningfully in their child's education.

As a result of the input on the LCP from the DELPAC advisory group the plan includes how progress towards reclassification will be monitored including ongoing consultation with families. English learner parent training will support a variety of topics informed by DELPAC and the District English Learner Advisory Committee (DELPAC) including a parent-to-parent training for expanding information on the OMSD Pathway Seal of Biliteracy program, reclassification, ELPAC and supporting learning at home and technology supports for parents.

The In-Person offerings section of this plan was influenced by the recommendation to prioritize health and safety, instructional minutes and schedules, hybrid learning model to include a split schedule to keep students and staff safe, professional development and capacity training for staff and parents, supports for special education students and English learner students, Mental Health and Social Emotional Supports, Multi Tiered System of Supports, family choice learning model preference and intervention and supports for students.

The Distance Learning Program section of this plan was influenced by recommendations to ensure that all students have a digital device in grades PK-8, access to internet, diagnostic assessments to identify learning gaps; professional development for teachers, administrators, and staff; access to supplemental digital resources; collaboration and planning time; attention to student groups with identified learning gaps such as students with exceptional needs, English learners, low income, foster youth, and homeless; Social-Emotional and Mental Health supports; Multi Tiered System of Support (MTSS); Positive Behavior Intervention and Support; Restorative Practices; intervention programs; student progress monitoring; communication with families and parent capacity workshops to support at home learning with their child.

The Supports for Pupils with Unique Needs was influenced by the stakeholder input (surveys, meetings, etc.) from staff, parents, community members on how to assist students with exceptional needs, English learners, foster care students and students experiencing homelessness. These considerations addressed their academic needs, social-emotional needs and well-being, case management services, professional development for staff, teachers, administrators, family workshops and resources to support students, and supplemental programs to support remediation of learning gaps. Middle School Congress student representatives provided input towards increasing staff capacity to engage students in learning, expanding the use of engaging technology applications, consistency in classroom engagement strategies across the District, student mental and social-emotional wellbeing and student awareness of digital citizenship. The plan includes all elements of stakeholder input throughout all plan sections to address how the District will respond to student's access to learning, academic and social emotional supports, mental health services, nutrition, students with unique needs, learning gaps and student engagement.

The Pupil Learning Loss section was influenced by stakeholder input on how to identify learning loss and help teachers plan for synchronous as well as asynchronous intervention. A robust intervention and diagnostic system, iReady, will support students with learning gaps. The use of iReady in intervening for learning loss will be built in, systematically, with OMSD's MTSS. Additionally, stakeholders identified that

students with exceptional needs, English learners, students in foster care and students experiencing homelessness will need extra academic and social-emotional support and monitoring to ensure learning loss is remediated.

The Mental Health and Social and Emotional Well-Being section was influenced by overwhelming and consistent stakeholder input that the emotional health of students may be impacted by the impacts of the COVID-19 pandemic. Students are particularly vulnerable to the effects of the physical, health and financial strains impacting their home life. Often students' needs are identified through in-person interaction during regular school hours. Stakeholders impressed upon District the critical need to establish a Social-Emotional Curriculum aligned to Tiered interventions to support student needs.

The Pupil and Family Engagement and Outreach section was influenced by stakeholders who gave input around the need to make deliberate efforts to connect with students and families who may not be engaging daily with their teachers. Many families are experiencing transitional changes which impact their mobility, ability to support learning at home and financial constraints which may include basic needs. Stakeholders gave input to the importance of maintaining School Nutrition programs to support students' access to nutritionally adequate meals when participating in both in-person and distance learning models.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Ontario-Montclair School District will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended fashion as soon it is safe for staff and students to return. In order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safe requirements such as social distancing, mask wearing, and disinfecting protocols, OMSD has developed an in-person instructional model which includes the following aspects.

- Classes will be split into two cohorts, one to attend in-person for three hours in the morning, and one to attend in-person for three hours in the afternoon, four days per week. On the fifth day, students will receive two hours of in-person instruction (one hour for transitional kindergarten and kindergarten). Students will be provided independent tasks which will extend their in-person learning to be completed at home in order to fulfill the minimum daily instructional minutes.

