



**TITLE III**

**2021 FEDERAL**

**LOCAL ACCOUNTABILITY PLAN**

**(LCAP)**

**ADDENDUM**

CDS Code:36 67819 0000000

## **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:**



Our students come from diverse backgrounds and contribute culturally and linguistically to our community with 88% unduplicated high-needs students, 89% Hispanic students, 88% students qualify for free and reduced meals, 25.6% English learner students, 13% Special Education students and 1.3% Gifted And Talented Education students. The work of the District to support professional development for teachers, school leaders, administrators, and other school or community-based organizational personnel is informed by the needs assessment of EL programs through the stakeholder involvement process of the LCAP, needs assessment of Title III programs by the District's English Learner Advisory Committee. Additionally, the professional development needs are informed by the state curriculum frameworks, adopted instructional materials and California English Learner Roadmap. On July 12, 2017 the California State Board of Education adopted the English Learner Roadmap as policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes.

Professional development in OMSD adheres to these state guiding documents and federal statute to supporting ELs in achieving both academic standards and increasing language proficiency. Each year, teacher professional development takes place, both face-to-face and through job-embedded training, that is designed to improve the instruction of English learners and increase their English proficiency and academic subject matter knowledge. This 2020-2021 school year, all professional development took place via ZOOM virtual platforms due to the COVID-19 pandemic. New teachers completing their induction program build EL specific professional learning outcomes into their individualized learning program plan. Integrated English Language Development (ELD) training and student formative assessment of progress are embedded in the K-8 grade English Language Arts (ELA)/ELD Adoption, the History/Social Science Adoption (SS) in grades 6-8 and the new K-8 grade Next Generation Science Standards (NGSS) Adoption. Ongoing, job-embedded professional development is provided by the English learner Teachers-on-Assignment to teachers at elementary and middle school sites based on EL site needs. This year, we launched our ELlevation EL Strategies professional learning platform district wide. The District also provided dedicated teacher professional development on strategies to support Newcomer English learners, iLit ELL and Vista Newcomer supplemental program. Ongoing professional development is provided during site based Professional Learning Communities (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. Next year, based on our needs assessment, professional development will be provided to Special Education teachers in the area of writing Linguistically Appropriate Goals in the Individualized Educational Plan (IEP) that are grounded in the ELD Standards. The District's Parent Educational Center provides trainings to support English learners academic and linguistic achievement to families and the community. School sites are required to write an EL Parent Capacity strategy in their SPSAs to support families and members of the school community.

All assessments are carefully analyzed for the English learner subgroup and used to develop professional development offerings using multiple measures, including the English Language Proficiency Assessment for California (ELPAC) results, California Assessment of Student Performance and Progress (CAASPP) results, District benchmarks, and other metrics. The District's reclassification rate remains above the state and county rates for 2019- 2020, with 15.8% for the District compared to the county rate at 13.8% and the state rate at 13.8%, according to Data Quest. According to the most recent 2019 California Dashboard the EL student group is performing at the Orange level in ELA as compared to Yellow for all students and at the Yellow level in math at the same level as the all student group, with 40% of ELs making progress on the state's English Language Proficiency Assessment for California.

On the new local metrics of iReady, the following were identified: 38% of students are "on grade level" in reading, with 21% of English learners on grade level in reading and 16% Students with Disabilities "on grade level" in reading, 27% of students are "on grade level" in math, with 16% of English learners on grade level in math and 12% Students with Disabilities "on grade level" in math. District's student data analysis ELlevation portal is used with administrators and teachers 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, provide professional development based on school needs, support EL coaching, provide EL parent support and conference with middle school Long Term English Learner (LTEL) students. In 2021-2022 'ELlevation' will be used to support all schools during teacher PLC to monitor the academic and language progress of English learners. All schools are monitored to ensure EL Professional Development activities are resourced and implemented appropriately.

The following professional development opportunities will be provided:

Using the ELlevation Platform for ELs

Audience: Any ELlevation user

Session: 1 hour Zoom

Participants will take a guided tour of the ELlevation platform and interact to explore useful features to help answer questions to support English learner academic and language progress.

ELlevation Strategies

Audience: Teachers, Administrators, EL Coordinators, Site support providers for ELs



Session: 1-2 hour Zoom

In this session, participants will learn how to use ELlevation Strategies to guide and plan for language instruction both in-person and through online learning. This session is customizable.

Integrated Language Instruction

Audience: Teachers, Site support providers who work with English Language Learners

Session: Recommended in-person, ½ day

In this session, multiple and single subject teachers of any grade will learn how we all contribute to the support of students' academic literacy and content area knowledge. Participants will be supported in planning for integrating the ELD standards in content area instruction.

Designated ELD for Elementary

Audience: K-6 Teachers

Session: 2 hour Zoom

Designated ELD is a daily protected time when the language standards are the focus. Learn ways to make planning easy and instruction more effective for language learners. In this session, teachers will investigate the curricular features of the Wonders ELD program, and leave with a clear plan for daily ELD instruction aligned to ELA priority standards.

