LCAP FEDERAL ADDENDUM

2019-2020

ONTARIO-MONTCLAIR SCHOOL DISTRICT

CDS CODE: 36-67819-0000000
ELEMENTARY DISTRICT

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Ontario-Montclair School District

CDS Code:

36 67819 0000000

Link to the LCAP:
(optional)

https://www.omsd.net/Page/286

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(**note:** This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

the LCAP, and conducts a robust stakeholder input process and needs assessment that drives both statewide and federal

The Ontario-Montclair School District (OMSD) was founded in 1884, serves a 26 square mile area which covers most of the city of Ontario, the city of Montclair, portions of Upland, and unincorporated areas of San Bernardino County. OMSD is the third largest elementary district in California. More than 20,600 Transitional Kindergarten (TK) through eighth-grade students attend 23 elementary schools, six middle schools, three K-8 schools, and alternative programs. Included in the 32 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to fully immerse in an enhanced, specially designed course of study. In addition to serving TK through eighth-grade students, the District also offers preschool. The total number of preschoolers enrolled in the District is 719 students, increasing the total number of students in PK- 8th grade served at 21,325. Our students come from diverse backgrounds and contribute culturally and linguistically to our community as follows: 88.7% Unduplicated high need students, 89.5% Hispanic students, 88.0% Socio-economically Disadvantaged, 25.8% English learner students, 12.4% Special Education students, 8.8% Gifted And Talented Education students, 1.2% Foster Youth and 8.8% Students in Transition (Homeless).

OMSD employs multiple strategies to use federal funds to supplement and enhance local priorities with state funds, as reflected in fund allocation that is articulated in the District's Local Control Accountability Plan (LCAP) in detail. Ontario-Montclair School District's (OMSD) LCAP is centered around four goals which reflect California's eight State priorities for the 2019-2020 school year. These state priorities include: Basic Services, Implementation of State Standards, Broad Course of Study, Student Achievement, Parent Engagement, School Climate, Other Outcomes, and Student Engagement and are identified on the Goals, Actions & Services section in the District's LCAP.

The LCAP includes actions supported by Federal Title I, II, III and IV resources as included in the District's Consolidated Application (ConApp), however not all federal funds are included in the LCAP as per state guidance. Federal resources not included in the District's LCAP 2019-2020 budget constitutes the administrative costs and services/operating systems. The Federal LCAP Addendum provides information for how all federal funds support direct services to students and staff. LCAP actions that include federal funds supplement the programs and services funded by state resources are outlined below. Federal resources not included in the District's LCAP 2018-2019 budget constitutes administrative costs, prioritization of funding based on current data and services/operating systems. The evidence the District uses to prioritize funds is based on the outcome of the Annual Update and review of the LCAP metrics, the California Schools Dashboard, other local measures, stakeholder input and alignment to the District's Five Year Action Plan. The District identifies areas of need which are allowable costs based on federal funding guidance to enhance state-funded programs. The District also considers the new ESSA guidance to provide support to schools when conducting their Comprehensive Needs

Assessment with stakeholders to develop Schoolwide Plans for Student Achievement in the manner that best supports

outcomes for students identified as low income.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District considers the LCAP's 'Annual Update' process and annual Stakeholder input to consider how both state and federal funds are used. Federal funds are allocated based on identified need and the allowable use of the funds according to federal and state guidelines. A complete needs assessment is conducted and includes achievement data analysis and meaningful stakeholder engagement. This is integral to the District's development and alignment of all planning documents, driven by the LCAP and Five Year Action Plan. The District ensures that all subsequent plans such as the Federal LCAP Addendum are aligned with one another so at the school level local stakeholders can work to develop their Schoolwide Plans for Student Achievement. Federal planning input is gathered at school sites through the TItle I Parent Meetings as well as through the school's English Learners Parent Advisory Group. At the District level, federal funding input is also gathered through the District's Parent Advisory Committee, District English Learner Parent Advisory Committee, and DELAC.

Goal 1 of the District's LCAP is principally designed to meet the needs of low-income students is identified below. Low-income students represent 84% of the District's student population. Action 1.03 funded out of federal dollars will support Goal 1 of the LCAP. Action 1.03 - Increased staffing at school sites to support additional programs and services to students in meeting challenging state standards.

Goal 2 of the LCAP primarily addresses the state priorities of implementation of state standards, broad course of study and other student outcomes Federal funds supplement programs and services for English learner students that experience challenges in meeting rigorous state standards and language acquisition progress. These applicable actions federally funded are identified in the LCAP. Actions funded out of or in part through federal dollars will support the following LCAP strategies:

2.00 - Professional development in literacy to support low-income students in the classroom.

2.01 - Additional professional development support for pedagogy and curriculum implementation.

2.03 - Provide a Multi Tiered System of Support to students and Universal Design for Learning training for teachers.

2.14 - Support at-risk students learning 21st Century skills.

2.15 - Supplemental technology professional learning and Khan academy initiative.

2.21 - Supplemental EL coaching, direct services to EL students and their families and professional development.

2.25 - Expanded intervention support of supplemental services to students.

2.26 - Professional development to staff based on student data, teacher input, and needs by providing research-based and student-centered approaches as staff development options.

Goal 3 of the LCAP addresses the state priorities of student engagement and school climate. The District works to support the whole child academically, behaviorally, socially and emotionally. Federal funds supplement programs and services for all students that experience challenges in engaging in school to meet rigorous state standards. These applicable actions federally funded are identified in the LCAP. Actions funded out of federal dollars or in part will support the following LCAP strategies:

3.05 - Case management services support our unduplicated student group's engagement in school and to strive towards uninterrupted schooling.

3.06 - Clinical mental health services support our students and families with creating positive wellness so learning can take place at school.

3.08 - Intentional support to foster youth and homeless students in the area of social-emotional needs and counseling services.

3.14 - Coordination of services to students and families to support engagement in school.

The District believes that student learning and wellbeing is enhanced when parents are engaged in the decision-making process at both the District and site levels as evidenced in the actions in Goal 4 in the LCAP. Parents are their child's first teachers, building their capacity to support their students academically and socially/behaviorally which supports our students' success. Actions funded out of federal dollars or in part will support the following LCAP strategies:

4.01 - An Annual Parent Leadership Conference is provided to support our at-risk students by working with our families to support learning in the home and parenting skills.

4.02 - Provide parent workshops classes on parenting, academics at District and individual school sites.

4.08 - Expand supports and workshops to EL parents.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

If the District finds any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers the District then focuses on recruitment and retention strategies to help lower and/or eliminate disparities. Strategies may include mentoring, professional development, flexibility in initial salary placement, signing bonuses, creation of career ladders, opportunities for additional earnings, Induction, competitive salaries, and structured teacher planning time for collaboration. Please refer to Attachment A for the Equity Tables.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA will carry out its responsibility under Section 1111(d).