- Schools will be provided with schedules which prioritize English Language Arts/English Language Development, Mathematics, reading and math interventions, and social emotional supports during in-person instruction. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
- Because our initial online implementation will utilize the district adopted curriculum, COVID remediation guides, and pacing schedules, students will transition easily from online learning to in-person learning when it is safe to return.
- Students with underlying health concerns and/or students who may not be ready to return to in-person learning will be provided with an option to enroll in the OMSD Online Academy, which will be delivered by a classroom teacher at their school site minimizing disruption to learning. The OMSD Online Academy will utilize the same curriculum, pacing, assessments and intervention platforms as the in-person model.
- Due to OMSD's implementation of a Multi-tiered system of supports, 29 cohort schools have developed processes for identifying students with learning gaps and intervening with targeted support. OMSD will continue with its roll out of professional development on developing a Multi-tiered system of support, including professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at promise students, English learners, foster youth, low income and students with special needs.
- To provide additional support to staff and students, OMSD has purchased the i-Ready platform to serve not only as a comprehensive system of screeners, diagnostics and progress monitoring tools, but also as an individualized online intervention platform for both reading and math.
- Professional development will be provided to all teachers and administrators on how to effectively utilize the i-Ready platform, analyze data collected, and plan for small group instruction intended to close learning gaps.
- Teachers-on-Assignments and coaches will support teachers in short and long term lesson planning based and the use of best instructional practices based on data analysis.
- Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention and Support (PBIS), tiered mental health supports and case management services.
- Robust stakeholder engagement efforts, Return to School Task Group recommendations in conjunction with the guidelines from county and state health authorities have been synthesized to develop comprehensive COVID-19 protocols that include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 foot apart, 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 possible COVID-19 exposure and confirmed cases for students, staff and visitors, safe and secure quarantine areas for students and staff at all sites, interactive meeting process for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between AM and PM instructional cohorts, daily temperature checks for all staff, students and visitors, no gathering permitted where

social distancing cannot be maintained, deep cleaning nightly and ongoing revision to health protocols as directed by county and state health authorities.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
A team of Teachers-on-Assignment hired to support teacher professional development, data analysis and lesson planning and delivery.	\$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	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	\$3,159,273	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Ontario-Montclair School District will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school. The continuity of a high quality instructional program and delivery model is of paramount importance to all OMSD stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue 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. In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of

the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return.

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.
- District designed pacing documents and COVID remediation guides will be utilized to support lesson planning and to ensure essential standards, concepts and content will be taught throughout the course of the year. Teachers-on-Assignments and coaches will support teachers in short and long term lesson planning based on the pacing and remediation documents.
- The District has endorsed standardized learning platforms such as Zoom, SeeSaw, Google Classroom and School Loop, to ensure equitable access to curriculum and adopted materials.
- School site administrators and teachers were provided with standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD are 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 with special learning needs.
- Administrators and grade level teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.
- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs, and will provide feedback to teachers.
- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.
- District representatives have designed 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. The website is updated regularly.

All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Ontario-Montclair School District is implementing an online learning model upon reopening for the 2020-2021 school year. Students in grades PK-8 will have electronic access to all related instructional materials.

During the 2019-2020 school year, prior to 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 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 for spring Distance Learning. 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.

For the 2020-2021 school year, the district has purchased new Chromebooks/iPads for all students and internet hotspots for those who do not have Wi-Fi access at home. Distribution of these devices will take place before instructional days commence during orientation sessions at each school site, ensuring that all students receive required materials. Family needs for internet access will be assessed by school staff during orientation sessions, as school begins and throughout the year, and hotspots will be deployed to families without reliable internet, to ensure connectivity with District-provided devices. The Destiny Scanner System will track the distribution of all district internet devices in real time. This tracking software may be easily accessed for accurate inventory control. A surplus of extra internet ready devices will be on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who do not come to the school to pick up devices and internet access will be contacted and special arrangements for the deployment of these resources will be made.

Each OMSD teacher has an internet ready device that has been provided by the District. Using this device, teachers will communicate with students and deliver lessons through Zoom video conferencing, Class Dojo, SeeSaw, Google Classroom, and School Loop. Once students have logged in to their district provided device, curricular websites and applications will all be accessible with one click via our Clever single sign-on portal.

Support in accessing the technology and curricular materials will be provided to each family through our online resources website, parent help hotline along with the support of the classroom teacher, Information Services, and the EdTech team. Families will be provided with instructions on how to care for their devices and options for purchasing insurance. The OMSD Parent Educational Center (PEC) has transitioned to a fully staffed virtual learning resource center. The PEC is supporting all families, particularly families of ELs, with help setting up email, using Google Classroom and ZOOM. Through the PEC, parent leaders are being trained to expand parent-parent networks and outreach. The purpose of parent leaders is to help families access resources and training to support both in-person and online learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. This record will serve as the tracking mechanism for chronic absenteeism. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days and/or who are at risk for chronic absenteeism.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

A variety of professional development and resources will be provided to staff to support the Ontario-Montclair Online Learning program, which includes technological support for staff, students and families. In the spring, Ontario-Montclair leaders hosted a great number of input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either in a blended model or an online model. In addition, over the summer a professional development needs survey was provided to administrators to assist the Learning & Teaching department in developing our initial summer professional development sessions in order to prepare for our online model. Initial sessions offered align to the priorities gathered from the survey and from other stakeholder input.