Designated ELD for Middle School

Audience: 6-8 (English Language Arts (ELA)/Social-Science (SS) teachers

Session: 2 hour Zoom

Designated ELD is a daily protected time when the language standards are the focus. Learn ways to make planning easy and instruction more effective for language learners. In this session, teachers will investigate the resource that was created that aligns Houghton-Mifflin Harcourt (HMH) Language Workshop to HMH Collections to best provide a more seamless instruction of ELD content standards.

Curriculum for Middle School Newcomer Support Class

Audience: Newcomer Support Class- middle school teachers

Session: As requested/Office Hours

In this session, any middle school teacher of the Newcomer Support Class can receive individualized support. Teachers will learn the Vista Higher Learning Get Ready! curriculum. Office hours can be found on the Curriculum and Instruction Newsletter, monthly.

Newcomer Support During Content Area Instruction

Audience: Any teacher, coach or administrator that works with newcomer students

Session: 1 hour Zoom

In this session, participants will learn about Newcomers- strategies, and linguistic and cultural supports. We will explore different technologies to help both students and teachers during online and in-person instruction. Learn how to utilize an electronic book platform in Spanish to assign to Newcomers and other English learners to encourage literacy development at home.

Introduction to Quality Teaching for English Learners (QTEL): Part 1

Audience: Any teacher, coach or administrator

Session: Recommended in-person, ½ day

Participants will engage with rich teaching experiences designed to provide students high-support in three moments that foster simultaneous language, literacy, and content knowledge development. Foundations of QTEL will be explored to prepare teachers for

Part 2: Planning for Quality Teaching for English Learners (QTEL).

Planning for Quality Teaching for English Learners (QTEL): Part 2

Audience: Any teacher, coach or administrator that has had previous QTEL training

Session: As requested

In this session, participants will learn how to design academically rigorous learning experiences for English Learners while offering them the supports to simultaneously develop language and disciplinary practices.

Understanding the ELPAC for Instructional Purpose

Audience: Any teacher, coach or administrator

Session: 30 min Overview or 2 hour Overview + Planning via Zoom

In this session, participants will learn about the ELPAC and how to unpack a task type. This training will support teachers in designing effective designated and integrated ELD lessons to support English learners in making language proficiency progress. Individual domain (listening, speaking, reading, writing) support is available upon request.



### iLit ELL Training for New Teachers

Audience: Any teacher NEW to iLit Curriculum

Session: 2 hour Zoom as requested and Summer PD

Required for all iLit teachers NEW to the curriculum.

Participants will understand how to use the iLit ELL curriculum in their classrooms. iLit ELL is an intervention program designed to remediate reading and language proficiency gaps for language learners.

### iLit PLC for Instructional Planning

Audience: Any teacher using the iLit ELL curriculum

Session: 1 hour Zoom

In this session, participants will review data and student progress, in order to better plan for iLit instruction. Individualized support is available upon request.

### On Demand EL Resources through Symbaloo

Recorded session on accessing videos and pre recorded sessions.

Addressing EL Needs, Addressing rosters of ELs, Middle School Placement criteria

Audience: Admin, Counselors

\*All sessions are customizable according to the needs of the school sites.

## **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:**

The Ontario-Montclair School District 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:**



The District considers ongoing and meaningful stakeholder input in developing effective programs for English learners. This includes input from parents through the District English Learner Advisory Committee (DELAC) and school English Learner Parent Advisory Committees (SELPAC). The District considers this input, in addition to the Local Control Accountability Plan (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 are 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 DELAC on January 20, 2021. 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 English Language Development (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 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 Teachers-on-Assignment (TOAs) provide supplemental coaching, teacher training, EL parent workshops, and direct student support. A Newcomer support class is in place at every middle and K-8 school to provide Newcomer English learners in grades 7th and 8th an opportunity to participate in a sheltered support 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 2017-2018 and in 2018-2019 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. A high school Spanish credit program was established in 2019-2020 at De Anza Middle School.

The District is continuing the implementation of iLit ELL 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 and local assessments. As a result, closer monitoring and interaction with schools through regular data meetings with administrators during PLC meetings using ELlevation Strategies will be ongoing. Each site's EL Coordinator at the engages in 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 used 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:

- (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.



## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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 Schoolwide 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. The instructional schedules are monitored by the Regional Directors for each school. 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 an analysis of data from the California Schools Dashboard, Dataquest and local assessments. This data is reviewed at the director team level and with school principals. 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 and meeting their needs. English learner TOAs support the EL Coordinators at the site levels as they learn EL strategies so they can support teachers through coaching.

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 SELPAC that meets at least three times per year to provide EL program input into the SPSA, advise the School Site Council (SSC), advise the Principal and meet other legal 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 (CNA) 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, iReady Lexile progress, 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 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 and the Director of ELs support site administrators as they develop and implement their plan to support EL professional development and EL student learning driven by data. The Local Control Accountability Plan (LCAP) 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.