The District does not have schools identified as CSI or TSI. The District works with administrators at identified ATSI schools to learn the components of a Comprehensive Needs Assessment and how to involve parents in the development of the Schoolwide Plan for Student Achievement.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The District's written Parent Involvement Policy is reviewed annually by all District level parent advisory groups (English learners, GATE and Special Education) which include school site parent representatives from SSC, SELPAC, GATE, and SWD. Input into the District's Parent Involvement Policy was presented to the Board of Trustees on the Board agenda on March 21, 2019. The District's Board adopted Parent Involvement Policy is included in the Annual Parent and Student Handbook. The District provides assistance to parents of children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve their success. All District parent advisory groups receive training specific to their student group on how to engage fully in their child's education. District Parent Advisory Representatives take back valuable information to their respective groups. Through this capacity building model, each school works with their School Site Councils (SSCs) and Parent Advisory Groups to create meaningful opportunities for parent engagement. The District requires each school have an established school English Learner Parent Advisory Committee, a school GATE Parent Advisory Committee, and a school Special Education Parent Advisory Committee that meets a minimum of three times per year.

The District provides materials and training to help parents to work with their children to improve their children's achievement. The District also provides parent trainings at the Parent Educational Center (PEC) and at centralized locations around the District on topics to help their child succeed. The PEC provides parent workshops on topics such as technology, ESL, digital citizenship, academic preparation to support their children, health, nutrition, internet safety, reading literacy and positive parenting. An Annual Parent Leadership Conference is provided annually to parents where they attend workshops designed to support them helping their child succeed academically, behaviorally and socially.

The District educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. The District provides training to administrators on supporting strong parent involvement at the school sites. The District prepares tools and resources for administrators to use with their staff to develop their ability to build strong connections between home and school.

The District coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs such as with our Parent Educational Center to encourage and support parents in more fully participating in the education of their children. A fully staffed Parent Educational Center (PEC) offers parents a variety of workshops and classes. In order to facilitate parent engagement, daycare of non-school age children is provided daily to parents of OMSD students.

The District ensures that both District and school information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents understand. The District goes above the federal requirement limits in its full-service approach to helping our parents access their child's educational process and engage meaningfully without language being a barrier. The District ensures that each school site has capable interpreters that have successfully passed the District's oral proficiency examination. It provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities including providing information and school reports in a format and, to the extent practicable, in a language such parents understand. The District has both a general education translation/interpretation team and a special education translation/interpretation team.

The District has two departments that work specifically with families. Through the Department of Child, Welfare, and Attendance and the Department of English Learners, Plan Development and Instructional Support we ensure parents and families have a process and contact to provide reasonable support for parental involvement activities as they may request to the extent possible. Much of the requests are captured through the participation of parents on District Advisory Parent Groups.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The District works with all Schoolwide programs to ensure that coordinated services with facilities working with delinquent

children and youth to ensure that such children and youth are participating in an education program comparable to one

operating in the local school such youth would attend. Such programs are the 'At Risk' recovery program through Family

Solutions outside agencies for counseling. The 'Options for Youth' program is a Charter-based program for youth seeking

an alternative learning environment. The 'Chaffey West' program is a Community Day School for expelled and formally

incarcerated youth. They provide wrap-around services that address all domains of adolescents. These alternative options

have a role for community-based agencies to work collaboratively with the District to impact positively the social-emotional

component in a student's life while at the same time providing educational services.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

The District does not operate any targeted assistance school programs.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

The District places importance on ensuring that homeless children feel engaged in school and are ready to learn. A designated Outreach representative is available at each school site to serve as the first point of contact for families in need and acts as a liaison between children, their families and the OMSD's Family and Collaborative Services Department. Each school has assigned a staff member to maintain family outreach and student supports, with specific training and resources dedicated to Homeless children. Some schools have a full time Outreach Consultant and middle schools all have a school counselor. At other sites, a team approach is implemented. High need for services in families often presents as student absenteeism. When basic needs are not met, school attendance may become less of a priority for a family. Case Management staff work with families to meet their basic needs, to allow students to come to school every day, on time and to be successful academically and socially. Case management services, including insurance enrollment assistance, is provided to families by licensed social workers (case managers) and bachelors level social work interns to provide "light touch" case management for families who require minimal resources. Families that require substantial services are referred to 'intensive' case management so that long term assistance with clothing, food, shelter, advocacy, and insurance enrollment can be provided. All school site outreach staff meet with our Clinical Supervisors to triage Homeless family needs, so those who need services, receive them. Students in transition often need social-emotional supports as well. Clinical Supervisors are required in our Masters Level mental health intern program to supervise, guide and teach university student interns. Clinical supervision is a mutually beneficial relationship for OMSD and the universities. OMSD students receive increased mental health services and at the same time university students complete their education under the direction of experienced mental health professionals. Foster Youth and homeless youth are prioritized to receive free meals, transportation, access to all school and enrichment activities in a stigma-free environment. These families are offered case management upon enrollment at school, and mental health services are always available to them through OMSD's Family & Collaborative Services, coordinated by the Director overseeing services for homeless students and students in transition. Student engagement in school is often predicated on a stable home environment. OMSD takes initiative to ensure that the 'school of origin' rule, where homeless and foster youth can remain at their former school, is followed for these students to provide a consistent place to learn.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
    (A) coordination with institutions of higher education, employers, and other local partners; and
    (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The District does not receive federal Title I funds for preschool programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
    (A) coordination with institutions of higher education, employers, and other local partners; and
    (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

The District implements strategies to facilitate effective transitions for students from middle grades to high school by coordinating with the feeder high school district, Chaffey Joint Union High School District (CJUHSD). Ontario-Montclair School District is a K-8 district so this articulation is very important to our students, parents, and community. Each middle school works with the counselors and administrative team at each corresponding feeder high school to ensure that 8th grade students matriculating into high school receive the appropriate information to participate in enrollment sessions, summer school, and other offerings. Students at the middle school also have the opportunity to take Integrated Math which is a high school level math course. These students have access to accelerate their math pathway by preparing in 8th grade to successfully pass entrance level math assessments to potentially place in second-year math at the high school as a 9th grader. The Special Education and English learner departments work closely with corresponding departments at CJUHSD to ensure smooth transitions for these students so they can continue on the pathway to successfully complete high school requirements. The District also supports College and Career readiness through its Promise Scholars program and foundation. The Promise Scholars initiative continues to assist students in understanding the need for education after high school and provides scholarships and guaranteed admission to students who satisfy Chaffey Joint Union High School District's high school graduation requirements. Promise Scholars brings everyone together - students, parents, educators, businesses, and local leaders to introduce kids to the opportunities available after high school and make sure they get on the education pathway to achieve their goals. Promise Scholars also assists families in completing the FASFA (for high school seniors) and provides a curriculum (K-8) and college visitation programs (grades 5 and 8) to OMSD students.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

The District has implemented a standardized protocol for Identifying Gifted and Talented (GATE) students using multiple measures. OMSD is committed to identifying students representing a number of diverse subgroups including English learners and students with disabilities; therefore, students are identified using assessments such as the Nagliari Nonverbal Ability Test (NNAT) and the Cognitive Ability Test (CogAT) norm references assessments, and through a high achievement rubric and a visual and performing arts rubric. Funds are utilized to purchase assessments and support release days for assessment and evaluation purposes. Teachers who instruct students that are identified as Gifted and Talented have been trained in teaching the gifted through a well-designed training series. Schools cluster groups of gifted learners together so that they may learn from one another in these identified GATE cluster classrooms. Two schools offer all-GATE classes on their campus where 100% of the students in these classes are GATE identified. These teachers receive regular and ongoing training throughout the year and utilize the depth and complexity icons as a part of their instruction.