- Virtual professional development sessions will be delivered both in a synchronous and asynchronous model offering flexibility to participants.
- The OMSD professional development summer sessions delivered by district directors and teachers-on-assignment will include offerings on adopted curriculum, social-emotional learning and restorative practices, digital learning platforms such as Zoom, Google Classroom, Clever, Google Docs and Apps, and School Loop, sessions to support English learners, sessions for special educators, and sessions to support coaching. These sessions are available to administrators, teachers, classified staff and substitutes.
- All teachers and administrators will receive professional development on the use of our i-Ready intervention platform designed to support students who have experienced significant learning loss due to school closures and for at-risk students, English learners, foster youth, low income and students with special needs. The introductory sessions will focus on the i-Ready platform and how to administer the comprehensive assessments in both reading and math in order to identify students' learning gaps. Additional sessions later in the fall will focus on data analysis and how design lessons mitigate and close the learning gaps.

- Upon the return to school a comprehensive professional needs survey will be provided to administrators, teachers and classified staff in order to prioritize professional learning needs. This data will inform future professional learning opportunities to be provided by district directors, teachers-on assignment 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 will support our MTSS cohort roll out at 23 schools. This systematic approach to 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 will be 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 will be provided.
- Teachers-on-Assignments and coaches will support 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 for teachers of English learners to include how to deliver designated and integrated ELD through both synchronous and asynchronous instruction.
- Professional development for teachers of middle school Long Term English learners 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 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 for Education Specialists and Service Providers to learn how to effectively conduct an IEP meeting using Zoom.
- Support to families through a dedicated Parent Educational Center that provides workshops on supporting their child academically and socially-emotionally during online learning and hybrid learning when in person instruction resumes.
- Professional development for Special Day Class (SDC) teachers on how to develop lessons for on-line instruction and review samples 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 will be 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.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

OMSD has prepared to return to school in a variety of learning models, including Traditional, Blended, Online and to offer Independent Study. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. OMSD will open schools in an Online Learning Model with administrators, certificated and classified support staff at the school and district office offering services and supports online, which requires an adjustment in how connections are made, while maintaining consistent academic, behavior and social emotional support as is provided in a traditional model. This includes staff members who provide outreach to families. Honing in on specific aspects of their traditional roles, an intensity of focus to support student's academic, social emotional and wellness needs during online learning and in a pandemic include, but are not limited to:

- 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 are being 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 is being used which also requires staff monitor progress online.
- District support staff (Learning & Teaching Teachers on Assignment and Information Services Technicians) support administrators, teachers, support staff, students and families with not only the use of the technology hardware and connectivity but also with the applications and platforms to connect staff to students for learning and social emotional support.

In order to ensure the safety of all staff, with the majority of staff working from their work site, health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these 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 will be provided to employees. Possibly impacted staff include:

- Proctors: This position affords a flexible range of supervision throughout the day during the arrival and dismissal of students. They will now provide additional support to the District's feeding program, primarily directing students for meal pickup and assisting with cleaning of highly touched areas.
- Health Assistants: The report time of this essential classification has been altered to an earlier report time. This change will support the arrival screening process for most school site employees. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus.
- Campus Safety Officers: These staff members will continue with their duties of monitoring and providing support for safe and orderly campuses. One aspect of providing this support will involve making wellness checks to the homes of students to support online daily engagement with their teacher(s) and paraprofessionals. The intent is to continue to develop caring relationships that promote students daily in engaging in synchronous online instruction with their teacher and classmates.
- Custodial Staff: These staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent 'touch-point' cleanings throughout the day will be part of the daily routine.

- **Technology Staff:** Short of a ‘traditional’ in-person school day, the technology staff roles will be 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 will be in higher demand than classroom equipment (projector/board) supports. Further, parents of students participating in online activities will require additional support from our technology staff, necessitating the establishment of a ‘parent hotline.’

