

Ontario-Montclair School District  
Regular Meeting of the Board of Trustees

# AGENDA

Thursday, October 17, 2019

Chino Basin Water Conservation District  
Waterwise Community Center  
4594 San Bernardino Street, Montclair, California 91763

Closed Session: 6:30 PM  
Open Session: 7:00 PM



“Our Community, Our Children, Our Commitment, Our Future”

Board of Trustees:

Sonia Alvarado  
Kristen Brake  
Sarah S. Galvez  
Elvia M. Rivas  
Alfonso Sanchez



### *Mission Statement*

Ontario-Montclair School District (OMSD) is committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empowers students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships.

### *Misión*

El Distrito Escolar de Ontario-Montclair, está comprometido a proporcionar una educación de calidad mundial a todos los estudiantes en ambientes escolares seguros y respetuosos que den poder a los estudiantes, personal y familias y que cultiven sociedades con nuestra comunidad, negocios y agencias no lucrativas.

# ONTARIO-MONTCLAIR SCHOOL DISTRICT

## Board of Trustees

Elvia M. Rivas - President  
Sarah S. Galvez - Vice President  
Kristen Brake - Clerk  
Sonia Alvarado - Member  
Alfonso Sanchez - Member

## Board Secretary

Superintendent  
Dr. James Q. Hammond

## Cabinet

Phil Hillman, Chief Business Official, Business Services  
Tammy Lipschultz, Assistant Superintendent, Learning & Teaching  
Hector Macias, Assistant Superintendent, Human Resources  
  
Irma Sanchez, Executive Assistant to the Superintendent



# ONTARIO-MONTCLAIR SCHOOL DISTRICT

## BOARD MEETING NOTICE

We are pleased you can be with us at this meeting, and we hope you will return. Your visit assures us of continuing community and parent interest in our schools and our students.

This agenda and its extensive background materials are available to all schools and departments in the school district, as well as representatives of the teachers' and classified organizations. A limited number of copies of the agenda will be available at the board meeting and the agenda can be accessed on the District's web page at [www.omsd.net](http://www.omsd.net), Board of Trustees link.

Members of the Board of Trustees of this district are locally elected officials, who serve a four-year term of office and are responsible for the educational programs of the community from grades kindergarten through eight. Board members are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code and other laws enacted by the State Legislature relating to schools, and policies and procedures, which this Board adopts.

The Board is a policy-making "*at large*"<sup>1</sup> body. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

Each member of the Board has an opportunity to review the agenda and its extensive background materials for at least three days preceding the meeting. Before the board meeting, board members typically follow up with administration for clarification on any items in question. This procedure enables the Board to act on agenda items more effectively.

### WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

The board president, or designee, will invite persons to speak concerning any items on the agenda or other District matters not on the agenda. This is not meant to be a debating period. Complaints and problems related to District policy will be referred to the superintendent.

#### 1. Comments from Visitors

**Yellow  
speaker slip  
to be turned  
in before  
Recognitions/  
Presentations**

Any person who desires to be heard by the Board may complete a yellow speaker form (available on the board materials table located at entrance to the meeting, available at the podium, or available from the Executive Assistant to the Superintendent).

To be acknowledged correctly and/or identified in the minutes, it is helpful that the speaker states and/or spells their name before addressing the Board. The Board President will call for comments from the floor for any person wishing to speak to any item **not** on the agenda. The president will call for comments regarding items **on** the agenda at the time the item is being heard. A person addressing the Board on an agenda item shall confine their remarks exclusively to that agenda item.

The audience will not be permitted to participate in the legislative deliberations of the Board about the agenda item.

Per Brown Act requirements, the Board may respond briefly to public comments but cannot take board action on anything not on the agenda.

<sup>1</sup>At large meaning board members must reside within Ontario-Montclair School District boundaries.

## ONTARIO-MONTCLAIR SCHOOL DISTRICT BOARD MEETING NOTICE

### 2. Accessibility, Special Accommodation

**Individuals requiring special accommodations or modifications**, including, but not limited to, any disabilities, including an American Sign Language interpreter, auxiliary aids and services, accessible seating, or documentation in accessible formats, should contact the superintendent's office, at (909) 418-6445, as soon as possible, and if at all possible, **at least two days before** the meeting date.

All individual comments shall **be limited to four minutes**, unless this time limit is waived by action of the Board. The maximum time the Board will hear comments on the same subject shall be **12 minutes**, unless such time limit is waived by action of the Board. In order to ensure non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

The Board encourages proponents on the same subject to determine in advance their principal speakers and the speakers will be afforded first consideration in expending the 12-minute total allocation to the same subject. The Board also encourages all speakers whenever possible, (a) to be direct and concise, (b) to avoid repetition of statements made earlier by fellow proponents on the same subject, and, (c) to place views in writing for the Board and/or Superintendent. If questions are to be submitted to the Board and/or Superintendent, such questions should be in writing. The Superintendent, if requested by the Board, shall provide written responses to such questions in a reasonable timeline.

If the same concerns from the same person(s) have been addressed at previous Board Meetings, with no updated information provided, the Board may lessen amount of time allowed for comments.

Speakers are encouraged to make their remarks in a courteous manner that is respectful of all members of the education community and of the District's goal of supporting student achievement.

Conduct that willfully interrupts the meeting, so as to render the orderly conduct of the meeting unfeasible, may result in the Board ordering the removal of the individual willfully interrupting the meeting.

The Board will not act on a complaint presented by a speaker at the same meeting during the public comment. A copy of the District's formal complaint procedures and complaint forms will be made available upon request and is available on the District's website.

**NOTICE:** The public is provided an opportunity for comments before the board adjourns to closed session. State law authorizes closed sessions for discussion and action on matters of District business, including individual employee and student matters, negotiations, litigation, and other matters specified by law. Closed session is not open to the public. Action taken in closed session is reported in the open session that follows, unless otherwise required by law. Please contact the Superintendent's Office at 909-418-6445, if you have any questions.

The district hereby certifies that a public accessible copy of the agenda was posted at the Briggs Education Center, located at 950 West "D" Street, Ontario, California 91762, not less than 72 hours prior to a regular meeting, or at least 24 hours prior to a special meeting.

Public records related to the public session agenda and distributed to the Governing Board no less than 72 hours before a regular meeting, may be inspected by the public at the Briggs Education Center, 950 West D Street, Ontario, CA 91762, during the regular business hours of 8:00 to 4:30 p.m.

Additionally, Per Board Bylaw 9324, the District may tape, film, or broadcast any open Board Meeting. If available, a duplicate of the recording of this meeting may be found on our District website. Please contact the Superintendent's Office at (909) 418-6445, if questions.

## **DISTRITO ESCOLAR DE ONTARIO-MONTCLAIR**

### **AVISO DE LA MESA DIRECTIVA**

Nos complace que pueda acompañarnos en esta junta, y esperamos que regrese con frecuencia. Su visita nos asegura el interés persistente de la comunidad y de los padres en nuestras escuelas y nuestros estudiantes.

Esta orden del día y sus materiales de contexto extensivos están al alcance de todas las escuelas y departamentos en el distrito escolar, así como también para representantes de maestros, directores, y organizaciones clasificadas. Una cantidad limitada de copias del orden del día estará disponible en la junta de la mesa directiva y el índice del orden del día puede encontrarlo en las páginas del distrito del Internet en [www.omsd.net](http://www.omsd.net), que es la dirección de la Mesa Directiva.

Los miembros de la mesa directiva de este distrito son oficiales elegidos y locales, quienes ocupan este puesto por cuatro años y son responsables por los programas educativos de la comunidad desde kindergarten hasta octavo grado. Los miembros de la mesa directiva tienen que conducir programas de las escuelas conforme a la Constitución del Estado de California, el Código de educación del estado y otras leyes instituidas por la Legislatura del estado relacionadas a las escuelas, y normas y procedimientos que adopte esta Mesa directiva.

La Mesa Directiva es una entidad local que elabora políticas<sup>1</sup>. La administración del distrito es delegada a empleados profesionales administrativos dirigidos por el superintendente del distrito.

Cada uno de los miembros de la mesa directiva tiene oportunidad de repasar el orden del día y sus materiales de contexto extensivos por lo menos con tres días de anticipación de la junta. Antes de la junta de la mesa directiva, los miembros de la misma típicamente dan seguimiento con la administración en caso de que necesiten aclaración en cualquiera de los artículos en cuestión.

### **QUÉ HACER SI DESEA DIRIGIRSE A LA MESA DIRECTIVA**

El presidente de la mesa directiva, o su designado, invitará personas para que hablen con respecto a cualquier artículo indicado en el orden del día o de otros asuntos del distrito que no estén en el orden del día. Esto no significa que este sea un período de debate. Quejas y problemas relacionados a las normas del distrito serán referidas al superintendente.

#### **1. Comentarios de los visitantes**

**La hoja amarilla para dirigirse a la mesa directiva debe ser entregada antes de los Reconocimientos/ Presentaciones**

Cualquier persona que desee ser escuchada por la mesa directiva puede completar un formulario amarillo (estará en la mesa de materiales de la mesa directiva localizada a la entrada de la junta, en el estrado, o con la asistente ejecutiva del superintendente.)

Para ser reconocido correctamente o ser identificado, o ambos en el acta, es necesario que el interlocutor diga y deletree su nombre antes de dirigirse a la mesa directiva.

El presidente preguntará si hay comentarios de la audiencia o de cualquier persona que desee hablar sobre cualquier asunto que **no** esté en el orden del día. El presidente preguntará si hay comentarios con respecto a los asuntos que **están** en el orden del día cuando este está siendo escuchado. La persona que se dirige a la mesa directiva sobre un asunto en el orden del día deberá limitar sus comentarios exclusivamente a ese asunto del orden del día.

La audiencia no tiene permitido participar en las deliberaciones legislativas de la mesa directiva sobre el asunto en el orden del día.

Conforme a los requisitos de la Ley Brown, la mesa directiva puede responder brevemente a los comentarios del público y en la junta no se puede tomar ninguna medida en ningún asunto que no esté en el orden del día.

<sup>1</sup>Significa que los miembros de la mesa directiva deben vivir dentro de los límites de residencia del Distrito Escolar de Ontario-Montclair.