B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The District is committed to supporting students in developing 21st Century Skills in a variety of ways. It has committed to providing literacy support through a part-time credentialed librarian position and through a plethora of digital literacy professional development sessions. Each school site has a district-funded classified library support position to ensure access to the school library. The District assists schools in developing effective library programs with the annual self-assessment through the California Department of Education Library Survey. Results help determine priorities for our school libraries. Students have plentiful opportunities to develop their digital literacy skills through a variety of resources including but not limited to our district adopted curricula digital platforms, and supplemental digital resources like Newsela, Scholastic Reading Counts, and Reading A-Z. Additionally, lessons on digital citizenship are delivered through our partnership with Common Sense Media. These programs are also provided by the District to ensure access to all students. Additionally, four technology Teachers-on-Assignment support administrators and teachers with digital literacy strategies through professional development and individualized support.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

  (A) LEA; and
  (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The LEA does not apply for Title I Part D.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not apply for Title I Part D.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

The District's system of professional development is focused on pedagogy, implementation of the California standards-based instructional practices, implementation of the California Content Frameworks, focused professional development on student groups such as English learners, Special Education and GATE, differentiation strategies, Universal Design for Learning, academic achievement, social-emotional professional development and implementation of the adopted materials.

The District has articulated a comprehensive Coaching Framework whereby site leaders and teachers on assignment provide ongoing teacher coaching cycles. District provides an Induction Program to support general and special education teachers to clear their preliminary credential. The District works on a number of initiatives to support teachers and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. The Learning & Teaching Division also supports an Aspiring Administrator Program for teachers and classified staff who desire to prepare for administrative careers in the District.

The District's professional development approach and systems promote teacher and administrative capacity building that is aligned to best research-based approaches. The District professional learning plan for teachers and administrators follows a three-prong approach. The first prong is universal training that is required. These trainings are designed specifically to initiatives, grade levels, school sites, job-alike positions, and student groups such as GATE, EL, and Special Education. The second prong for professional development is job-embedded and is implemented through trusted relationships between coaches and teachers. Site designated personnel responsible for coaching attend monthly coaching meetings detailed below. Coaches receive training on coaching cycles and are expected to engage teachers in an ongoing capacity building based upon an individual or team inquiry model. Job-embedded professional development also includes Spotlight Teacher visits which help other teachers learn strategies implemented in the classroom. The third prong is made up of the District and school sites measuring implementation of professional development initiatives and the impact on individual coaching. This achieved through ongoing classroom walk-throughs including District-wide Instructional Rounds process.

Professional development is implemented for general education and special education teachers. A training plan was created for the 2019-2020 school year for UDL. Professional development and resources were provided to support access to a broad course of study including the areas of Gifted and Talented students, technology, literacy, English learners, Special Education, MTSS, college and career readiness through Advancement via Individual Determination (AVID) and STEM opportunities for students. Resources and focused professional development are provided to teachers to support digital learning and 21st Century skills. District-wide sessions and school-based support, with an emphasis on keyboarding,

coding, robotics, and digital citizenship. OMSD joined the Future Ready initiative and is in preparation for the implementation of personalized, research-based digital learning strategies to ensure all students achieve their full potential. Teachers participated in a variety of job-embedded professional development sessions in the area of English learner pedagogy throughout the year. English learner TOAs worked individually with school grade level teams throughout the year during Professional Learning Community meetings and all-day release days to support their understanding of Designated ELD and reading intervention strategies designed with the Long Term English Learner in mind.

Regional Directors work to ensure that Professional Learning Communities are purposely planned so that pedagogy, data analysis, and responsive instructional practices are aligned to the state content frameworks. Site leaders have received a menu of all professional learning (required and suggested) opportunities available to teachers and select those that align with their site-specific needs. A review of Instructional Rounds data, team walk-through and data discussions at Instructional Team Leadership Meetings, weekly Director team meetings where data is reviewed and supports are identified and created, ongoing coaching and teacher professional development, and alignment to all District plans and site plans with an annual evaluation.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Title II funds support District level teachers-on-assignment in ELA, math, NGSS and technology integration. Schools' needs are supported by state and federal resources based on a needs assessment that utilizes multiple measures including CAASPP and California Schools Dashboard. In June of each year, Directors in the Learning & Teaching Division meet with their schools to identify student needs based on data and create focused areas to be reflected in their Schoolwide Plan for Student Achievement. The District prioritizes professional development and coaching supports for teachers at identified CSI, ATSI and TSI schools. The District reviews professional development needs at these identified schools in particular to support teacher capacity and coaching. Professional development is prioritized based on this need and appropriate registrations for the workshops are completed. A two-year professional development plan was created based on a Needs Assessment using 2017-2018 metrics and revised using the 2018-2019 metrics. The second year of the professional development plan will be implemented during the 2019-2020 school year using content and technology Teachers-on-Assignment that are funded through Title II.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

The District consults with multiple stakeholder groups, including principals, other school administrators, teachers, parents, community members, other school personnel and classified staff. The input taken from these groups is analyzed and taken into consideration to develop a professional development plan for administrators, teachers, classified staff, and parents.

Data: Ongoing feedback from teachers from professional development evaluations, needs surveys, formal and informal teacher walkthroughs, Districtwide Instructional Rounds data, student achievement data on state and local assessments all work together to help the District make informed decisions on teacher professional development needs and prioritize funding allocations based on needs. Annually, feedback from teachers and administrators is taken and the District's professional development plan is created for the following year.

Content and Pedagogy: Professional learning is guided by state content standards and state content frameworks that guide pedagogy. The District uses adopted materials and frameworks to determine 'what' needs to be included. Data is used to prioritize professional learning. Administrators and coaches receive capacity building workshops to develop as instructional leaders to provide site level professional learning and teacher coaching cycles.