While OMSD is providing online learning, and because the original role or responsibility of some employee classifications are not feasible in a remote environment, the following employee classifications have had their role modified. Appropriate training and PPE will be provided to employees. These modifications are reflected in a Memorandum of Understanding with the Classified Employees Association:

- **Physical Education Assistants:** 15 Physical Education Assistants will be repurposed and trained to work outside their regular job description to assist with food distribution during meal times, translation, clerical support, or attendance support. Appropriate training and PPE will be provided to employees.
- **Instructional Assistants:** 13 Instructional Assistants will be trained to work into vacant special education instructional aide positions.
- **Bus Drivers:** 49 Bus Drivers will be repurposed and trained to work outside of their regular job description to help, among other things, assist as drivers for other departments, assist with technology devices distribution, assist with food distribution during meal times, clerical support, attendance support, or provide custodial support throughout the District .

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

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 who are on the Universal track for aspects of MTSS implementation. i-Ready diagnostic assessments for reading and mathematics will be 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. 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 need, 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 are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

English Learner Student Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide 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 will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- District English Learner Teachers on Assignment will support teachers to identify specific groups of students to monitor and remediate learning 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 will help identified school level EL Coordinators implement progress monitoring of current ELs, LTELs and Redesignated

English Proficient (RFEP) students.

- The ELlevation Monitoring Platform will be used at the district level and at all school sites to monitor, identify language and academic needs, and create individualized classroom groups by teacher to use during Professional Learning Communities (PLC) teacher team meetings.
- The ELlevation Strategies Platform will be used throughout the district to support teachers with specific strategies to use during Online Learning directed towards acceleration of learning for ELs and progress towards reclassification.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District staff will ensure teachers have access to tutorials and guides describing how to access translation services and extensions.
- Expand Middle School Newcomer Support classes at all middle and K-8 schools for recent arrivals in grades 7 and 8.
- Develop and provide 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 trainings.
- Expand LanguageLine to support interpretation and translation of resources in to support families in languages other than Spanish.
- Provide translation of resources for teachers to connect with families, bilingual staff to support interpretation of technology help requests, bilingual parent learning videos and other resources.

Special Education Student Supports:

- Special Education Teachers and Related Service Providers 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.
- RSP/SLP/APE/DHH/VI teachers/related service providers will administer service to students in the online model and provide instruction to the greatest extent possible.
- SDC teachers (gr. PK-8) instructional hours will be commensurate with the minimum minutes of instruction required in SB 98.
- Adaptive PE teachers will provide moderate to severe students with physical limitations Physical Education services.
- IEP Meetings may be held both virtually and in-person following required health guidelines and social distancing practices.
- If needed, the district will provide service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed.

- Special education teachers will work collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student's IEP.
- Enrichment activities and lessons will take into consideration the health, safety and well-being of all students and staff.
- Counseling may be provided via virtual or telephone appointments with students for social, emotional and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.
- SLP/APE/DHH/VI teachers/related service providers may provide individual and/or group virtual lessons. These lessons may be conducted by telephone, or other virtual platforms, as appropriate.

Student Engagement, Attendance and Outreach services will 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.

- Coordination of monitoring of these groups will be 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) using administrators and support staff through a weekly report or Weekly Engagement Record, will facilitate the tracking of students, once their attendance and synchronous/asynchronous participation documented by the teacher begins to decline.
- A review of current community resources and district supports will also be reviewed and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.
- The Office of CWA will continue to actively participate in monthly Foster Youth Liaison and CWA/SARB meetings at the San Bernardino County Superintendent of Schools in order to collaborate with other districts and receive guidance and direction to ensure that all legislative mandates are in compliance for these students.

Social-Emotional 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).

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

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	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	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	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	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	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	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	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	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	Yes

Description	Total Funds	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	No
A team of part-time mentors support Years 1 and 2 Induction candidates, in increasing teacher efficacy.	\$146,400	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	No
A team of Spotlight teachers provide professional learning and coaching to teachers to increase teacher efficacy.	\$87,669	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	Yes
SPED staff will provide Professional development for Education Specialists and Service Providers to ensure staff is proficient in online teaching.	\$146,276	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	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	Yes

Description	Total Funds	Contributing
Provide timely & appropriate interpretations to support parents with technology to support online student learning.	\$72,450	Yes
Provide teachers with synchronous and asynchronous strategies to support specific EL students in accessing academic content and increasing English proficiency.	\$53,686	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	Yes
Assist parent/student technology needs by establishing a dedicated 'parent support line' for technology questions and needs.	\$67,690	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	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

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 first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS) site and district leaders have

designed a comprehensive system to identify 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.