## DISTRITO ESCOLAR DE ONTARIO-MONTCLAIR

### AVISO DE LA MESA DIRECTIVA

#### 2. Accesibilidad, Acomodación especial

**Los individuos que requieren acomodaciones o modificaciones especiales**, incluyendo, pero no limitadas a, cualquier incapacidad, incluyendo intérprete de lenguaje Americano por señas, aparatos auxiliares y servicios, asiento accesible, o documentación en modelo accesible debe comunicarse con la oficina del superintendente, al (909) 418-6445, o su designado tan pronto sea posible, y si es posible, **por lo menos dos días antes** de la fecha de la junta. **Si necesita traducción en cualquier asunto del Orden del día puede comunicarse con los respectivos departamentos o con la oficina del Superintendente.**

Todos los comentarios individuales deberán **ser limitados a cuatro minutos**, a menos que este límite de tiempo sea revocado por acción de la mesa directiva. El tiempo máximo que la directiva escuchará comentarios sobre el mismo asunto será de **12 minutos**, a menos que dicho límite de tiempo sea revocado por acción de la mesa directiva. La mesa directiva sugiere que los proponentes sobre el mismo asunto determinen por anticipado a sus interlocutores principales y a estos se les considerará primero para que expongan en 12 minutos el mismo asunto. Para garantizar que las personas que no hablan inglés tengan la misma oportunidad de dirigirse directamente a la Mesa Directiva, cualquier miembro del público que utilice un traductor deberá ser proporcionado por lo menos doble el tiempo asignado para dirigirse a la Mesa Directiva, a menos que se use el equipo de traducción simultánea para permitir que la Mesa Directiva pueda escuchar el testimonio público traducido simultáneamente (Código de Gobierno 54954.3). La directiva también sugiere a todos los interlocutores, siempre que sea posible, (a) que sean directos y breves, (b) eviten repetición de las declaraciones hechas anteriormente por sus compañeros partidarios sobre el mismo asunto, y (c) redactar por escrito sus puntos de vista para la directiva o superintendente. Si desean hacer preguntas a la directiva o superintendente, dichas preguntas deben ser por escrito. El superintendente, si se lo pide la mesa directiva, deberá dar respuesta a dichas preguntas dentro de plazo de tiempo razonable.

Si el mismo asunto de la misma persona(s) ha sido planteado en juntas anteriores de la directiva, sin que hayan dado información al día, la directiva puede disminuir el tiempo permitido para comentarios.

Se recomienda que los interlocutores hagan sus comentarios de una manera corté que sea respetuosa a todos los miembros de la comunidad educativa y de la meta del distrito de apoyar el progreso de los estudiantes.

La conducta que intencionalmente interrumpe la junta, para que esta no se pueda llevar a cabo de manera ordenada, puede tener como consecuencia que la mesa directiva ordene la expulsión del individuo que a propósito interrumpe la junta.

La directiva no tomará ninguna medida sobre una queja presentada por un interlocutor en la misma junta durante el período de comentarios del público. Una copia de los procedimientos formales para presentar quejas y los formularios se les darán cuando los pidan.

**AVISO:** Al público se le da la oportunidad de hacer comentarios antes de que la directiva se retire para deliberar en sesión cerrada. La ley estatal autoriza sesiones cerradas para deliberar, tomar medidas sobre asuntos del distrito, incluyendo empleados individuales y asuntos de estudiantes, negociaciones, litigación y otros asuntos especificados por la ley. La sesión cerrada no está abierta al público. Las medidas tomadas en sesión cerrada son divulgadas en la sesión abierta que sigue, a menos que sea requerido por la ley. Por favor comuníquese con la oficina del superintendente al 909-418-6445, si tiene preguntas.

El distrito por este medio declara que una copia accesible al público del orden del día fue anunciada en el Centro de educación Briggs, localizado en el 950 West "D" Street, Ontario, California 91762, no menos de 72 horas antes de una junta regular, o por lo menos con 24 horas antes de una junta especial.

Registros públicos relacionados al orden del día de la sesión publica y que fueron distribuidos a la Mesa directiva menos de 72 horas antes de una junta regular pueden ser inspeccionados por el público en el Centro de Educación Briggs, 950 West D Street, Ontario, CA 91762, durante horas hábiles de 8:00 a 4:30 p.m.

Según el Estatuto 9324 de la Meza Directiva, el Distrito puede grabar, filmar o transmitir cualquier reunión abierta de la Mesa Directiva. Se puede encontrar un duplicado de esta grabación de la reunión en nuestro sitio web del Distrito. Por favor, comuníquese con la Oficina del Superintendente al (909) 418-6445, si tiene preguntas.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

**A G E N D A**  
**Thursday, October 17, 2019**

**Meeting Location**  
Chino Basin Water Conservation District  
Waterwise Community Center  
4594 San Bernardino Street, Montclair, California 91763

For assistance with clarification or language translation of a specific board meeting agenda item, you may contact the Superintendent's Office at (909) 418-6445.

As a courtesy, please silence your cell phones, pagers, and other electronic devices while the meeting is in session.

Per Board Bylaw 9324, the District may tape, film, or broadcast any open Board Meeting. A copy of the recording of this meeting may be found on our District website. Please contact the Superintendent's Office at (909) 418-6445, if you have any questions.

**A. PUBLIC MEETING – 6:30 PM**

**BOARD OF TRUSTEES**

**CALL TO ORDER**

\_\_\_\_\_ **Ms. Alvarado**

**COMMENTS FROM THE PUBLIC**

\_\_\_\_\_ **Ms. Brake**

**CLOSED SESSION**

\_\_\_\_\_ **Ms. Galvez**

\_\_\_\_\_ **Ms. Rivas**

\_\_\_\_\_ **Mr. Sanchez**

**Moved** \_\_\_\_\_ **Seconded** \_\_\_\_\_ **Vote** \_\_\_\_\_

The following are the items for discussion and consideration at the Closed Session of the Meeting for the Board of Trustees:

**1. Personnel Actions**

- a. Public Employee Discipline/Dismissal/Release: Pursuant to Government Code Section 54957

**2. Conference with Legal Counsel**

- a. Anticipated Litigation: *Pursuant to Government Code Section 54956.9(d)(2):*
- One (1) Case
- b. Existing Litigation: Pursuant to Government Code Section 54956.9:
- Case No: CIVDS1928473

**3. Negotiations/Public Employee Evaluations**

- a. Conference with Labor Negotiator: *Pursuant to Government Code Section 54957.6*  
Agency Negotiator: Hector Macias, Assistant Superintendent, Human Resources  
Employee Organizations: OMTA and CSEA Chapter # 108

**ADJOURNMENT OF CLOSED SESSION**

**B. RECONVENE TO OPEN SESSION – 7:00 PM**

**C. PLEDGE OF ALLEGIANCE TO THE FLAG**

Flag Salute will be led by Valeria Reyes (6th grade student) from Howard Elementary School. Student will be introduced by Principal Kelly Guillen.

**D. ADOPTION OF AGENDA**

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

**E. RECOGNITIONS/PRESENTATIONS**

1. Professional Development Programs in the Learning & Teaching Division as Presented by Tammy Lipschultz, Assistant Superintendent, Learning & Teaching: **Presentation** (Ref. E 1.1-2)

**F. PUBLIC COMMENTS BY ATTENDEES (BB 9323.b 5)**

Visitors wishing to comment on agenda items should request recognition by the Board President at the time the Board is considering the item. The Board will hear such comments by visitors before the Board members discuss the items and prior to the vote of the Board.

All individual comments shall be limited to **4 minutes**, unless the time limit is waived by action of the Board. The maximum time allowed for the Board to hear various comments on the same subject will be **12 minutes**, unless such time limit is waived by action of the Board.

The Board of Trustees welcomes comments and/or questions from visitors. Should you wish to address the Board, you may voluntarily complete a yellow speaker information form located at the table in the lobby, the auditorium podium, or obtain from the Executive Assistant to the Superintendent. The form should be submitted to the Executive Assistant **before** the Recognitions/Presentations section on the Agenda.

Per Brown Act requirements, the Board may respond briefly to public comments but cannot take Board action on anything not listed on the agenda.

1. Comments or questions from visitors on **District matters not on the agenda or agenda matters** items will be heard at this time.

**G. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

This listing provides an opportunity for the Board of Trustees to hear reports and communications from employee associations as listed. All reports are limited to five (5) minutes.

1. Ontario-Montclair School Teachers Association (OMTA)
2. California School Employees Association (CSEA) Chapter # 108



## H. CONSENT CALENDAR

(Warrant Register and contracts are included in the agenda and are provided under separate cover.)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

### a. Superintendent's Office

- a1. Thursday, August 8, 2019, Regular Meeting Minutes of the Board of Trustees:  
**Approval** (Ref. a 1.1-5)
- a2. Second Reading and Adoption of Board Policies (BPs), Administrative Regulations (ARs), Board Bylaws (BBs) and Exhibits (Es) as Listed (*Additional Supporting Information Available Under Separate Cover*) (Ref. a 2.1-2)

#### Superintendent's Office

BP 1100: Communication with the Public  
BP 1112: Media Relations  
AR 1312.4 & Exhibits 1-4: Williams Uniform Complaint Procedures  
BP 2121: Administration –Superintendent's Contract  
BB 9320: Meetings and Notices

#### Business Services

AR 3320: Claims and Actions Against the District  
BP 3400: Management of District Assets Accounts  
BP & AR 3551: Food Service Operations/Cafeteria Fund

#### Human Resources

AR 4117.7; 4317.7: Employment Status Reports  
BP 4119.24; 4219.24; 4319.24: Maintaining Appropriate Adult-Student Interactions  
BP & AR 4218: Dismissal/Suspension/Disciplinary Action  
BP & AR 4218.1: Dismissal/Suspension/Disciplinary Action (Merit System)  
BP 5123: Promotion/Acceleration/Retention  
BP & AR 5136: Gangs  
AR 5148: Child Care and Development

#### Learning & Teaching

BP & AR 6142.2: World Language Instruction  
AR 6145.2: Athletic Competition  
BP & AR 6174: Education For English Learners  
BP 6179: Supplemental Instruction

### b. Business Services

- b1. Acceptance of Warrant Registers AP-1920-1017: **Fund 01** Transmittal# 20000930-20000937, 20000939, 20000941-20000943, 20000946, 20000948-20000950, 20000952-20000956, 20000959, 20000964, 20000965, 20000967-20000972, 20000974-20000982, 20000984, 20000985, 20000987-20000989, 20000993-20000996, 20000998-20001000, 20001002, 20001003, 20001005, 20001006, 20001008, 20001009-20001011, 20001013-20001015, 20001017-20001039, 20001044, 20001045, 20001047-20001049, 20001051;**Fund 12** Transmittal# 20000935, 20000936, 20000939, 20000967, 20001023, 20001029, 20001035, 20001038, 20001044, 20001045; **Fund 13** Transmittal# 20000940, 20000973, 20000996, 20001001, 20001012, 20001044, 20001050: **Approval** (*Additional Supporting Information Available Under Separate Cover*)

**Business Services (Continued)**

- b2. Purchase Orders 402297-402537: **Approval** (*Additional Supporting Information Available Under Separate Cover*)
- b3. Purchasing and Contracts Report (PCR 1920-01): **Approval** (Ref. b 3.1-4)
- b4. Acceptance of Gifts/Donations: **Approval** (Ref. b 4.1-2)
- b5. Budget Adjustments: **Approval** (Ref. b 5.1-7)