Equity: The California School Dashboard and the CAASPP results help the District to address equity and access for all students. This data helps the District identify and provide quality teacher learning experiences in the area of Special Education, English learners, Foster Youth, and low-income students. The District is also implementing MTSS at all schools via the Universal Track which focuses on Tier 1 best first instruction and Tier 1 behavioral instruction. The District has a robust approach to supporting teacher and administrative capacity in the area of English learners. Dedicated English Learner Teachers-on-Assignment will provide training based on stakeholder needs, including Quality Teaching for English Learners, Newcomer Supports, Long Term English Learner Supports, ELPAC alignment to Integrated ELD instruction, and coaching.

Design and Structure: Guidance from the state frameworks is used to develop appropriate professional learning for teachers, administrators, and other school personnel. The District's approach include ongoing, sustained capacity building and feedback to help teachers reflect daily on their instructional practices and use student achievement formative and summative data to adjust their instructional delivery. School grade level teams are provided Structured Teacher Planning Meeting half-days at the end of the District benchmark cycles to inform evidence-based instructional planning to meet the needs of students.

Collaboration and Shared Accountability: Teachers engage in collaboration around data and support one another as peers during the PLC process. Students not meeting state standards are identified and remediation intervention plans are created and implemented. Tiered interventions are designed with collaboration from teachers. Data is used to monitor

interventions at regular cycles and appropriate instructional decisions are made as a result. Parents are included in the collaboration through online systems, Student Study Team meetings and regular teacher conferences.

Resources: The District has a dedicated Director of Curriculum & Instruction, Director of English Learners, Plan Development and Instructional Supports, a Director of Family and Collaborative Services and a Director of Special Education. The District also allocates resources to support a Coordinator of Educational Technology and four technology Teachers-on-Assignment. Under the Learning & Teaching Division, dedicated content Teachers-on-Assignment provide professional development and site support in all content areas, including implementation of all District adopted materials, English learner supports, GATE supports, AVID implementation, Spotlight Teacher Program, Coaching, and Induction Teacher Program supports.

Alignment and Coherence: The District ensures each of the professional development initiatives is articulated across all District plans. Goal 2 of the District's LCAP. Schools are required to identify local professional development, however, they must aligned to the LCAP Goal 2 based on quantitative and qualitative data. The District ensures each School Plan for Student Achievement contains professional development goals that serve all students and student groups struggling.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

The work of the District with our teachers is also informed by the California English Learner Roadmap. This year, each school will assign an English Learner Coordinator that is either a current administrator or site teacher-on-assignment. This individual will participate in ongoing professional development sessions quarterly to inform academic and linguistic outcomes for our English learners. The District's ELA/ELD adoption includes materials for both designated and integrated ELD. The District has clear expectations for all elementary and middle school classrooms to have a minimum of 30 minutes daily dedicated to designated ELD. Long Term English Learners at the middle schools receive additional Specialized Designated ELD using a supplemental program. The District administrative team monitors each school's SPSA to ensure they plan for effective EL professional development. Professional development must adhere to supporting ELs in achieving both academic standards and increasing language proficiency.

Each year, teacher training takes place, both face-to-face and job-embedded training, that is designed to improve the instruction of English learners and increase their English proficiency and subject matter knowledge. Induction teachers build EL specific professional learning outcomes into their Induction program plan. Integrated ELD training and student formative assessment of progress are embedded in the K-8 grade ELA/ELD Adoption, the History/Social Science Adoption in grades 6-8 and the new K-8 grade NGSS Adoption. Ongoing, job-embedded professional development will be provided by the English learner TOAs to teachers at elementary and middle school sites based on EL site needs. The District will provide teacher professional development on strategies to support Newcomer English learners through face-to-face training and virtual tools. Ongoing professional development is provided during site based PLC meetings, on integrated ELD and designated ELD, throughout the year. School sites with high English learner student needs are provided professional development on EL supports, informed by the end of year English learner data. Professional development is also provided to Special Education teachers in the area of writing Linguistically Appropriate Goals in the IEP that are grounded in the ELD Standards. The ELD adoption training includes using the curriculum embedded formative assessments for teachers to gauge student learning.

All assessments are carefully analyzed for the English learner subgroup using multiple measures, including the English Language Proficiency Assessment for California (ELPAC) results, CAASPP results, District benchmarks, and other metrics. The District's reclassification rate remains above the state and county rates for 2018- 2019, with 33.5% for the District compared to the county rate at 14.7% and the state rate at 13.8%, according to Data Quest. The District's student data analysis protocol is used with administrators during Instructional Team Leadership Meetings to identify areas of EL academic and language needs. English Learner Teachers-on-Assignment work with our middle schools and feeder elementary schools to monitor student progress and conference with middle school LTEL students. Next year, 'Ellevation'

will be used to support all schools to monitor the academic and language progress of English learners. Site administrators received and will continue to receive dedicated training on integrating ELPAC into instructional delivery and how to support teachers to provide inclusive instruction to Newcomers. Small group planning professional development is provided for teachers aligned to the adoption per the Middle School Course Catalogue EL placement criteria. Ongoing support to content teachers at the middle schools, including math and ELA, is provided. Ongoing coaching and support is provided by the EL TOAs to ensure that teachers are receiving support on pacing, implementing the iLit EL program and monitoring student progress. Professional learning around the topic of English learners involves Districtwide administrator and teacher surveys and input session.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

The LEA does not apply for Immigrant Title III funding.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

The District considers ongoing and meaningful stakeholder input in developing effective programs for English learners. This includes input from parents through the DELAC and school English Learner Parent Advisory Committees. The District considers this input, in addition to the LCAP Stakeholder input process to strategically align the input with metrics on the California Schools Dashboard, the LCAP, CAASPP, ELPAC, Dataquest, and local District indicators. This input is taken and considered when developing programs for English learners. Programs and evaluated for effectiveness using qualitative and quantitative metrics and adjustments are made each year. A District Title III Needs Assessment was administered this year that included input from the District's English Learner Advisory Committee (DELAC) on February 13, 2019. Flexible meeting times, online surveys and direct access to administrators upon request are a few examples of the District's commitment to reach families. Federal funds supplement programs and services for English learner students that experience challenges in meeting rigorous state standards and language acquisition progress. Teacher and administrator surveys have identified ELD, Newcomer supports, supplemental programs and EL progress monitoring as areas of need.

English learner programs in OMSD support the academic and linguistic needs of students as guided by the EL Roadmap, the ELA/ELD Framework and SBE Adopted materials for both Programs 2, 3 and 5. The language instruction program specific to English learners is the adopted curriculum, McGraw Hill Wonders ELA/ELD Program 2 for the elementary schools and McGraw Hill Maravillas ELA/ELD Program 3 for the elementary Dual Immersion magnet schools. The District ensures this obligation to ELs is met by collecting, on an annual basis, all ELD schedules from each school site. The middle schools use two programs for language instruction. As per our middle school placement criteria for ELD, some ELs at the end of Expanding entering Bridging with near grade level Lexile achievement, who have not yet reclassified receive daily designated ELD using the adopted Houghton Mifflin Collections ELA/ELD program. Students in middle school considered to be Long Term English Learners that are below grade level in reading, are placed in Pearson's iLit EL middle grades program 5. Teachers receive ongoing professional development in various ways as addressed above to include language development instruction during content or integrated ELD throughout the day. The District has identified elementary schools that have increased numbers of LTELs in grades 4 and up to participate in an extra intervention program at designated elementary sites. Dedicated English Learner TOAs provide supplemental coaching, teacher training, EL parent workshops, and direct student support. A fully staffed Newcomer program at Vernon Middle school provides Newcomer English learners in grades 7th and 8th an opportunity to participate in a sheltered English Language Development class while integrating in the regular core instruction with English speaking peers.