- OMSD has purchased the i-Ready platform and 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 will be assessed three times annually in the areas of ELA and Math using the iReady diagnostic.
- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.
- In addition to assessments, the i-Ready platform includes individualized online intervention learning paths and lessons for both reading and math. All students, including at-risk students, English learners, foster youth, low income, homeless and students with special needs, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.
- OMSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK and K.
- All administrators and teachers will receive 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 includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.
- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.
- Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions, including through the specialized ELD intervention program, iLit EL at our middle and K-8 schools, based on LTEL needs.
- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

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 who are on the Universal track for aspects of MTSS implementation. 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. Our Return to School Task Group recommendations, teacher and classified staff MOUs and Parent/Student Guidelines are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it

is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

English Learner Student Supports:

- Dedicated resources to support English learners in Dual Immersion programs to develop biliteracy, engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- Spanish Reading Diagnostic assessments will be piloted in grades K-2 at the Spanish Dual Immersion schools.
- District English Learner Teachers-on-Assignments will identify at-risk English learners and work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous learning.
- iLit ELL intervention program at the middle schools and select elementary schools will be implemented in order to support Long Term English Learners (LTELs).
- Middle school 7th and 8th grade Newcomer support classes will be provided, in addition to core content classes and required instructional minutes, for students who recently enroll in US schools.

Special Education Student Supports:

- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- Upcoming assessments will take 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.

Student Engagement and Attendance:

- The Office of Child Welfare and Attendance (CWA) will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.
- Teachers will be the first point of contact with the school's Triage Team to determine what barriers exist for a student that is affecting their attendance and engagement in synchronous/asynchronous learning.
- School attendance clerks and other repurposed staff are instrumental in verifying why a student has not reported to their remote classroom. Once a student misses 60% of weekly attendance, they will be immediately referred to the Triage Team for review and intervention.
- Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered at a distance without one-to-one contact, which traditionally has more impact. School sites will generate, by the second week of school, a list of students that missed 8.5% of the previous school year (before the school closures) to determine if students within these identified groups are still enrolled and are exhibiting behaviors that are causing poor attendance and engagement patterns, which impact learning.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:

- The Family & Collaborative Services offices will provide case management services for students and families experiencing in need to include, but not be limited to, housing referrals, access to food banks, clothing, shoes and other basic needs.
- In addition, once a blended learning model begins, additional transportation support will be provided to homeless families, as needed.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

According to the 2019 California School Dashboard, learning gaps remain for student groups in OMSD. As a result of the cohort implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation has 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. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored 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.

English Learner Student Support:

- School-wide Plans for Student Achievement (SPSA) for all 32 schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.
- ELlevation platform will be used to identify individual English learner students, analyze data in PLCs and plan for English Language Development (ELD).
- Curriculum embedded assessments in iLit (intervention for LTELs at the Middle School) will help measure their progress in reading.
- Schools will meet at least three times per year with the Site English Learner Parent Advisory Committee (SELPAC) to evaluate the effectiveness of their EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reports will be sent to school administrators that identify English learners not making progress.
- Redesignated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of Reading Inventory levels of English learners in grades 2-8, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:

- Monitoring Present Levels of Performance.
- Monitoring progress on the achievement of IEP goals.
- SPED staff will collaborate with General Education staff.
- SPED staff will communicate with parents about student progress.
- Triennial assessments, and informal and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income:

- Review attendance from previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student’s intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers .
- Frequent contact with teacher for updates on student’s progress using the Weekly Engagement Record for the class.
- Social-Emotional Supports, including Trauma Informed Care will be provided.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.
- Mental Health Service referrals and assessments to monitor the number of students referred for services and qualified to receive services.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	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	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	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	Yes
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	Yes

Description	Total Funds	Contributing
Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners.	\$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	Yes
District monitoring of elementary and middle schools to ensure that English learners are achieving English proficiency based on the State's English language proficiency assessment and meeting challenging state academic standards	\$53,686	Yes
Provide EL coaching, professional development for teachers, administrators, EL Coordinators and other school personnel to improve staff efficacy.	\$257,873	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	Yes
Teachers will assess Kindergarten students' foundational reading and mathematics skills utilizing ESGI assessments in order to inform instruction.	\$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	Yes
Teachers will implement Newcomer English learner supplemental programs, teacher professional development, progress monitoring and supports to ensure students acquire English.	\$6,000	Yes

Description	Total Funds	Contributing
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	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Ontario-Montclair School District will provide mental health and social-emotional wellness services to students, staff and families as follows:

- Counseling Center staffed with licensed clinical therapists
- Counseling services provided by clinical interns supervised by clinical supervisors
- Crisis response team to support students and adults in crisis
- Daily Social-Emotional Learning lessons delivered by teachers
- Small group social-emotional support provided as need
- Site classified staff to provide small group social-emotional support
- Benefits package to all employees includes an Employee Assistance Program that provides ongoing support including social-emotional and mental health.