**c. Human Resources**

- c1. Certificated Personnel Recommendations Report #CERT1920-1017 including Employment; Assignment, Classification, Schedule Change; Certificated Substitutes; Request for Leave of Absence; Revised Approved Leave of Absence; Authorization to Teach Outside of Credential: Ed Code §44258.2; Variable Term Waiver; Subsequent Variable Term Waiver; Retirement, Resignation, Release and Termination: **Approval** (Ref. c 1.1-3)
- c2. Classified Personnel Recommendations Report #CLAS1920-1017 including Employment; Assignment, Classification, Schedule Change, Additional Assignment; Classified Substitute; Short Term Assignment Classified Substitutes; Request for Leave of Absence; Revised Approved Leave of Absence; Retirement, Resignation, Probationary Release and Termination: **Approval** (Ref. c 2.1-3)
- c3. Revised Job Description for Supervisor, Risk Management: **Approval** (Ref. c 3.1-7)
- c4. 2020-2021 School Year Calendar: **Approval** (Ref. c 4.1-2)

**d. Learning & Teaching**

- d1. OMSD School Sponsored Overnight Field Trip List FT1920-04: **Approval** (Ref. d 1.1-2)

**I. DISCUSSION/ACTION/PUBLIC HEARING**

**Human Resources**

- 11. Adoption of Resolution 2019-20-10; Recognizing November 11-15, 2019 as School Psychology Awareness Week: **Approval** (Ref. I 1.1-2)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

**Superintendent's Office**

- 12. Resolution 2019-20-12, Endorsement of Local Schools and Communities Funding Act: **Approval** (Ref. I 2.1-3)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

**J. CALL OUT OF CLOSED SESSION ACTIONS**

**K. COMMENTS AND RECOMMENDATIONS BY BOARD OF TRUSTEES**

**L. COMMENTS BY THE SUPERINTENDENT**

**M. INFORMATION/ANNOUNCEMENTS**

- M1. Update on California Local Indicator for State Priority 1; Basic Conditions at School – Teacher Assignments, Instructional Materials and Facilities: **Information** (Ref. M 1.1-3)
- M2. Updated on California Local Indicator for State Priority 2: Implementation of State Academic Standards: **Information** (Ref. M 2.1-4)
- M3. Update on California Local Indicator for State Priority 3: Parent and Family Engagement: **Information** (Ref. M 3.1-6)
- M4. Update on California Local Indicator for State Priority 7: Access to a Broad Course of Study: **Information** (Ref. M 4.1-2)
- M5. Future Agenda Items  
*(Request for Board consideration must be submitted in writing and meet the criteria as indicated in Board Bylaw 9322)*
- M6. Next Regular Board Meeting:  
**November 7, 2019 at 7:00 PM (Open Session) \***  
**Oaks Middle School**  
**1221 South Oaks Ave., Ontario, California 91762**  
\*Time and location may change.  
Please refer to posted agenda or visit our District website.

**N. ADJOURNMENT**

**Moved** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Vote by Trustees: Ayes:** \_\_\_\_\_ **Noes:** \_\_\_\_\_ **Abstain:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**NOTICE:** Individuals requiring special accommodations or modifications, including, but not limited to, any disabilities, including an American Sign Language interpreter or auxiliary aids and services, accessible seating, or documentation in accessible formats, should contact the Office of the Superintendent at (909) 418-6445, or designee, at least two days before the meeting date.

The district hereby certifies that a public accessible copy of this agenda was posted at the Briggs Education Center, located at 950 West D Street, Ontario, California 91762, not less than 72 hours prior to this meeting. Public records related to the public session agenda that are distributed to the Governing Board less than 72 hours before a regular meeting, may be inspected by the public at Briggs Education Center, 950 West D Street, Ontario CA 91762, during the regular business hours of 8:00 a.m. to 4:30 p.m.

# Presentations/Recognitions

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** Professional Development Program in the Learning & Teaching Division

---

**REQUESTED ACTION**

Receive for information the presentation on the Professional Development Program in the Learning & Teaching Division as presented by Tammy Lipschultz, Assistant Superintendent, Learning & Teaching.

**BACKGROUND INFORMATION**

The Ontario-Montclair School District is committed to providing the highest quality professional development to its stakeholders in an effort to ensure continuous improvement and student achievement. In aligning initiatives under a Multi-Tiered System of Support (MTSS), members of the Learning & Teaching Division have worked collaboratively to design a comprehensive professional development system which includes assessing current needs, analyzing multiple data points, and then using that information to design a multitude of relevant professional development opportunities for a variety of stakeholders. This systematic approach to designing and delivering professional development is based on adult learning theory and is responsive to the needs of the organization. Professional development is delivered to classified, certificated and administrative staff members, and encompasses a wide variety of content to address student needs in the academic, behavior and social emotional domains.

The District's staff development program assists staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and District academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, discipline and conflict resolution
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



**Professional Development Program in the Learning & Teaching Division**

October 17, 2019

**FINANCIAL IMPLICATIONS**

None for this presentation.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board accept the presentation on the Professional Development Program in the Learning & Teaching Division.

Approved by: James Q. Hammond, Superintendent



# Consent Calendar

(a) Superintendent's Office

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Minutes of the August 8, 2019 Regular Meeting of the Board of Trustees**

---

**REQUESTED ACTION**

Approve the Minutes of the August 8, 2019, Regular Meeting of the Board of Trustees.

**BACKGROUND INFORMATION**

The Board of Trustees recognizes that maintaining accurate minutes of Board meetings provides a record of Board actions for use by District staff and the public. Accurate minutes also help foster public trust that Board actions are occurring in public in accordance with law.

Board Bylaw 9122 states that the Board of Trustees shall appoint the Superintendent to serve as Secretary to the Board. The Secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings.

As Secretary to the Board of Trustees, the Superintendent presents the minutes of the Regular Meeting of the Board of Trustees for August 8, 2019.

Prepared by: James Q. Hammond, Superintendent \_\_\_\_\_



**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official \_\_\_\_\_



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Minutes of the Regular Meeting of the Board of Trustees held on August 8, 2019.

Approved by: James Q. Hammond, Superintendent \_\_\_\_\_





**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

**REGULAR BOARD OF TRUSTEES MEETING**  
Thursday, August 8, 2019

**MINUTES**

**A. CALL TO ORDER**

A regular meeting of the Ontario-Montclair School District Board of Trustees was called to order at 6:30 PM by President Elvia M. Rivas. The meeting was held at Linda Vista – MPR, located at 1556 S. Sultana Ave., Ontario, California 91761.

**ROLL CALL**

**Trustees Present:** Elvia M. Rivas, President; Sarah S. Galvez, Vice President; Kris Brake, Clerk; and Trustees Sonia Alvarado and Alfonso Sanchez.

**Administrators Present:** Dr. James Q. Hammond, Superintendent; Phil Hillman, Chief Business Official (Business Services); Tammy Lipschultz, Assistant Superintendent (Learning & Teaching); Hector Macias, Assistant Superintendent, (Human Resources); and Irma Sanchez, Executive Assistant to the Superintendent.

**COMMENTS ON CLOSED SESSION ITEMS**

No comments made.

**ADJOURNED TO CLOSED SESSION**

On a motion by Trustee Galvez, seconded by Trustee Brake, the Board entered into Closed Session at 6:30 PM by a unanimous, 5-0-0 vote by the Board of Trustees.

**B. RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 7:08 PM.

**EMPLOYEE REPRESENTATIVES IN ATTENDANCE**

Employee Association Representatives attending the Board Meeting was California School Employees Association Chapter # 108, President Chris Vargas and Ontario-Montclair Teachers Association President John Egan.

**C. PLEDGE OF ALLEGIANCE TO THE FLAG**

Pledge of Allegiance was led by Ariana Ibarra (1st grade student) from Euclid Elementary School. Student was introduced by Principal Monica Ayala.

**D. ADOPTION OF AGENDA**

Prior to the Adoption of the Agenda, Trustee Rivas announced that OMSD Bus Driver Melissa Torrez recently passed away. She asked that we keep her family in our thoughts and prayers and announced that we would be closing the meeting in her honor. Trustee Rivas shared her appreciation for the important work Ms. Torrez did to support our students in her more than 22 years with OMSD. She shared that she will be missed and thanked all OMSD bus drivers for their important work. Trustee Rivas expressed her condolences on behalf of the Board to our Transportation team.

Upon a motion by Trustee Sanchez and seconded by Trustee Brake, the Board of Trustees **APPROVED, Adoption of Agenda**, by a unanimous, 5-0-0 vote by the Board of Trustees.

**E. RECOGNITIONS/PRESENTATIONS**

1. Presentation by Dr. James Q. Hammond, Superintendent, Tammy Lipschultz, Assistant Superintendent, Learning & Teaching, Phil Hillman, Chief Business Official, and Hector Macias, Assistant Superintendent, Human Resources, on Highlights of the Ontario-Montclair School District's Summer Programs, Services and Preparation for the 2019-2020 School Year. Additional presenters included Veronica Bucheli, Director, Learning & Teaching, Dr. Marco Villegas, Director, Learning & Teaching, Jennifer Clark, Director, Learning & Teaching, Dr. Anthony Ortiz, Director, Special Education, and Cara Molina, Director II, Family & Collaborative Services.

**F. PUBLIC COMMENTS BY ATTENDEES (BB 9323.b 5)**

Aaron Bratton spoke in support of addressing homelessness and shared about the services available through Mercy House.

**COMMENTS FROM EMPLOYEE REPRESENTATIVES**

1. Ontario-Montclair Teachers Association (OMTA)  
John Egan, OMTA President, no comment.
2. California School Employees Association (CSEA) Chapter #108  
Chris Vargas, CSEA President, no comment.

**G. CONSENT/INFORMATION CALENDAR**

On a motion by Trustee Brake, seconded by Trustee Sanchez, the Board of Trustees **APPROVED, Consent/Information**, by a vote of 5-0-0 vote by the Board of Trustees.