The state's Global 2030 initiative has been embraced at OMSD with the addition of a Spanish Dual Immersion program at Euclid Elementary School which began in 2018-2019 and in 2019-2020 with the opening of the first Mandarin Dual Immersion program in the San Bernardino County at Montera Elementary School. These programs, in addition to the flagship Spanish Dual Immersion program at Central Language Academy, expand the opportunities for students to become bilingual and biliterate. Parents are integral in providing input at both the site and District levels in planning for Dual Immersion programs and World Language programs.

The District is continuing the implementation of iLit EL at the middle schools and K-8 schools. The District provides ongoing support to teachers, other school staff and administrators, to monitor the progress of English learners and implement the District's adopted English Language Development program. The District recognizes our English learners are underperforming on academic measures such as the CAASPP in ELA and math. As a result, closer monitoring and interaction with schools through regular data meetings with administrators during ILTM meetings using ELLevation will be ongoing next year. The identification of an EL Coordinator at the site level and regular participation at District level meetings will support a closer articulation between the District and school sites to improve EL outcomes. A focus is maintained to ensure that laser like focus is committed by the District. The LCAP supports increased and improved services for English learners as required under LCFF. Title III is use to supplement these activities so that together we build long term supports for this student group.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

    (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

    (B) meeting the challenging State academic standards.

The District ensures that school sites are held accountable in a number of ways for meeting student's English language acquisition needs. First, the District aligns each school's School Plan for Student Achievement (SPSA) to the LCAP Goals, particularly English learner programs. School administrators attend a yearly workshop to learn of the revised Federal Program Monitoring requirements for EL Programs. They receive a checklist of required documentation to keep at the site for review as well as turn into the District office. One requirement that ensures that Designated ELD takes place is the School's Daily ELD Schedule. This schedule is turned into the District once ELD schedules are completed. The District reviews all SPSAs to ensure that there are goals for English learner professional development at the site level, monitoring of EL professional development through walkthroughs and monitoring of EL data through release or PLC dedicated time. The District also conducts a yearly evaluation of EL programs through a Data protocol that includes all EL activities and analyses it against the initiatives delivered. Targeted site supports are initiated based on multiple factors such as level of EL student achievement, Long Term English Learner numbers and input from surveys. Teacher evaluations help support whether professional development is meaningful. English learner TOAs support coaches at the site levels as they learn Quality Teaching for English Learner (QTEL) strategies so they are informed in EL pedagogy when they provide coaching cycles at the site level.

The District supports each school in building multiple EL stakeholder engagement opportunities to inform EL programs. The District requires that each site has an established School English Learner Parent Advisory Committee (SELPAC) that meets at least three times per year to provide EL program input into the SPSA and meet other requirements. This ensures that parents of the EL subgroup fully participate in the advisory or decision-making process at the school level. The District supports site administrators with draft sample agendas and SELPAC PowerPoints to ensure compliance and so that topics are addressed consistently across the District. Schools receive training on the components of a Comprehensive Needs Assessment that includes English learner subgroup and guided to develop reasonable academic and language SPSA goals and strategies in partnership with stakeholders.

English learner academic and language proficiency progress is monitored throughout the year using multiple measures, including the District adopted curriculum-embedded assessments, foundational skills assessments in grades TK-1st, Reading Inventory Lexile progress assessments, CAASPP interim and summative assessments for English Language Arts and Math, English Language Proficiency Assessment for California (ELPAC) and other site and District supplemental

assessments, including evidence of learning in the classroom from Instructional Rounds and informal walkthroughs. Data-driven discussions occur at all levels of the system. At the District level, both District and site administrators review student progress indicators to design programs for building teacher and administrator capacity. Teachers and administrators review data at the site level at regular intervals after summative District data is collected. The District reserves substitutes and pays for teacher release time during these data review periods. Regional Directors support site administrators as they develop and implement their plan to support EL professional development and EL student learning driven by data. The Annual Update process allows the District, in consultation with stakeholders, to review the effectiveness of strategies and actions including those funded from Title III federal resources.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

How the LEA developed its application in consultation with individuals and entities described in Section 4106(c)(1);

The Ontario-Montclair School District (OMSD) and De Anza Middle School staff are working to revitalize the south Ontario neighborhood serving Bon View, Euclid, and Sultana Elementary Schools and De Anza Middle School in a collaborative effort entitled "De Anza Transformation 2.0." According to transfer records, over a two-year period, 53 incoming De Anza students transferred elsewhere. District leaders, parents, teachers and community members gave input that students need access to a well-rounded, experientially rich curriculum including music, art, STEM, and computer science courses.

The needs assessment of the LEA as required by Section 4106(d) (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation;

De Anza Middle School demographics include 94% of students are Hispanic/Latino, 18.4% English Learners (EL), 79.4% qualify for Free/Reduced Lunch, and low academic achievement is apparent with only 27.6% of students met or exceeded standard ELA on SBAC (OMSD average 42%) and 27.1% in Math (OMSD average 31%). Core Instructional Strategies to be used across all curricular areas include; Establishing Learning Targets, Project Based Learning, Direct Instruction, Differentiated Instruction, Universal Design for Learning, Cooperative Learning, and AVID WICOR Strategies.

Any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

The Learning & Teaching Division includes the Family & Collaborative Services Department (including medical/dental health, case management, crisis intervention, and mental health). Multiple partners support Family & Collaborative services to provide students at De Anza, as well as across all school sites. These partners have a demonstrated record of success as they are providing programs and services to our students ongoing.

How funds will be used for activities related to supporting well-rounded education under Section 4107;

Because of a local bond passed by the community in 2016, a new, state of the art, Wellness, Arts and Technology Center is under construction at De Anza which will include a full-size stage, regulation basketball courts, and Multimedia Lab and Makerspace, and will provide space to prepare and host student performances including drama, art fair and music. De Anza will establish a new philharmonic orchestra and enhance the music program for all students with quality facilities and equipment. De Anza's expansion of World Language courses, provides student's language and cultural instruction in Arabic, Mandarin, and Spanish. Expansion of academic supports will include universal screening in reading and math, identification of students at risk for failure in either subject area, diagnostic assessment to determine student need, targeted intervention to fill in learning gaps, and progress monitoring to determine next steps for students at risk.