Mental health and social-emotional well-being will be monitored using a screening assessment tool. School teams will review data, provide school-level support as needed, and refer individuals to the Family & Collaborative Services (FCS) Department for higher levels of support and intervention. In addition, school Outreach Representatives will review the status of support needs twice a month with FCS to ensure appropriate resources and referrals are provided.

The following Professional Development will be provided to staff:

- Recognizing signs of crisis and trauma in students and adults
- Case management and mental health referrals
- Social-emotional supports for students and adults
- How to restore and repair harm through Restorative Circles

- Understanding how to implement the SEL Teacher Toolkit and to recognize and support students in need

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Ontario-Montclair School District will closely monitor student attendance and engagement weekly. Student Mentors and other support staff assigned to school sites will serve as a network of assistance when students are absent from learning. Each school will establish a Triage Team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online learning. In addition, students at risk of having learning difficulties will be 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 will be utilized that determines the level of student need that is aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators and support staff (Triage Team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent. School sites will use the support team including Student Mentors and Outreach Consultants to monitor and make connections with students.

- Bilingual support staff, district translators, and the use of Language Line will ensure staff is 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 will be supported holistically to include verification of current contact information and daily notification of absences to parents. A plan for outreach will be developed to include the identification of barriers and challenges facing parents/guardians. Additionally, the following strategies and resources will be employed:
- Students who need re-engagement strategies or identified as chronic absent, based on the weekly engagement record, may require a Tier 2 or Tier 3 support from the school site or our Family and Collaborative Services, including conducting a needs assessment and personalized case management will be provided.
- Regular monitoring of student attendance and participation through the weekly engagement record will be part of the process and will include formulating goals through the adjustment of interventions.
- Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan.

- 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 will be 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) will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc. This process will be in full operation by the second week of the school year.
- Student Mentors will assist in monitoring students who are disengaged or have been absent from school.
- Student Mentors and Outreach Consultants will use 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.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

For all schools, students engaged in OMSD's online learning model will be provided nutritionally adequate meals curbside for walk up or drive up service. Most of our schools operate the Community Eligibility Provision so all students will be provided each meal at no charge. The District's POS system will be utilized to provide USDA mandated back up and to identify students with special diets. Schools that are not on the Community Eligibility Provision will charge students at their eligibility. The district will provide applications in person and online and conduct significant outreach to encourage families to apply. Online payment will be available for students that do not qualify for free meals.

When the District transitions to in-person instruction meals will be provided to all students in either a socially distanced eating location or given to the students "to go" in the classroom. Students who opt for continued online learning during in-person instruction will be 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 has incurred and will incur 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 for employees working outdoors in inclement weather, and meal costs associated with 'to-go' packaging (e.g., individually wrapped items, convenience bags).

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	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	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	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	Yes
Pupil Engagement and Outreach	Mentors will monitor student attendance, support students who are disengaged and provide outreach to families.	\$1,525,805	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	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	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.65%	\$54,884,807

Required Descriptions

[For the actions 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 needs of these students.]

The following explanation and subsequent listed actions from the Learning Continuity and Attendance Plan address how the needs of foster youth, English learners, and low-income students were considered first, and 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. The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID-19 on their learning and well being. 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. Teachers and school staff along with their administrators are monitoring learning in both in-person (when school resumes) and Online Learning models. The digital divide was made apparent during the end of the 2019-2020 school year. The district invested heavily to ensure each student has an appropriate device/internet in order to access instruction. A particular emphasis is made for our students most at promise to reach grade-level proficiency.

The actions below are effective in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning for these identified student groups, low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in translation (homeless). Through MTSS, the district is monitoring student learning and

social emotional wellness and works with school sites to create a system as guided by the MTSS framework and also through technical assistance to ensure the effectiveness of School-wide Plans for Student Achievement. Our systems-based approach to achieving our goals for students has been created jointly with our stakeholders. It follows a Plan, Do, Study, Act cycle where check-points in the implementation of our Learning Continuity and Attendance Plan can be monitored frequently for impact. It is an evidence-based approach to appropriately address programs to support students successfully with online learning and in-person learning (when in-person instruction resumes).

Effective implementation of staff development will ensure our instructional staff maintains rigorous instruction and formative assessment to plan for timely intervention. All in-person and online learning instructional schedules support collaboration time where teachers work as a team to identify areas of student learning that need remediation. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success.