**a. Superintendent's Office**

**Agenda Item a1**, Thursday, June 27, 2019, Regular Meeting Minutes of the Board of Trustees;

**b. Business Services**

**APPROVED, Agenda Item b1**, Acceptance of Warrant Registers: Fund 01 Transmittal# 20000067-20000082, 20000084, 20000094, 20000101-20000102, 20000106, 20000108, 20000111, 20000121-20000122, 20000124, 20000126-20000135, 20000137-20000157, 20000162, 20000165, 20000178-20000180, 20000192, 20000209-20000212, 20000217-20000223, 20000226-20000229 and 20000231-20000232; Fund 12 Transmittal# 20000073, 20000076, 20000081, 20000132, 20000134, 20000139, 20000147, 20000153 and 20000217; Fund 13 Transmittal# 20000076, 20000148 and 20000180; Fund 21 Transmittal# 20000083, 20000087, 20000089-20000091, 20000093, 20000096-20000098, 20000100, 20000103-20000105, 20000110, 20000112-20000116, 20000118-20000119, 20000123, 20000158-20000161, 20000164, 20000166-20000170, 20000173-20000176, 20000181, 20000183-20000186, 20000188-191, 20000193-20000108, 20000214-2000016 and 20000224; Fund 25 Transmittal# 20000109 and 20000213; Fund 35 Transmittal # 20000125, 20000171-20000172; Fund 40 Transmittal# 20000085-20000086, 20000088, 20000092, 20000095, 20000099 and 20000117; Fund 67 Transmittal# 20000107 and 20000163: (*Additional Supporting Information was made Available Under Separate Cover*);

**Business Services (Continued)**

**APPROVED, Agenda Item b2**, Purchase Orders 400989-401248: *(additional supporting information was made available under separate cover)*;

**APPROVED Agenda Item b3**, Purchasing and Contracts Report;

**c. Human Resources**

**APPROVED, Agenda Item c1**, Certificated Personnel Recommendations Report # CERT192-0808 Employment; Assignment, Classification, Schedule Change; Certificated Substitutes; Request for Leave of Absence; Revised Approved Leave of Absence; Variable Term Waiver; Subsequent Variable Term Waiver; Retirement, Resignation, Release and Termination; and Report of Action Taken by the Board of Trustees in Closed Session on July 25, 2019;

**APPROVED, Agenda Item c2**, Classified Personnel Recommendations Report #CLA192-0808 Employment; Assignment, Classification, Schedule Change, Additional Assignment; Classified Substitute; Short Term Assignment Classified Substitute; Request for Leave of Absence; Revised Approved Leave of Absence; Retirement, Resignation, Probationary Release and Termination;

**d. Learning & Teaching**

**APPROVED Agenda Item d1**, OMSD School Sponsored Field Trip List FT1920-02;

**H. DISCUSSION/ACTION/PUBLIC HEARING**

Upon a motion by Trustee Sanchez, and seconded by Trustee Alvarado, the Board of Trustees **APPROVED, Agenda Item II**, Adoption of Resolution 2019-20-02; Allowing Legal Provisions Authorizing Staff to Teach Local Assignments for the 2019-2020 School Year, by a vote of 5-0-0 by the Board of Trustees.

**I. CALL OUT OF CLOSED SESSION ACTIONS**

Hector Macias, Assistant Superintendent, Human Resources reported no action was taken in Closed Session.

**J. BOARD OF TRUSTEES COMMENTS AND RECOMMENDATIONS**

Trustee Galvez shared she is looking forward to another successful school year and thanked staff for the presentation

Trustee Alvarado shared she was impressed with all of the important work that takes place in OMSD over the summer and looks forward to seeing some implementation of summer programs for younger students.

Trustee Rivas shared she appreciated the presentation and that she is proud to see the services that students have access to over the summer. Trustee Rivas shared that while other school districts cut back on programs and services, OMSD continues to expand and that she is pleased to see how the District efforts also include expanding summer offerings.

**K. SUPERINTENDENT'S COMMENTS**

Superintendent Dr. Hammond commended staff for their hard work and asked that OMTA President Egan and CSEA President Vargas, extend his sincerest appreciation to all of the members of CSEA and OMTA. Superintendent Dr. Hammond shared that without the support and hard work of our

**(Ref. a 1.4)**

teachers and classified staff, all of the summer programs would not be possible. He thanked staff for giving of their summer vacation to help our student grow. Superintendent Dr. Hammond shared that he looks forward to continuing the dual summer session offerings that were piloted this summer.

Superintendent Dr. Hammond shared that he is looking forward to what he knows will be another successful school year.

**L. INFORMATION/ANNOUNCEMENTS**

M1. Future Agenda Items

**(Request for Board consideration must be submitted in writing and meet the criteria as indicated in Board Bylaw 9322)**

M2. Next Regular Board Meeting

**September 19, 2019 at 7:00 PM (Open Session) \***

**Linda Vista (MPR)**

**1556 Sultana Ave.**

**Ontario, CA 91761\*Time and location may change.**

**Please refer to posted agenda or visit our District website.**

**M. ADJOURNMENT**

On a motion from Trustee Sanchez and a second by Trustee Alvarado, the Board Meeting adjourned in memory of Melissa Torrez at 8:16 PM, by a unanimous vote of 5-0-0 by the Board of Trustees.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT BOARD OF TRUSTEES**

\_\_\_\_\_  
**Kristen “Kris” Brake, Board Clerk**

\_\_\_\_\_  
**James Q. Hammond, Ed.D, Superintendent/Board Secretary**

**BOARD APPROVED:** \_\_\_\_\_

*Minutes respectfully submitted by: Irma Sanchez, Executive Assistant to the Superintendent.*

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** **Second Reading and Adoption of Board Policies (BPs), Administrative Regulations (ARs), Board Bylaws (BBs), and Exhibits (Es): BP 1100: Communication with the Public; BP 1112: Media Relations; AR 1312.4 & Exhibits 1-4: Williams Uniform Complaint Procedures; BP 2121: Administration – Superintendent’s Contract; BB 9320: Meetings and Notices; AR 3320: Claims and Actions Against the District; BP 3400: Management of District Assets Accounts; BP & AR 3551: Food Service Operations/Cafeteria Fund; AR 4117.7; 4317.7: Employment Status Reports; BP 4119.24; 4219.24; 4319.24: Maintaining Appropriate Adult-Student Interactions; BP & AR 4218: Dismissal/Suspension/Disciplinary Action; BP & AR 4218.1: Dismissal/Suspension/Disciplinary Action; BP 5123: Promotion/Acceleration/Retention; BP & AR 5136: Gangs; AR 5148: Child Care and Development; BP & AR 6142.2: World Language Instruction; AR 6145.2: Athletic Competition; BP & AR 6174: Education For English Learners; and BP 6179: Supplemental Instruction: (*Board Policies and Administrative Regulations are included in the agenda and are provided under separate cover*)**

---

**REQUESTED ACTION**

Approve the second reading and adoption of the presented Board Policies (BPs), Administrative Regulations (ARs), Board Bylaws (BBs), and Exhibits (Es).

**BACKGROUND INFORMATION**

In accordance with Agreement between the California School Boards Association (CSBA) and the District, CSBA provides staff assistance with the revisions of Board Policies (BP), Board Bylaws (BB), Exhibits (E), and Administrative Regulations (AR). The Board routinely adopts and/or modifies policies and regulations, which reflect changes in law and legal references, as well as District philosophy, programs, and practices.

The Superintendent is recommending revisions to the following BPs, ARs, BBs, and Es:

**Superintendent’s Office**

BP 1100: Communication with the Public  
BP 1112: Media Relations  
AR 1312.4 & Exhibits 1-4: Williams Uniform Complaint Procedures  
BP 2121: Administration –Superintendent’s Contract  
BB 9320: Meetings and Notices

**Business Services**

AR 3320: Claims and Actions Against the District  
BP 3400: Management of District Assets Accounts  
BP & AR 3551: Food Service Operations/Cafeteria Fund

(Ref. a 2.1)

**Second Reading and Adoption of Board Policies (BPs), Administrative Regulations (ARs), Board Bylaws (BBs), and Exhibits (Es) as listed**

October 17, 2019

**Human Resources**

- AR 4117.7; 4317.7: Employment Status Reports
- BP 4119.24; 4219.24; 4319.24: Maintaining Appropriate Adult-Student Interactions
- BP & AR 4218: Dismissal/Suspension/Disciplinary Action
- BP & AR 4218.1: Dismissal/Suspension/Disciplinary Action (Merit System)
- BP 5123: Promotion/Acceleration/Retention
- BP & AR 5136: Gangs
- AR 5148: Child Care and Development

**Learning & Teaching**

- BP & AR 6142.2: World Language Instruction
- AR 6145.2: Athletic Competition
- BP & AR 6174: Education For English Learners
- BP 6179: Supplemental Instruction

The recommended revisions have been reviewed, and it is agreed that the revisions apply to the District's current procedures and/or practices. Copies of the proposed revisions are available under separate cover and have been provided to District employee organizations. Additional copies are also available upon request in the Superintendent's Office.

These policies were presented to the Board of Trustees for first reading under Discussion/Action at the October 3, 2019 Regular Meeting of the Board of Trustees.

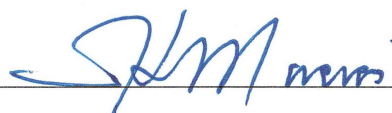
Prepared by: James Q. Hammond, Superintendent



**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Second Reading and Adoption of Board Policies (BPs), Administrative Regulations (ARs), Board Bylaws (BBs), and Exhibits (Es): BP 1100: Communication with the Public; BP 1112: Media Relations; AR 1312.4 & Exhibits 1-4: Williams Uniform Complaint Procedures; BP 2121: Administration – Superintendent's Contract; BB 9320: Meetings and Notices; AR 3320: Claims and Actions Against the District; BP 3400: Management of District Assets Accounts; BP & AR 3551: Food Service Operations/Cafeteria Fund; AR 4117.7; 4317.7: Employment Status Reports; BP 4119.24; 4219.24; 4319.24: Maintaining Appropriate Adult-Student Interactions; BP & AR 4218: Dismissal/Suspension/Disciplinary Action; BP & AR 4218.1: Dismissal/Suspension/Disciplinary Action (Merit System); BP 5123: Promotion/Acceleration/Retention; BP & AR 5136: Gangs; AR 5148: Child Care and Development; BP & AR 6142.2: World Language Instruction; AR 6145.2: Athletic Competition; BP & AR 6174: Education For English Learners; and BP 6179: Supplemental Instruction.

Approved by: James Q. Hammond, Superintendent



# Consent Calendar

(b) Business Services

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** Purchasing and Contracts Report (PCR 1920-01)

---

**REQUESTED ACTION**

Approve the contracts listed in the Purchasing and Contracts Report (PCR 1920-01).

**BACKGROUND INFORMATION**

In accordance with Government Code 53060 and Education Codes 35160 and 17604, contracts must be approved by the Board of Trustees.

District staff routinely review existing contracts and bring those that need renewing to the Board for consideration.

The proposed contracts are included in the agenda under separate cover and are available for review.

Prepared by: Phil Hillman, Chief Business Official



**FINANCIAL IMPLICATIONS**

The fiscal impact and funding source(s) are delineated on the report.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the contracts listed in the Purchasing and Contracts Report (PCR 1920-01).