How funds will be used for activities related to supporting safe and healthy students under Section 4108;

In partnership with OMSD's Family and Collaborative Medical and Dental Services, De Anza will host a Health and Wellness Fair on a Saturday to include screenings, workshops and literature. Mental health services, counseling, group

counseling, and family counseling services, will be offered at De Anza. This preventative method, as part of our Multi-Tiered System of Support, ensures students are mentally and socially healthy to engage in learning at school. Clinical Supervisors to determine student needs and assigns a mental health professional who will address their mental health needs through a strengths-based approach, supporting our most vulnerable students and their families.

if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

De Anza's expansion of CTE/STEM options will include additional course offerings and after-school opportunities to learn coding, robotics, and engineering in the Makerspace and Multimedia Lab which will be a part of the new Wellness, Arts and Technology Center at De Anza. The expansion of computer science clubs and STEM activities at the three elementary feeder schools will increase student desire to continue climbing the progression of computer science activities that will be available for them at De Anza.

The program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Monthly Plan-Do-Study-Act Analysis Meetings, to ensure fidelity of implementation of plan activities, along with perception data from program participant stakeholder groups, will be collected and monitored. Baseline data has been collected and will serve as comparative data for student outcome evaluation of the project. Data points include access to elective courses of student choice, SBAC ELA and Math, Reading and Math Inventory, enrollment, transfer, attendance, suspension, expulsion rates, and perception data. Implementation results, including the degree to which each activity was implemented as designed, will be described and evaluated. An analysis of student outcome data, including enrollment, SBAC, Reading Inventory, Math Inventory, student attendance, discipline data, will be synthesized.

Promoting Equitable Access to Teachers

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Master Table

School Type	School Site	Total Enrollment	Low-Income	% Low-Income	Minority	% Minority	Total Teachers	Ineffective/Misassigned	% Ineffective/Misassigned	Inexperienced	% Inexperienced	Out-of-Field	% Out-of-Field
ES	Arroyo Elementary	403	340	84%	393	98%	20	0	0.00%	0	0.00%	0	0.00%
	Berlyn Elementary	734	667	91%	709	97%	33	0	0.00%	0	0.00%	0	0.00%
	Bon View Elementary	676	609	90%	650	96%	29	0	0.00%	1	3.45%	0	0.00%
	Buena Vista Arts-Integrated	393	241	61%	371	94%	17	0	0.00%	1	5.88%	0	0.00%
	Central Language Academy	717	468	65%	696	97%	31	0	0.00%	5	16.13%	0	0.00%
	Corona Elementary	521	488	94%	519	100%	22	0	0.00%	1	4.55%	0	0.00%
	Del Norte Elementary	479	434	91%	475	99%	23	0	0.00%	1	4.35%	0	0.00%
	Edison Elementary	776	476	61%	704	91%	32	0	0.00%	0	0.00%	0	0.00%
	El Camino Elementary	414	375	91%	391	94%	27	0	0.00%	2	7.41%	0	0.00%
	Elderberry Elementary	736	666	90%	706	96%	31	0	0.00%	0	0.00%	0	0.00%
	Euclid Elementary	669	584	87%	665	99%	28	0	0.00%	0	0.00%	0	0.00%
	Hawthorne Elementary	656	550	84%	620	95%	29	0	0.00%	1	3.45%	0	0.00%
	Howard Elementary	588	538	91%	576	98%	26	0	0.00%	3	11.54%	0	0.00%
	Kingsley Elementary	607	574	95%	596	98%	29	0	0.00%	3	10.34%	0	0.00%
	Lehigh Elementary	633	607	96%	626	99%	29	0	0.00%	3	10.34%	0	0.00%
	Lincoln Elementary	569	539	95%	558	98%	33	0	0.00%	2	6.06%	1	3.03%
	Mariposa Elementary	700	660	94%	687	98%	30	0	0.00%	2	6.67%	0	0.00%
	Mission Elementary	639	577	90%	617	97%	27	0	0.00%	1	3.70%	0	0.00%
	Monte Vista Elementary	593	493	83%	570	96%	25	0	0.00%	2	8.00%	0	0.00%
	Montera Elementary	520	501	96%	514	99%	30	0	0.00%	3	10.00%	0	0.00%
	Moreno Elementary	545	425	78%	524	96%	27	0	0.00%	1	3.70%	0	0.00%
	Ramona Elementary	746	676	91%	736	99%	31	0	0.00%	1	3.23%	0	0.00%
	Richard Haynes Elementary	802	707	88%	766	96%	33	0	0.00%	1	3.03%	0	0.00%
	Sultana Elementary	680	634	93%	668	98%	39	0	0.00%	2	5.13%	0	0.00%
	Vineyard Elementary	748	692	93%	740	99%	30	0	0.00%	0	0.00%	0	0.00%
	Vista Grande Elementary	441	288	65%	410	93%	19	0	0.00%	1	5.26%	0	0.00%
ES Total		15985	13809	86%	15487	97%	730	0	0.00%	37	5.07%	1	0.14%
MS	De Anza Middle	517	453	88%	508	98%	28	0	0.00%	4	14.29%	0	0.00%

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Master Table

Oaks Middle	820	643	78%	792	97%	37	0	0.00%	1	2.70%	0	0.00%
Ray Wiltsey Middle	1003	944	94%	980	98%	49	2	4.08%	5	10.20%	0	0.00%
Serrano Middle	849	775	91%	827	97%	37	0	0.00%	1	2.70%	0	0.00%
Vernon Middle	700	630	90%	675	96%	39	0	0.00%	8	20.51%	0	0.00%
Vina Danks Middle	667	568	85%	632	95%	35	0	0.00%	2	5.71%	0	0.00%
MS Total	**4556**	**4013**	**88%**	**4414**	**97%**	**225**	**2**	**0.89%**	**21**	**9.33%**	**0**	**0.00%**

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ineffective-Low Income

School Type	School Site	Total Enrollment	Low-Income	% Low-Income	Total Teachers	Ineffective/Misassigned	% Ineffective/Misassigned
ES	Arroyo Elementary	403	340	84%	20	0	0.00%
	Berlyn Elementary	734	667	91%	33	0	0.00%
	Bon View Elementary	676	609	90%	29	0	0.00%
	Buena Vista Arts-Integrated	393	241	61%	17	0	0.00%
	Central Language Academy	717	468	65%	31	0	0.00%
	Corona Elementary	521	488	94%	22	0	0.00%
	Del Norte Elementary	479	434	91%	23	0	0.00%
	Edison Elementary	776	476	61%	32	0	0.00%
	El Camino Elementary	414	375	91%	27	0	0.00%
	Elderberry Elementary	736	666	90%	31	0	0.00%
	Euclid Elementary	669	584	87%	28	0	0.00%
	Hawthorne Elementary	656	550	84%	29	0	0.00%
	Howard Elementary	588	538	91%	26	0	0.00%
	Kingsley Elementary	607	574	95%	29	0	0.00%
	Lehigh Elementary	633	607	96%	29	0	0.00%
	Lincoln Elementary	569	539	95%	33	0	0.00%
	Mariposa Elementary	700	660	94%	30	0	0.00%
	Mission Elementary	639	577	90%	27	0	0.00%
	Monte Vista Elementary	593	493	83%	25	0	0.00%
	Montera Elementary	520	501	96%	30	0	0.00%
	Moreno Elementary	545	425	78%	27	0	0.00%
	Ramona Elementary	746	676	91%	31	0	0.00%
	Richard Haynes Elementary	802	707	88%	33	0	0.00%
	Sultana Elementary	680	634	93%	39	0	0.00%
	Vineyard Elementary	748	692	93%	30	0	0.00%
	Vista Grande Elementary	441	288	65%	19	0	0.00%
ES Total		15985	13809	86%	730	0	0.00%
MS	De Anza Middle	517	453	88%	28	0	0.00%
	Oaks Middle	820	643	78%	37	0	0.00%
	Ray Wiltsey Middle	1003	944	94%	49	2	4.08%