Actions to support low-income, foster youth, and EL access to grade-level standards, identify and remediate learning gaps during online learning and in-person blended (when safe to return):

- A team of Teachers-on-Assignment hired to support professional development, data analysis, and online lesson planning and delivery.
- Provide all students access to online learning to close the digital divide among students by purchasing 20,000 Chromebooks for Grades 1-8, 2,800 iPads for grades PK-K, and 4,000 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age-appropriate devices for online learning.
- A Teacher-on-Assignment hired to support professional development, data analysis, and lesson planning and delivery.
- A team of Teachers-on-Assignment hired to support professional development, specifically in the area of technology, and how to deliver instruction in an online model. In addition, the District has begun the process to hire two full-time 'Teachers-on-Assignment' whose primary responsibility is to ensure students are fully functional with online learning.
- Teachers and administrators will engage in professional development on developing a Multi-tiered System of Support in cohorts.
- Teachers and administrators will engage in professional development on Universal Design for Learning.
- The district will provide a variety of digital apps (Screencastify, Zoom, SeeSaw, etc.) to enhance instructional delivery in an online model.
- Cohort 1, 2, and 3 schools implement MTSS (time and effort equivalent) to increase and improve equity and access to unduplicated students.
- Administrators and teachers will receive professional development in the use of the i-Ready intervention platform.
- The District will provide release time for Induction mentors and their Induction candidates to support their continuous improvement cycle, including goal setting, action planning, and reflection.
- A team of Spotlight Teachers provides professional learning and coaching to teachers on online learning.
- Administrators and teachers will receive professional development on the use of Enhanced Core Reading Instruction (ECRI), an early foundational reading intervention.
- The District will provide release time for teachers to attend professional learning opportunities when we return to in-person instruction.
- SPED staff will provide professional development for Education Specialists and service providers.
- Provide designated and integrated ELD teacher professional development and instructional support.

- Provide parent education and leadership workshops at the Parent Educational Center, other District facilities and individual school sites to include online learning.
- Assist parent/student technology needs by establishing a dedicated 'parent support line' for technology questions and needs.
- Provide timely & appropriate interpretations to support parents with technology to support online student learning.
- 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.
- Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss.
- Provide teachers with synchronous and asynchronous strategies to support specific EL students on their roster access academic content and increase English.
- Implement district-wide assessment and personalized instruction system (i-Ready) for English language arts and mathematics to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.
- District monitoring of elementary and middle schools ensures that English learners are achieving English proficiency based on the 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.
- Provide Reading Inventory (RI) to support monitoring of student progress in reading comprehension for unduplicated students, special education and students experiencing homelessness.
- Assess Kindergarten students' foundational reading and mathematics skills utilizing ESGI assessments.
- Provide a reading intervention program for Long Term English Learners and other struggling students at the middle and K-8 schools.
- Implement Newcomer English learner supplemental programs, teacher professional development, progress monitoring and supports.
- Diagnostic assessment in Spanish for students participating in in-person and online learning Dual Immersion programs at Central Language Academy and Euclid Elementary School.
- To assist with tracking students, particularly those students in transition, who have not reported to their online classroom and may be experiencing learning loss, the District is dedicating additional staff to ensure these student needs are met.
- To assist with parent/student technology needs, the District has established a dedicated 'parent support line' for technology questions and needs.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of social-emotional learning (SEL) support and mental health interventions. The SEL needs of these student groups were considered based on the experience COVID-19 has had on low-income students, foster youth families, and English learners. Many families have experienced a loss of income as primary sections of the economy have shut down and impacted the source of employment for many families in our communities, such as restaurants, hotel and recreation, home provided daycare, construction, maintenance, and other personal care services. Many students are bearing a greater responsibility to care for siblings at home while parents are finding work or working as an essential worker. Students are facing increased stress and possible increased domestic violence and poverty. Also, COVID-19 is affecting more brown and black families which has a devastating impact on students if their loved ones become gravely ill or die.

The actions below are effective in meeting the goal of ensuring continuity of learning while recognizing the need for increased SEL and mental health services, including case management and crisis management for these identified student groups, low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student SEL and mental health and working with school sites to create SEL curriculum while implementing a tiered system of supports as guided by the MTSS framework. Daily classroom SEL instruction is occurring to support students with tier 1 SEL supports. Teachers or other school personnel may refer for additional tiered support as informed by student needs. OMSD has a comprehensive clinical mental health service model that provides counseling services through telehealth sessions with students and families.