Approved by: James Q. Hammond, Superintendent





## **Purchasing and Contracts Report (PCR 1920-01)**

October 17, 2019

The following contracts are included in the October 17, 2019 agenda and are available under separate cover:

1. Change Order No. 1 (deductive) for Contract C-189-023D, Project K001 with **RND CONTRACTORS, INC.**, for the De Anza Middle School Health and Learning Center, Category 06 Structural Steel. Revised cost not to exceed \$955,925. [Originator: Purchasing/Fund: Building]
2. Change Order No. 1 (deductive) for Contract C-189-023E, Project K001 with **K&Z CABINET CO., INC.**, for the De Anza Middle School Health and Learning Center, Category 08 Casework and Finish Carpentry. Revised cost not to exceed \$71,060. [Originator: Purchasing/Fund: Building]
3. Change Order No. 1 (deductive) for Contract C-189-023F, Project K001 with **RITE-WAY ROOF CORPORATION** for the De Anza Middle School Health and Learning Center, Category 09 Roofing and Sheet Metal. Revised cost not to exceed \$564,061. [Originator: Purchasing/Fund: Building]
4. Change Order No. 1 (additive) for Contract C-189-023G, Project K001 with **INLAND BUILDING CONSTRUCTION COMPANIES, INC.**, for the De Anza Middle School Health and Learning Center, Category 11 Hollow Metal Doors, Frame and Finish Hardware. Revised cost not to exceed \$131,842. [Originator: Purchasing/Fund: Building]
5. Change Order No. 1 (additive) for Contract C-189-023K, Project K001 with **EMPYREAN PLUMBING, INC.**, for the De Anza Middle School Health and Learning Center, Category 19 Plumbing. Revised cost not to exceed \$420,582. [Originator: Purchasing/Fund: Building]
6. Change Order No. 1 (deductive) for Contract C-189-023L, Project K001 with **JPI DEVELOPMENT GROUP, INC.**, for the De Anza Middle School Health and Learning Center, Category 20 Fire Sprinklers. Revised cost not to exceed \$97,000. [Originator: Purchasing/Fund: Building]
7. Change Order No. 1 (deductive) for Contract C-189-023M, Project K001 with **COUTS HEATING & COOLING, INC.**, for the De Anza Middle School Health and Learning Center, Category 21 HVAC. Revised cost not to exceed \$425,555. [Originator: Purchasing/Fund: Building]
8. Change Order No. 1 (additive) for Contract C-189-253A, Project AF96 with **JRH CONSTRUCTION COMPANY, INC.**, for the Euclid Elementary School Seismic Mitigation, Category 04 Package - Demolition, Concrete and Rough Carpentry. Revised cost not to exceed \$2,224,477. [Originator: Purchasing/Fund: Building/School Facility Program]
9. Change Order No. 1 (additive) for Contract C-189-295, Project AF96.1 with **AIR-EX AIR CONDITIONING INC.**, for Prop 39 Energy Efficiency Measures at Euclid Elementary School. Revised cost not to exceed \$1,061,996. [Originator: Purchasing/Fund: Building/Capital Facilities/Prop 39]
10. Change Order No. 1 (deductive) for Contract C-189-333A, Project AF96.2 with **QUEEN CITY GLASS CO.** for the Water Line Replacement, Gas Line Installation and Secured Entry Installations at Central Language Academy and Euclid Elementary School, Category 12 Central and Euclid Secured Entry. Revised cost not to exceed \$57,065. [Originator: Purchasing/Fund: Building]
11. Change Order No. 1 (deductive) and Notice of Completion for Contract C-189-488, Project AF96.3 with **JAM FIRE PROTECTION, INC. dba JAM CORP.** for the Central Language Academy Fire Alarm Replacement project. At a final cost not to exceed \$329,070: [Purchasing/Fund: Building/School Facility Program]

## **Purchasing and Contracts Report (PCR 1920-01)**

October 17, 2019

12. Contract C-190-152 with **GUNN PSYCHOLOGICAL SERVICES, INC.**, to provide specialized assessments to students in Special Education programs per their Individualized Education Program (IEP) plan or per the recommendation of designated special education staff. Effective July 1, 2019 through June 30, 2020. Total cost not to exceed \$50,000. [Originator: OMSD SELPA/Fund: Special Education/SELPA]
13. Contract C-190-325 with **MT. SAN ANTONIO COLLEGE** for indemnification and hold harmless agreement for OMSD school sites to visit the Mt. San Antonio College Randall Planetarium for various field trips and activities. Effective October 18, 2019 through May 31, 2020. Total cost not to exceed \$5,000. [Originator: Business Services/Fund: General]
14. Contract C-190-330 with **CALIFORNIA DEPARTMENT OF EDUCATION** to accept funding for Federal Grant: Mental Health ADA Allocation grant. Effective July 1, 2019 through September 30, 2021. Grant in the amount of \$231,197. [Originator: Fiscal Services/Fund: General]
15. Contract C-190-331 with **CALIFORNIA DEPARTMENT OF EDUCATION** to accept funding for Federal Grant: Alternate Dispute Resolution Expansion Program grant. Effective July 1, 2019 through September 30, 2021. Grant in the amount of \$14,601. [Originator: Fiscal Services/Fund: General]
16. Contract C-190-332 with **INSTITUTE FOR SCALING EVIDENCE BASED EDUCATION aka CATAPULT LEARNING LLC** for professional development on the implementation of the Enhanced Core Reading Instruction at various schools in support of student achievement. Effective October 3, 2019 through July 1, 2020. Total cost not to exceed \$19,490. [Originator: Learning & Teaching/Fund: General]
17. Contract C-190-333 with **CODESTERS** for licenses to curriculum in support of the District's coding program. Effective August 1, 2019 through June 30, 2020. Total cost not to exceed \$3,000. [Originator: Learning & Teaching/Fund: General]
18. Contract C-190-336 with **CALIFORNIA DEPARTMENT OF EDUCATION** to accept funding for Federal Grant: Fresh Fruit and Vegetable Program. Effective October 1, 2019 through June 30, 2020. Grant in the amount of \$66,070.35 [Originator: Food & Nutrition Services/Fund: Cafeteria]
19. Contract C-190-339 with **CALIFORNIA DEPARTMENT OF EDUCATION** to accept funding for Federal Grant: After School Education and Safety Program. Effective July 1, 2019 through June 30, 2020. Grant in the amount of \$4,179,513.28. [Originator: Fiscal Services/Fund: General]
20. Contract C-190-340A-D with **ANTHONY ROBLES ENTERPRISES, LLC**, in alignment with the District's 5-Year Action Plan, to enhance student support programs, early interventions, and enrichment opportunities by providing the capacity for assemblies, programs and activities, incentive, student retention and support students transitioning from the elementary to middle school experience and to provide staff development District-wide. Effective November 1, 2019 through June 30, 2021. Total cost not to exceed \$30,000. [Originator: Learning & Teaching Fund: General/Other Local Income]
21. Amendment M1 to Contract C-189-249 for Memorandum of Understanding with the **CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT** in support of the implementation of the Prevention and Early Intervention (PEI) grant. OMSD will provide prevention and early intervention mental health counseling and case management services to qualified students and families of CJUHSD. Amendment will include the following additional services: District will present the Crossroads curriculum to students in a variety of settings and group sizes on CJUHSD campuses. All other properties of agreement remain unchanged. [Originator: Learning & Teaching]

**Purchasing and Contracts Report (PCR 1920-01)**

October 17, 2019

22. Amendment M1 to Contract C-189-271 with **CONVERGEONE INC.**, to purchase and install new Voice Over Internet Protocol (VoIP) telecommunications and emergency notification system District wide. Amendment to add additional cost and services. Revised total not to exceed \$2,147,685. [Originator: Purchasing/Fund: General]
23. Amendment M1 to Contract C-190-212 with **CITY OF MONTCLAIR** to provide staff and materials for the ASES expanded learning program. Amendment is to cost. Total cost of amendment not to exceed \$41,800 for a revised total cost not exceed \$1,263,540. Effective July 1, 2019 through June 30, 2020. All other properties of agreement remain unchanged [Originator: Fiscal Services / Fund: General]
24. Amendment M7 to Contract C-156-272 with **RUHNAU CLARKE** to provide architectural and engineering services for AB300 building seismic retrofitting. Amendment will add additional offsite improvements at Central Language Academy to scope of work and services. Total cost of amendment not to exceed \$25,000 for a revised total cost not to exceed \$2,046,550. All other properties remain unchanged. [Originator: Purchasing/Fund: Building/School Facility Program]
25. Settlement Agreement – SA1920-04, OMSD, in collaboration with the parent, drafted a settlement agreement to conduct assessments in the areas of cognition, processing, social emotional functioning, motor development, speech and language and academics. Student qualifies for 300 minutes of speech services, and, if student qualifies for additional speech services after results of assessments are received, student will receive an additional 25 hours of compensatory speech services. Compensable attorney's fees not to exceed \$2,225.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Acceptance of Gifts/Donations**

---

**REQUESTED ACTION**

Approve the acceptance of gifts/donations to benefit and provide additional resources for District schools and/or programs.

**BACKGROUND INFORMATION**

In accordance with Board Policy/Administrative Regulation 3290, donations valued at \$200 or more made to the District by individuals and organizations are presented to the Board of Trustees for approval. Subject to the Board's acceptance, the Board President shall send a letter of appreciation to the group and/or individual.

The gifts listed in Exhibit A will benefit and provide additional resources for District schools and/or programs.

Prepared by: Phil Hillman, Chief Business Official



---

**FINANCIAL IMPLICATIONS**

All monetary/items donated become District property and at the Superintendent or designee's discretion, may be used at a particular site. The fiscal impact is identified in Exhibit A.

Reviewed by: Phil Hillman, Chief Business Official

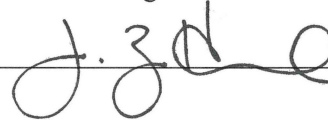


---

**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the acceptance of these gifts/donations.

Approved by: James Q. Hammond, Superintendent



---

**Exhibit A**

**ACCEPTANCE OF GIFTS/DONATIONS**

Submitted to the Board of Trustees for Approval on October 17, 2019

<b>Name of Donor</b>	<b>School/Department</b>	<b>Designated Use</b>	<b>Monetary/Items Donated</b>
Lynam Industries Inc.	Haynes Elementary School	General Use	\$250
Nestle Water	Learning & Teaching	General Use	10 pallets of water <i>Estimated Value \$2,532</i>
Ontario Reign	Learning & Teaching	Field Trips	Ontario Reign tickets and transportation <i>Estimated Value \$6,500</i>
Rotary Club of Ontario Foundation	Lincoln Elementary School	Field Trips	\$500

(Ref. b 4.2)

\*For non-monetary items estimated values are provided by the donors.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Budget Adjustments – July 2019 to August 2019**

---

**REQUESTED ACTION**

Approve budget adjustments to the District's budget identifying the increases, decreases, and changes to various revenue, expenditure, and fund balance accounts.

**BACKGROUND INFORMATION**

Education Code sections 42600-42602 authorize the Board to approve necessary budget adjustments that increases, decreases, or adjusts the District's budgeted revenues, expenditures and fund balances.