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ineffective-Low Income

Serrano Middle	849	775	91%	37	0	0.00%
Vernon Middle	700	630	90%	39	0	0.00%
Vina Danks Middle	667	568	85%	35	0	0.00%
MS Total	**4556**	**4013**	**88%**	**225**	**2**	**0.89%**

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ineffective-Minority

School Type	School Site	Total Enrollment	Minority	% Minority	Total Teachers	Ineffective/Misassigned	% Ineffective/Misassigned
ES	Arroyo Elementary	403	393	98%	20	0	0.00%
	Berlyn Elementary	734	709	97%	33	0	0.00%
	Bon View Elementary	676	650	96%	29	0	0.00%
	Buena Vista Arts-Integrated	393	371	94%	17	0	0.00%
	Central Language Academy	717	696	97%	31	0	0.00%
	Corona Elementary	521	519	100%	22	0	0.00%
	Del Norte Elementary	479	475	99%	23	0	0.00%
	Edison Elementary	776	704	91%	32	0	0.00%
	El Camino Elementary	414	391	94%	27	0	0.00%
	Elderberry Elementary	736	706	96%	31	0	0.00%
	Euclid Elementary	669	665	99%	28	0	0.00%
	Hawthorne Elementary	656	620	95%	29	0	0.00%
	Howard Elementary	588	576	98%	26	0	0.00%
	Kingsley Elementary	607	596	98%	29	0	0.00%
	Lehigh Elementary	633	626	99%	29	0	0.00%
	Lincoln Elementary	569	558	98%	33	0	0.00%
	Mariposa Elementary	700	687	98%	30	0	0.00%
	Mission Elementary	639	617	97%	27	0	0.00%
	Monte Vista Elementary	593	570	96%	25	0	0.00%
	Montera Elementary	520	514	99%	30	0	0.00%
	Moreno Elementary	545	524	96%	27	0	0.00%
	Ramona Elementary	746	736	99%	31	0	0.00%
	Richard Haynes Elementary	802	766	96%	33	0	0.00%
	Sultana Elementary	680	668	98%	39	0	0.00%
	Vineyard Elementary	748	740	99%	30	0	0.00%
	Vista Grande Elementary	441	410	93%	19	0	0.00%
ES Total		15985	15487	97%	730	0	0.00%
MS	De Anza Middle	517	508	98%	28	0	0.00%
	Oaks Middle	820	792	97%	37	0	0.00%

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ineffective-Minority

Ray Wiltsey Middle	1003	980	98%	49		2	4.08%
Serrano Middle	849	827	97%	37		0	0.00%
Vernon Middle	700	675	96%	39		0	0.00%
Vina Danks Middle	667	632	95%	35		0	0.00%
MS Total	**4556**	**4414**	**97%**	**225**		**2**	**0.89%**

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Inexperienced-Low Income

School Type	School Site	Total Enrollment	Low-Income	% Low-Income	Total Teachers	Inexperienced	% Inexperienced
ES	Arroyo Elementary	403	340	84%	20	0	0.00%
	Berlyn Elementary	734	667	91%	33	0	0.00%
	Bon View Elementary	676	609	90%	29	1	3.45%
	Buena Vista Arts-Integrated	393	241	61%	17	1	5.88%
	Central Language Academy	717	468	65%	31	5	16.13%
	Corona Elementary	521	488	94%	22	1	4.55%
	Del Norte Elementary	479	434	91%	23	1	4.35%
	Edison Elementary	776	476	61%	32	0	0.00%
	El Camino Elementary	414	375	91%	27	2	7.41%
	Elderberry Elementary	736	666	90%	31	0	0.00%
	Euclid Elementary	669	584	87%	28	0	0.00%
	Hawthorne Elementary	656	550	84%	29	1	3.45%
	Howard Elementary	588	538	91%	26	3	11.54%
	Kingsley Elementary	607	574	95%	29	3	10.34%
	Lehigh Elementary	633	607	96%	29	3	10.34%
	Lincoln Elementary	569	539	95%	33	2	6.06%
	Mariposa Elementary	700	660	94%	30	2	6.67%
	Mission Elementary	639	577	90%	27	1	3.70%
	Monte Vista Elementary	593	493	83%	25	2	8.00%
	Montera Elementary	520	501	96%	30	3	10.00%
	Moreno Elementary	545	425	78%	27	1	3.70%
	Ramona Elementary	746	676	91%	31	1	3.23%
	Richard Haynes Elementary	802	707	88%	33	1	3.03%
	Sultana Elementary	680	634	93%	39	2	5.13%
	Vineyard Elementary	748	692	93%	30	0	0.00%
	Vista Grande Elementary	441	288	65%	19	1	5.26%
ES Total		15985	13809	86%	730	37	5.07%
MS	De Anza Middle	517	453	88%	28	4	14.29%

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Inexperienced-Low Income

Oaks Middle	820	643	78%	37	1	2.70%
Ray Wiltsey Middle	1003	944	94%	49	5	10.20%
Serrano Middle	849	775	91%	37	1	2.70%
Vernon Middle	700	630	90%	39	8	20.51%
Vina Danks Middle	667	568	85%	35	2	5.71%
MS Total	**4556**	**4013**	**88%**	**225**	**21**	**9.33%**