Actions to support low-income, foster youth and EL access to tiered Social-Emotional Learning services, in order to address unique challenges because of poverty, transition and language barriers and/or immigration experiences during online learning and in-person blended (when safe to return) are listed below:

- A team of teachers and counselors will prepare our OMSD Social Emotional Learning (SEL) Teacher Toolkit.
- Professional Development will be provided 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.
- 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.
- Teachers and support staff will receive professional development on implementing Restorative Practices and Restorative Circles to support the social-emotional and mental wellness of students to provide better access to learning and instruction.
- School site teams will prepare for virtual PBIS implementation. This will provide resources to students, staff, and families to support student behavior in the online learning environment to increase the likelihood of academic success.
- A team of teachers and counselors will prepare our OMSD SEL Teacher Toolkit. This will provide resources for teachers to deliver social-emotional learning lessons to support social-emotional and mental wellness.
- Coordination of Mentor services for students and families to ensure student engagement is consistent and social-emotional needs are being met.
- Mentors will monitor student attendance, supporting students who are disengaged, and provide outreach to families.
- FCS counseling staff to provide clinical therapy as needed and case management staff to provide access to basic needs services.

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

The District's investments as required in statute continues to target to low-income, English learner and foster youth students while also supporting students with special needs and students in transition. In 2019-2020, Ontario-Montclair School District's population of 20,500 students consisted of the following composition: unduplicated pupil count: low-income - 87%, foster youth - 1% and English learner - 26%. The actions dedicated to improving outcomes for our low-income, foster youth and English learners are designed to exceed the required 34.65%, as the majority of the actions in the Learning Continuity and Attendance Plan are principally designed for our unduplicated student population.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic needs and social-emotional needs. Families of low-income, foster youth and English learners struggled to suddenly become their child's learning coach while at the same time balancing financial, social-emotional and health issues, which were on the rise due to COVID-19. Thus, when stakeholders provided input, the district realized at once that dedicated resources must focus on how to identify learning gaps for unduplicated students, how schools would continue to provide meals, how students would have their social-emotional needs met, how parents of unduplicated students would access and learn technology, and how our schools would continue to provide individualized services to promote equity and educational access.

Overarching in our delivery of programs and services is the MTSS framework and cohort roll out of meeting the needs of our unduplicated students by providing additional supports and services. Our district is launching Cohort 3 of the MTSS roll out. The instructional staff at a MTSS Cohort school dedicates their efforts and time to identifying student needs and responding equitably to ensure our unduplicated and fragile student groups succeed. Additionally, MTSS is based on implementation science research whereas a school and district develops tiered systems across three levels to address academic, behavioral and social-emotional supports. Fidelity assessments monitor the progress towards full implementation of components of a MTSS school. While schools in Cohorts 1, 2, and 3 participate in extensive training and receive district coaching and support, all schools in OMSD are on a Universal Track to implement elements of MTSS. MTSS at its core is designed to improve and increase academic and social emotional supports for unduplicated students.

The majority of actions in the Learning Continuity and Attendance Plan are dedicated to creating online learning and in-person learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. The fully operational, new assessment and remediation system will support all unduplicated students by identifying their academic gaps and providing them with a personalized learning plan customized to their needs. Over 34.65% of the plan outlines the specific steps the district will take to ensure unduplicated students have quality learning interactions both during in-person (when safe to return) and online learning models. This effort required an investment to remediate the digital divide our unduplicated students experienced at the end of the 2019-2020 school year. Children whose families do not have internet access will receive hot spots. Families will receive support and training to use these devices to support their child at home. English learner parents will receive unique training and support to overcome the barriers to technology and limited English proficiency.

Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality telehealth mental health sessions, case management and crisis management. We know poverty affects all aspects of the life of a child, especially during this pandemic we know that underserved students and students of color are more at risk to experience a family member who has severe illness or dies from COVID-19. English learners, who may have parents susceptible to deportation, live in a continual state of fear and anxiety that exacerbates the effects of the pandemic on their lives. Foster youth experience a variety of unique family situations and require a whole child approach to help them succeed emotionally in order to learn. A significant proportion of the actions serving the social-emotional and mental health needs of students are above 34.65% of increased support due to these factors.

Families of low-income, foster youth and English learners will receive over 34.65% of increased training and dedicated staff to support their technology knowledge, ability to get a Gmail account to access Google classroom, specific workshops on ZOOM and other learning platforms. Student outreach and support actions in the plan are designed for families who are struggling to help their child participate in

learning due to their inability to work from home. Many of our families in poverty work outside the home during the day. The district embraces the responsibility to reach out and conduct home visits, observing social distancing and safety protocols, to check up on students that are absent from instruction.