Throughout the fiscal year, adjustments to the District's budget are necessary to reflect any changes in the revenue and expenditure assumptions. Examples of common adjustments range from changes in State revenue assumptions, to changes in expenditure estimates due to collective bargaining agreements, to updated actuarial information. All District fund types are subject to budget adjustments, and as needed are presented as Exhibit 'A' for approval/ratification.

Prepared by: Phil Hillman, Chief Business Official



---

**FINANCIAL IMPLICATIONS**

Preparing and presenting budget adjustments have no direct financial impact; rather, any budget increases, decreases, and adjustments presented here reflect the impact that other Board actions such as approving contracts, grants, and changes in personnel have on the District's financial condition.

Reviewed by: Phil Hillman, Chief Business Official



---

**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve budget adjustments to the District's budget identifying the increases, decreases, and changes to various revenue, expenditure, and fund balance accounts.

Approved by: James Q. Hammond, Superintendent



---

**Exhibit A**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**Budget Adjustments**

The following budget transfers, increases, and decreases to the existing Board-approved budget are presented for approval:

Fund: **General Fund (Unrestricted)**

Period Covered: **July 1, 2019 – August 31, 2019**

	<u>Increases</u>	<u>Decreases</u>	<u>Net Change</u>
<b><u>Revenues</u></b>			
LCFF	-	-	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Other Sources and Transfers In	-	36,914	(36,914)
Subtotals – Revenues	-	36,914	(36,914)
<b><u>Expenditures</u></b>			
Certificated Salaries	-	-	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Other Operating Expenditures	-	-	-
Capital Outlay	-	-	-
Other Uses and Transfers Out	-	-	-
Subtotals – Expenditures	-	-	-
Net Increase/(Decrease) to Fund Balance			(36,914)

**General description of above budget transfers, increases and decreases:**

Other Sources and Transfers In represent the increase in the Routine Restricted Ongoing Maintenance budget.

**Exhibit A**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**Budget Adjustments**

The following budget transfers, increases, and decreases to the existing Board-approved budget are presented for approval:

Fund: **General Fund (Restricted)**

Period Covered: **July 1, 2019 – August 31, 2019**

	<u>Increases</u>	<u>Decreases</u>	<u>Net Change</u>
<b><u>Revenues</u></b>			
LCFF	-	-	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Other Sources and Transfers In	36,914	-	36,914
Subtotals – Revenues	<u>36,914</u>	<u>-</u>	<u>36,914</u>
<b><u>Expenditures</u></b>			
Certificated Salaries	-	-	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	481,950	162,300	319,650
Other Operating Expenditures	316,100	888,750	(572,650)
Capital Outlay	528,000	25,000	503,000
Other Uses and Transfers Out	-	-	-
Subtotals – Expenditures	<u>1,326,050</u>	<u>1,076,050</u>	<u>250,000</u>
Net Increase/(Decrease) to Fund Balance			<u>(213,086)</u>

**General description of above budget transfers, increases and decreases:**

The change in Books and Supplies, Other Operating Expenditures, and Capital Outlay reflect the adjusted expenditure projections for the Routine Restricted Ongoing Maintenance budget. In addition, various expenditure adjustments were made based on reclassifications among major object expenditure categories.



**Exhibit A**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**Budget Adjustments**

The following budget transfers, increases, and decreases to the existing Board-approved budget are presented for approval:

Fund: **Cafeteria**

Period Covered: **July 1, 2019 – August 31, 2019**

	<u><b>Increases</b></u>	<u><b>Decreases</b></u>	<u><b>Net Change</b></u>
<b><u>Revenues</u></b>			
LCFF	-	-	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Other Sources and Transfers In	-	-	-
Subtotals – Revenues	-	-	-
<b><u>Expenditures</u></b>			
Certificated Salaries	-	-	-
Classified Salaries	2,620	-	2,620
Employee Benefits	6,000	-	6,000
Books and Supplies	201,000	-	201,000
Other Operating Expenditures	14,000	-	14,000
Capital Outlay	-	-	-
Other Uses and Transfers Out	-	-	-
Subtotals – Expenditures	223,620	-	223,620
Net Increase/(Decrease) to Fund Balance			(223,620)

**General description of above budget transfers, increases and decreases:**

Various expenditure adjustments were made to reflect the adjusted expenditure projections for food purchase and other supplies.

**Exhibit A**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**Budget Adjustments**

The following budget transfers, increases, and decreases to the existing Board-approved budget are presented for approval:

Fund: **Building Fund**

Period Covered: **July 1, 2019 – August 31, 2019**

	<u>Increases</u>	<u>Decreases</u>	<u>Net Change</u>
<b><u>Revenues</u></b>			
LCFF	-	-	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Other Sources and Transfers In	-	-	-
Subtotals – Revenues	-	-	-
<b><u>Expenditures</u></b>			
Certificated Salaries	-	-	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Other Operating Expenditures	-	-	-
Capital Outlay	-	2,250,000	(2,250,000)
Other Uses and Transfers Out	-	-	-
Subtotals – Expenditures	-	2,250,000	(2,250,000)
Net Increase/(Decrease) to Fund Balance			2,250,000

**General description of above budget transfers, increases and decreases:**

Capital Outlay expenditures were reduced to reflect the adjusted Measure K bond project projections.

**Exhibit A**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**Budget Adjustments**

The following budget transfers, increases, and decreases to the existing Board-approved budget are presented for approval:

Fund: **School Facilities Program**

Period Covered: **July 1, 2019 – August 31, 2019**

	<u>Increases</u>	<u>Decreases</u>	<u>Net Change</u>
<b><u>Revenues</u></b>			
LCFF	-	-	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Other Sources and Transfers In	-	-	-
Subtotals – Revenues	-	-	-
<b><u>Expenditures</u></b>			
Certificated Salaries	-	-	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	275,000	175,000	100,000
Other Operating Expenditures	598,488	552,488	46,000
Capital Outlay	-	321,000	(321,000)
Other Uses and Transfers Out	-	-	-
Subtotals – Expenditures	873,488	1,048,488	(175,000)
Net Increase/(Decrease) to Fund Balance			175,000

**General description of above budget transfers, increases and decreases:**

Various expenditure adjustments were made to reflect the updated expenditure projections for books and supplies, other operating expenditures, and capital outlay projects.

**Exhibit A**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**Budget Adjustments**

The following budget transfers, increases, and decreases to the existing Board-approved budget are presented for approval:

Fund: **Special Reserve Capital Outlay**

Period Covered: **July 1, 2019 – August 31, 2019**

	<u>Increases</u>	<u>Decreases</u>	<u>Net Change</u>
<b><u>Revenues</u></b>			
LCFF	-	-	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Other Sources and Transfers In	-	-	-
Subtotals – Revenues	-	-	-
<b><u>Expenditures</u></b>			
Certificated Salaries	-	-	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Other Operating Expenditures	-	416,000	(416,000)
Capital Outlay	481,000	-	481,000
Other Uses and Transfers Out	-	-	-
Subtotals – Expenditures	481,000	416,000	65,000
Net Increase/(Decrease) to Fund Balance			(65,000)

**General description of above budget transfers, increases and decreases:**

Various expenditure adjustments were made based on reclassifications among major object expenditure categories.

(Ref. b 5.7)

# Consent Calendar

(c) Human Resources

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** Certificated Personnel Recommendations Report #CERT1920-1017

---

**REQUESTED ACTION**

Approve Certificated Personnel Recommendations.

**EMPLOYMENT**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Deborah Andrade-Mamisay	School Nurse/Briggs-Health Services	TBD
Yueh Ting Cindy Lien	Teacher/El Camino	10/03/2019
Jasmine Williams	Teacher/Ramona	09/26/2019

**ASSIGNMENT, CLASSIFICATION, SCHEDULE CHANGE**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
None.		

**CERTIFICATED SUBSTITUTES**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Edward Brandenburg	Substitute Teacher	09/27/2019
Adilene Cortez Lopez	Substitute Teacher	10/01/2019
Monica Ford	Substitute Teacher	09/30/2019
Juan Carlos Gonzalez	Substitute Teacher	10/01/2019
Keaunte Ivery	Substitute Teacher	09/30/2019
Amanda Lewis	Substitute Teacher	10/07/2019
Megan Long	Substitute Teacher	10/04/2019
Marcos Torres	Substitute Teacher	10/01/2019

**Certificated Personnel Recommendations Report #CERT1920-1017**

October 17, 2019

**REQUESTS FOR LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>LEAVE REQUEST</u></b>	<b><u>EFFECTIVE</u></b>
Nancy Allen	Elementary Administrator/Haynes Extended Medical Leave	09/30/2019-10/15/2019
Kathleen Alvarado	Teacher/Oaks Intermittent FMLA Leave	09/24/2019-05/23/2020
Jeanette Barber	Teacher/Vista Grande Extended Medical Leave	09/17/2019-10/15/2019
Mary Braunstein	Teacher/Del Norte Medical Leave	09/11/2019-10/04/2019
Amy Callahan	Teacher/Hawthorne Medical Leave	09/10/2019-09/30/2019
Wendy Flores	Psychologist/Briggs-SPED Medical Leave	09/17/2019-11/14/2019
Martel Geibel III	SDC Teacher/Vina Danks Medical Leave	09/23/2019-11/01/2019
Luz de Giacomo	RSP Teacher/Buena Vista Extended Medical Leave	08/10/2019-8/23/2019
Luz de Giacomo	RSP Teacher/Buena Vista FMLA Leave	08/26/2019-11/15/2019
Shaunna Lee	Teacher/Euclid Medical Leave	09/10/2019-10/08/2019
Jenny Olson	Teacher/Kingsley Extended Medical Leave	10/23/2019-12/06/2019
Leslie Orozco	Teacher/Berlyn Extended Medical Leave	09/26/2019-11/04/2019
Marley Ortega	SDC Teacher/Lehigh FMLA Medical Leave	10/09/2019-11/05/2019
Megan Rodriguez	Intervention Teacher/Sultana Medical Leave	09/09/2019-11/04/2019
Rosa Vasquez	Coordinator, Program Engagement & Community Outreach/Linda Vista Medical Leave	09/04/2019-10/10/2019

**Certificated Personnel Recommendations Report #CERT1920-1017**

October 17, 2019

**REVISED APPROVED LEAVE OF ABSENCE**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>APPROVED DATES</u>	<u>REVISED DATES</u>
-------------	-------------------	-----------------------	----------------------

None.

**AUTHORIZATION TO TEACH OUTSIDE OF CREDENTIAL: EDUCATION CODE 44258.2**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
-------------	-------------------	----------------	------------------

None.

**VARIABLE TERM WAIVER**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
-------------	-------------------	------------------

None.

**SUBSEQUENT VARIABLE TERM WAIVER**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
-------------	-------------------	------------------

None.