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Inexperienced-Minority

School Type	School Site	Total Enrollment	Minority	% Minority	Total Teachers	Inexperienced	% Inexperienced
ES	Arroyo Elementary	403	393	98%	20	0	0.00%
	Berlyn Elementary	734	709	97%	33	0	0.00%
	Bon View Elementary	676	650	96%	29	1	3.45%
	Buena Vista Arts-Integrated	393	371	94%	17	1	5.88%
	Central Language Academy	717	696	97%	31	5	16.13%
	Corona Elementary	521	519	100%	22	1	4.55%
	Del Norte Elementary	479	475	99%	23	1	4.35%
	Edison Elementary	776	704	91%	32	0	0.00%
	El Camino Elementary	414	391	94%	27	2	7.41%
	Elderberry Elementary	736	706	96%	31	0	0.00%
	Euclid Elementary	669	665	99%	28	0	0.00%
	Hawthorne Elementary	656	620	95%	29	1	3.45%
	Howard Elementary	588	576	98%	26	3	11.54%
	Kingsley Elementary	607	596	98%	29	3	10.34%
	Lehigh Elementary	633	626	99%	29	3	10.34%
	Lincoln Elementary	569	558	98%	33	2	6.06%
	Mariposa Elementary	700	687	98%	30	2	6.67%
	Mission Elementary	639	617	97%	27	1	3.70%
	Monte Vista Elementary	593	570	96%	25	2	8.00%
	Montera Elementary	520	514	99%	30	3	10.00%
	Moreno Elementary	545	524	96%	27	1	3.70%
	Ramona Elementary	746	736	99%	31	1	3.23%
	Richard Haynes Elementary	802	766	96%	33	1	3.03%
	Sultana Elementary	680	668	98%	39	2	5.13%
	Vineyard Elementary	748	740	99%	30	0	0.00%
	Vista Grande Elementary	441	410	93%	19	1	5.26%
ES Total		15985	15487	97%	730	37	5.07%
MS	De Anza Middle	517	508	98%	28	4	14.29%

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Inexperienced-Minority

Oaks Middle	820	792	97%	37	1	2.70%
Ray Wiltsey Middle	1003	980	98%	49	5	10.20%
Serrano Middle	849	827	97%	37	1	2.70%
Vernon Middle	700	675	96%	39	8	20.51%
Vina Danks Middle	667	632	95%	35	2	5.71%
MS Total	**4556**	**4414**	**97%**	**225**	**21**	**9.33%**

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Out of Field-Low Income

School Type	School Site	Total Enrollment	Low-Income	% Low-Income	Total Teachers	Out-of-Field	% Out-of-Field
ES	Arroyo Elementary	403	340	84%	20	0	0.00%
	Berlyn Elementary	734	667	91%	33	0	0.00%
	Bon View Elementary	676	609	90%	29	0	0.00%
	Buena Vista Arts-Integrated	393	241	61%	17	0	0.00%
	Central Language Academy	717	468	65%	31	0	0.00%
	Corona Elementary	521	488	94%	22	0	0.00%
	Del Norte Elementary	479	434	91%	23	0	0.00%
	Edison Elementary	776	476	61%	32	0	0.00%
	El Camino Elementary	414	375	91%	27	0	0.00%
	Elderberry Elementary	736	666	90%	31	0	0.00%
	Euclid Elementary	669	584	87%	28	0	0.00%
	Hawthorne Elementary	656	550	84%	29	0	0.00%
	Howard Elementary	588	538	91%	26	0	0.00%
	Kingsley Elementary	607	574	95%	29	0	0.00%
	Lehigh Elementary	633	607	96%	29	0	0.00%
	Lincoln Elementary	569	539	95%	33	1	3.03%
	Mariposa Elementary	700	660	94%	30	0	0.00%
	Mission Elementary	639	577	90%	27	0	0.00%
	Monte Vista Elementary	593	493	83%	25	0	0.00%
	Montera Elementary	520	501	96%	30	0	0.00%
	Moreno Elementary	545	425	78%	27	0	0.00%
	Ramona Elementary	746	676	91%	31	0	0.00%
	Richard Haynes Elementary	802	707	88%	33	0	0.00%
	Sultana Elementary	680	634	93%	39	0	0.00%
	Vineyard Elementary	748	692	93%	30	0	0.00%
	Vista Grande Elementary	441	288	65%	19	0	0.00%
ES Total		**15985**	**13809**	**86%**	**730**	**1**	**0.14%**
MS	De Anza Middle	517	453	88%	28	0	0.00%
	Oaks Middle	820	643	78%	37	0	0.00%
	Ray Wiltsey Middle	1003	944	94%	49	0	0.00%
	Serrano Middle	849	775	91%	37	0	0.00%

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Out of Field-Low Income

Vernon Middle	700	630	90%	39	0	0.00%
Vina Danks Middle	667	568	85%	35	0	0.00%
MS Total	**4556**	**4013**	**88%**	**225**	**0**	**0.00%**

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Out of Field-Minority

School Type	School Site	Total Enrollment	Minority	% Minority	Total Teachers	Out-of-Field	% Out-of-Field
ES	Arroyo Elementary	403	393	98%	20	0	0.00%
	Berlyn Elementary	734	709	97%	33	0	0.00%
	Bon View Elementary	676	650	96%	29	0	0.00%
	Buena Vista Arts-Integrated	393	371	94%	17	0	0.00%
	Central Language Academy	717	696	97%	31	0	0.00%
	Corona Elementary	521	519	100%	22	0	0.00%
	Del Norte Elementary	479	475	99%	23	0	0.00%
	Edison Elementary	776	704	91%	32	0	0.00%
	El Camino Elementary	414	391	94%	27	0	0.00%
	Elderberry Elementary	736	706	96%	31	0	0.00%
	Euclid Elementary	669	665	99%	28	0	0.00%
	Hawthorne Elementary	656	620	95%	29	0	0.00%
	Howard Elementary	588	576	98%	26	0	0.00%
	Kingsley Elementary	607	596	98%	29	0	0.00%
	Lehigh Elementary	633	626	99%	29	0	0.00%
	Lincoln Elementary	569	558	98%	33	1	3.03%
	Mariposa Elementary	700	687	98%	30	0	0.00%
	Mission Elementary	639	617	97%	27	0	0.00%
	Monte Vista Elementary	593	570	96%	25	0	0.00%
	Montera Elementary	520	514	99%	30	0	0.00%
	Moreno Elementary	545	524	96%	27	0	0.00%
	Ramona Elementary	746	736	99%	31	0	0.00%
	Richard Haynes Elementary	802	766	96%	33	0	0.00%
	Sultana Elementary	680	668	98%	39	0	0.00%
	Vineyard Elementary	748	740	99%	30	0	0.00%
	Vista Grande Elementary	441	410	93%	19	0	0.00%
ES Total		**15985**	**15487**	**97%**	**730**	**1**	**0.14%**
MS	De Anza Middle	517	508	98%	28	0	0.00%
	Oaks Middle	820	792	97%	37	0	0.00%
	Ray Wiltsey Middle	1003	980	98%	49	0	0.00%
	Serrano Middle	849	827	97%	37	0	0.00%

ONTARIO-MONTCLAIR SCHOOL DISTRICT

<u>Out of Field-Minority</u>

Vernon Middle	700	675	96%	39	0	0.00%
Vina Danks Middle	667	632	95%	35	0	0.00%
MS Total	**4556**	**4414**	**97%**	**225**	**0**	**0.00%**