**RETIREMENT, RESIGNATION, RELEASE AND TERMINATION**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
-------------	-------------------	------------------

None.

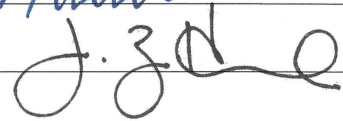
Prepared by: Hector Macias, Assistant Superintendent, Human Resources



Reviewed by: Phil Hillman, Chief Business Official



Approved by: James Q. Hammond, Superintendent





**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Classified Personnel Recommendations Report #CLA1920-1017**

---

**REQUESTED ACTION**

Approve Classified Personnel Recommendations.

**EMPLOYMENT**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
John Caldwell	General Tradesman/Briggs-Operations	10/07/2019
Kassandra Durazo	Early Childhood Early Asst./El Camino	09/30/2019
Breanna Gonzalez	Library Media Asst./Edison	10/07/2019
Nathaly Gonzalez	School Office Asst. II/Lincoln	09/26/2019
Xochitl Pedraza	Health Service Asst. II-Special Needs/Berlyn	10/15/2019
Jennifer Ponce	Clinical Supervisor/Family Collaborative Services	11/01/2019
Yvonne Ramirez	Food Service Asst. II/Vina Danks	10/07/2019
Angelina Rodriguez	Proctor/Wiltsey	10/15/2019
Jasmine Santizo	Special Needs Program Asst./Sultana	10/14/2019
Lori Smith	Bus Driver/Transportation	10/10/2019
Dana Takahashi	Clinical Therapist/Counseling Center	10/21/2019

**ASSIGNMENT, CLASSIFICATION, SCHEDULE CHANGE, ADDITIONAL ASSIGNMENT**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Christina Attrill	Early Childhood Education Asst./Del Norte to Montera	10/08/2019
Miriam Quates-Jackson	IA-Learning Needs/Briggs-SPED to IA-Behavior Intervention/Briggs-SPED	10/01/2019
Stacy Thomas	Bus Driver/Transportation 7.5 hrs. to 8 hrs.	10/04/2019

**CLASSIFIED SUBSTITUTES**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Annette Carlson	Substitute Proctor	09/27/2019
Melissa Enlow	Substitute Instructional Asst.-Special Needs	10/04/2019
Maria Gama	Substitute Proctor	10/07/2019
Monalissa Kellum	Substitute Food Services	09/26/2019
Joshua Marine	Substitute Instructional Asst./PE Asst.	09/26/2019

**(Ref. c 2.1)**

**Classified Personnel Recommendations Report #CLA1920-1017**  
October 17, 2019

**SHORT TERM ASSIGNMENT CLASSIFIED SUBSTITUTES**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
None.		

**REQUEST FOR LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>LEAVE REQUEST</u></b>	<b><u>EFFECTIVE</u></b>
Cindy Chavez Alvarez	Proctor/El Camino Medical Leave	09/26/2019-10/16/2019
Virginia Ayala	Custodian/El Camino Extended Medical Leave	09/27/2019-10/31/2019
Sylvia Buenrostro	IA-Behavior Intervention/El Camino Extended Medical Leave	09/27/2019-11/15/2019
Terri Castanon	School Administrative Asst./Edison Intermittent FMLA Leave	09/23/2019-06/30/2020
Margarita Cortez	Food Service Asst. II/Oaks Medical Leave	09/24/2019-10/07/2019
Kenneth Gamboa	IS System Support Technician/Briggs-IS Extended FMLA Leave	10/03/2019-10/14/2019
Cathy Lewis	Proctor/Howard and Ramona Extended Medical Leave	10/01/2019-11/01/2019
Anthony Mabon	Custodian/Central Extended Medical Leave	09/18/2019-10/23/2019
Loretha Ray	Health Service Asst.-Special Needs II/Moreno Extended Medical Leave	09/30/2019-10/30/2019
Sandra Salgado	Proctor/Kingsley FMLA Leave	10/01/2019-01/10/2020
Karissa Silagy	School Office Asst. II/Vernon FMLA Leave	09/30/2019-01/10/2020
Jacqueline Smith	IA-Learning Needs/Arroyo Medical Leave	09/11/2019-9/27/2019

**Classified Personnel Recommendations Report #CLA1920-1017**  
October 17, 2019

**REVISED APPROVED LEAVE OF ABSENCE**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>APPROVED DATES</u>	<u>REVISED DATES</u>
-------------	-------------------	-----------------------	----------------------

None.

**RETIREMENT, RESIGNATION, PROBATIONARY RELEASE AND TERMINATION**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
-------------	-------------------	------------------

Jose Gonzalez	Clinical Supervisor/Family Solutions Collaborative	10/11/2019
Christine Salazar	Administrative Asst./Briggs-CWA	12/30/2019
Veronica Torres Soto	Early Childhood Education Asst.-PM/Mariposa	09/27/2019

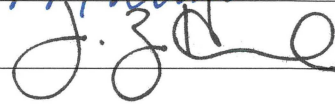
Prepared by: Hector Macias, Assistant Superintendent, Human Resources



Reviewed by: Phil Hillman, Chief Business Official



Approved by: James Q. Hammond, Superintendent



**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Revised Job Description for Supervisor, Risk Management**

---

**REQUESTED ACTION**

Approve the Revised Job Description for Supervisor, Risk Management.

**BACKGROUND INFORMATION**

Risk Management is the process of identifying, assessing and controlling threats to an organization's capital and earnings. There are different types of risks that an organization might face and needs to overcome. Because of these complexities in wide-ranging scenarios, the revised job description for Supervisor of Risk Management has been submitted.

The general essential functions include being responsible for supervising, managing and integrating the District's risk management programs. Such programs include property and liability, workers' compensation, Americans Disability Act processes, environmental and safety programs, emergency preparedness and violence response programs. Duties will include ensuring the design and implementation of loss control programs to protect the District from exposure to risk that could have adverse consequences to District operations, financial position or community reputation.

The education, training and experience requirements have been increased. The revised job description includes additional specific deliverables due to the broad and diverse scope of work required and the high degree of independent judgment and discretion that is necessary to navigate highly sensitive and confidential situations. The specific expansion of responsibilities include but are not limited to: oversight of liability and property self-insured and insured programs, safety and loss control programs, a self-insured workers' compensation program, health and welfare benefits and other programs related to employee and pupil safety; coordinate committees and training related to District safety issues; and direct regulatory compliance programs; train, assign, and evaluate the work of assigned personnel; ensure compliance with the Americans With Disabilities Act for employees; provides expert risk management advice to District management and school site administrators.

The classification specification is shown in Exhibit A.

Prepared by: Hector Macias, Assistant Superintendent, Human Resources



**FINANCIAL IMPLICATIONS**

The salary range for the Supervisor, Risk Management position is \$92,930 to \$108,712 at 261 days.

Reviewed by: Phil Hillman, Chief Business Official



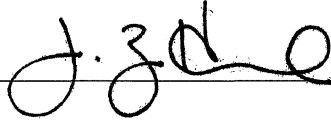
**Revised Job Description for Supervisor, Risk Management**

October 17, 2019

**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Revised Job Description for Supervisor, Risk Management.

Approved by: James Q. Hammond, Superintendent

A handwritten signature in black ink, appearing to read "J. Q. Hammond", is written over a horizontal line.

## **Exhibit A**

**Ontario–Montclair School District**

### **CLASS SPECIFICATION**

#### **Supervisor, Risk Management**

##### **GENERAL PURPOSE**

Under general policy direction, plans, organizes, implements and supervises the activities of the risk management department; plans, organizes, implements and administers a comprehensive risk management program for the District, including liability and property self-insured programs, safety and loss control programs, a self-insured worker's compensation program, health and welfare benefits and other programs related to employee and pupil safety; coordinate committees and training related to District safety issues; and direct regulatory compliance programs; train, assign, and evaluate the work of assigned personnel; ensure compliance with the Americans With Disabilities Act for employees; provides expert risk management advice to District management and school site administrators; provides technical information and assistance to District personnel, injured workers, claims administrators and medical and legal professionals; and performs related duties as assigned.

##### **DISTINGUISHING CHARACTERISTICS**

This single-position class is responsible for supervising, managing and integrating the District's risk management programs, including the property and liability program, workers' compensation program, ADA processes, environmental and safety programs, emergency preparedness program and violence response program. The incumbent ensures the design and implementation of loss control programs to protect the District from exposure to risk that could have adverse consequences to District operations, financial position or community reputation. Responsibilities are broad and diverse in scope and require a high degree of independent judgment and discretion.

##### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Plans, organizes, controls, integrates and evaluates the work of the Risk Management Department; with subordinate staff, develops, implements and monitors work plans to achieve department/site mission, goals and performance measures; manages and supervises the development, implementation and evaluation of work programs, plans, processes, systems and procedures to achieve District goals, objectives and performance measures consistent with the District's quality and service expectations.

2. Plans, organizes, directs and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; regularly monitors performance; takes disciplinary action, up to and including termination, to address performance deficiencies, in accordance with federal, state and local laws and regulations and District classified human resources policies and labor contract agreements.

3. Provides leadership and works with staff to develop and retain highly competent, service-oriented staff through selection, training, and day-to-day management practices that support the District's objectives and service expectations; provides leadership and participates in programs and activities that promote a positive employee relations environment.

4. Plans, organizes, implements and administers the District's comprehensive risk management program; conducts research and detailed and comprehensive analyses in risk management areas, including liability, property, theft, on-the-job accidents and injury, emergency preparedness and workplace and school violence, and recommends means to contain or reduce the incidence and costs of losses, insurance and other expenditures, as well as to fund and manage losses.

5. Administers property and liability insurance programs, including managing the adjudication of claims; determines insured and self-insured coverages; reviews and investigates accidents and claims; participates in litigation procedures, including representing District in small claims court, as necessary; develops and maintains insurance underwriting data; regularly works with and provides requested information to underwriters, legal counsel and brokers/insurers; verifies that contractors employed by the District maintain adequate and appropriate insurance; determine insured and self-insured coverages, place insurance and recommended third-party administrators.

6. Supervises workers' compensation program; establishes, implements and improves methods of proper reporting, investigation and payment of claims and benefits; monitors activities of third party administrators; within level of authority, develops and recommends the adjudication of claims, including determining next level of care or determining if an employee is physically able to return to work with or without accommodation.

7. Provides technical expertise, counsel and recommendations to District administrators, bargaining units, vendors or employees in risk management, safety or insurance areas; distributes a variety of information; encourages an environment that is sensitive and service oriented to assist employees with questions and concerns regarding workers' compensation and provides counsel, support, direction, information and assistance to employees in need of advice or who are having problems with claims.

8. Completes or ensures that all necessary reports are prepared and distributed and accurate, complete and up-to-date illness, accident and safety records are maintained as required by federal, state and local laws and District policies; organizes and directs annual reporting for self-insured programs as required by the state; fulfills OSHA reporting requirements; writes, reviews and revises a wide variety of routine to complex correspondence and reports.

9. Maintains current knowledge of government legislation affecting risk management and safety; attends workshops, seminars and conference.

10. Develop and prepare the annual budget for the employee benefits and risk management functions of the District; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

## **OTHER DUTIES**

1. Serves on a variety of District committees.

## **QUALIFICATIONS**

### *Knowledge of:*

1. Principles, practices, methods and techniques of developing and administering risk management and loss control programs, particularly as applicable to ensuring adequate general and financial liability protection in a public school district.
2. Practices and procedures for managing, administering, analyzing, adjudicating and litigating claims.
3. Principles and practices of insurance underwriting, safety, security and other loss prevention methods.
4. Federal and state laws and regulations governing risk management, asset protection and workers' compensation.
5. Legal and regulatory requirements for employee safety programs.
6. District policies and procedures for reporting property damage and personal injury.
7. State workers' compensation laws, regulations, procedures and requirements.
8. Methods of identifying exposure to loss and investigating and correcting industrial and environmental hazards.
9. Property, casualty and liability insurance industry trends and practices.
10. Methods and techniques for conducting statistical and financial analyses.
11. Principles and practices of sound business communication.
12. Principles and practices of public administration, including budgeting, contracting, purchasing and maintenance of public records.
13. Principles and practices of effective management and supervision.
14. District human resources policies and procedures and labor contract provisions.



***Ability to:***

1. Develop, recommend, implement and evaluate comprehensive District-wide loss control programs, such as safety and accident prevention and property protection.
2. Develop, recommend, implement and evaluate insurance and self-insurance programs.
3. Analyze, classify and rate risks, exposure and loss expectancies; interpret insurance contract language.
4. Conduct research of loss prevention and control issues, evaluate alternatives and reach sound conclusions and recommendations for improvement.
5. Analyze insurance policy provisions.
6. Represent the District effectively in hearings and litigation of claims.
7. Collect, evaluate and interpret data in statistical and narrative form.
8. Understand, interpret, explain and apply complex laws, regulations, policies and procedures applicable to the development and implementation of occupational health and safety, loss prevention and liability investigation and adjudication.
9. Organize and direct group training activities and workshops.
10. Prepare clear, concise reports and other written materials.
11. Communicate effectively, orally and in writing, with individuals and groups.
12. Design, install and maintain accurate files and record systems.
13. Exercise sound judgment within established guidelines.
14. Use tact, discretion and diplomacy in dealing with sensitive situations and concerned people and customers and listen, with empathy, to concerns of employees, managers and others affected by risk management activities.
15. Establish and maintain effective working relationships with District managers and administrators, representatives of other governmental agencies, insurers, vendors, third-party administrators, employers and others encountered in the course of work.

**Education, Training and Experience:** Graduation from four-year college or university with a major in public administration, business administration, risk management or a closely related field is preferred. At least five years of progressively responsible professional experience in the administration of comprehensive risk management and loss control program, at least two years of which were in a supervisory or management capacity is preferred. Experience in a public agency is preferred.

**Licenses; Certificates; Special Requirements:** A valid California Class C driver's license, a good driving record and the ability to maintain insurability under the District's vehicle insurance policy.

**(Ref. c 3.6)**

## **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Physical Demands**

While performing the duties of this class, an employee is regularly required to sit; talk or hear, in person, in meetings and by telephone; use hands to finger, handle, feel or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk and stand.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

### **Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, board members, faculty, staff, representatives of other agencies, attorneys, insurance representatives, medical personnel, claims agents and others encountered in the course of work.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works under typical office conditions, and the noise level is usually quiet.

Board Review:

(Ref. c 3.7)

ONTARIO-MONTCLAIR SCHOOL DISTRICT  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** 2020-2021 School Year Calendar

---

**REQUESTED ACTION**

Approve the 2020-2021 School Year Calendar.

**BACKGROUND INFORMATION**

The District Calendar Committee, comprised of representatives from the Ontario-Montclair Teachers Association (OMTA), California School Employees Association (CSEA) and its Chapter #108, Learning & Teaching, and Human Resources, is tasked with developing the calendar for each school year. The committee, with staff and community input, had previously agreed to, as much as possible, align the Ontario-Montclair School District school year calendar with the calendar for Chaffey Joint Union High School District, since the two districts share families.

The District Calendar Committee met on Thursday, September 19, 2019 to establish the 2020-2021 district calendar. After discussion and review, the committee would like to present the 2020-2021 school calendar, as shows as Exhibit A, for approval.

Prepared by: Hector Macias, Assistant Superintendent, Human Resources



**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the 2020-2021 School Year Calendar.

Approved by: James Q. Hammond, Superintendent

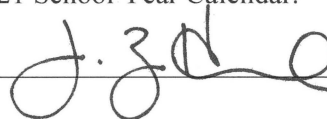


Exhibit A

ONTARIO-MONTCLAIR SCHOOL DISTRICT

2020-2021 District Calendar

July						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days		0	To Date		0	

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days		18	To Date		18	

September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days		21	To Date		39	

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days		22	To Date		61	

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Student Days		15	To Date		76	

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days		13	To Date		89	

January						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days		19	To Date		108	

February						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days		18	To Date		126	







March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days		18	To Date		144	

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Student Days		22	To Date		166	

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days		14	To Date		180	

June						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days		0	To Date		180	

<b>July 2020</b>		
July 3	Independence Day (observed)	
<b>August 2020</b>		
Aug 3,4,5	Teacher Preparation Days	
Aug 6	First Day for Students	
<b>September 2020</b>		
Sept 7	Labor Day	
<b>October 2020</b>		
Oct 5-9	Parent Conferences-Middle School	
<b>November 2020</b>		
Nov 11	Veterans Day	
Nov 16-20	Parent Conferences-Elementary School	
Nov 23-27	Thanksgiving Break	
<b>December 2020</b>		
Dec 18	Non-School Day	
Dec 21-31	Winter Break	
<b>January 2021</b>		
Jan 1	Winter Break	
Jan 18	Martin Luther King Jr. Day	
<b>February 2021</b>		
Feb 8	Lincoln's Birthday	
Feb 15	Presidents' Day	
<b>March 2021</b>		
Mar 1-5	Parent Conferences-Middle School	
Mar 15-19	Parent Conferences-Elementary School	
Mar 22-26	Spring Break	
<b>April 2021</b>	No Holidays	
<b>May 2021</b>		
May 20	Last Day for Students	
May 21	Teacher Preparation Day	
May 31	Memorial Day	
<b>June 2021</b>	No Holidays	
<b>Elementary Schools</b>	1st Trimester:	51 days
	2nd Trimester:	55 days
	3rd Trimester:	54 days
<b>Middle Schools</b>	1st Progress Report	Sept 18
	2nd Progress Report	Oct 30
	1st Semester:	89 days
	1st Progress Report	Feb 12
	2nd Progress Report	April 2
	2nd Semester:	91 days

-  First Day for Students
-  All Schools and Offices Closed
-  All Schools Closed
-  Non-School Day
-  Teacher Preparation Days
-  Last Day for Students

Board Approved:

# Consent Calendar

(d) Learning & Teaching

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **OMSD School Sponsored Overnight Field Trip List FT1920-04**

---

**REQUESTED ACTION**

Approve the OMSD School Sponsored Overnight Field Trip List FT1920-04 (Exhibit A).

**BACKGROUND INFORMATION**

In accordance with Board Policy 6153 School-Sponsored Trips, "The Board of Trustees recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or co-curricular activities." It further states, "Requests for all school-sponsored trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board."

The OMSD School Sponsored Overnight Field Trip List FT1920-04 (Exhibit A) meets the instructional objectives.

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



**FINANCIAL IMPLICATIONS**

None for the information presented.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the OMSD School Sponsored Overnight Field Trip List FT1920-04 (Exhibit A).

Approved by: James Q. Hammond, Superintendent



**Exhibit A**

**OMSD School Sponsored Overnight Field Trip List FT1920-04**

**October 17, 2019**

<b>School/Department</b>	<b>Event and Location</b>	<b>Dates</b>	<b>Emphasis</b>
Lincoln Elementary School	Thousand Pines Outdoor Science Camp Crestline, CA	April 6, 2020 Through April 10, 2020	Earth and life science standards

# Discussion/Action/Public Hearing



**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** **Adoption of Resolution 2019-20-10, Recognizing November 11-15, 2019 as School Psychology Awareness Week**

---

**REQUESTED ACTION**

Adoption of Resolution 2019-20-10, Recognizing November 11-15, 2019 as School Psychology Awareness Week.

**BACKGROUND INFORMATION**

The theme for the 2019 School Psychology Awareness Week is “*Find Your Focus*”. School psychologists’ goal is to connect how modern youth and adults unlock things (e.g., gaming levels, phones, devices, codes) and to highlight how thinking about specific skills, assets, or characteristics as “passwords” can lead to growth. School psychologists are particularly skilled at assisting students and staff in unlocking the resources, proactive and preventive skills, and positive connections necessary to unlock one’s full potential to thrive in school and life.

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supporting learning environments that strengthen connections between home, school, and the community for all students. Furthermore, their goal is to engage students at all levels of learning and development to promote personal achievement, growth, and resiliency, as well as a sense of connectedness and well-being.

Ontario-Montclair School District’s School Psychologists play a vital role in meeting the special learning needs of students. Resolution 2019-20-10 has been prepared to recognize November 11-15, 2019 as School Psychology Awareness Week in acknowledgment of the endless efforts and dedication of the School Psychologists in the District.

Prepared by: Hector Macias, Assistant Superintendent, Human Resources



**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT’S RECOMMENDATION**

The Superintendent recommends the Board approve the adoption of Resolution 2019-20-10, Recognizing November 11-15, 2019 as School Psychology Awareness Week.

Approved by: James Q. Hammond, Superintendent

(Ref. I 1.1)

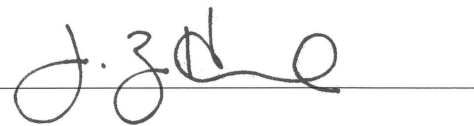


Exhibit A

ONTARIO-MONTCLAIR SCHOOL DISTRICT  
Resolution 2019-20-10

Recognizing  
November 11-15, 2019 as  
School Psychology Awareness Week

**WHEREAS**, 2019 School Psychologist Awareness Week is "*Find Your Focus*". School Psychologists' goal is to connect how modern youth and adults unlock things (e.g., gaming levels, phones, devices, codes) and to highlight how thinking about specific skills, assets, or characteristics as "passwords" can lead to growth; and

**WHEREAS**, all children and youth learn best when they are healthy, supported, and receive an education that meets their individual needs; and

**WHEREAS**, it is imperative that society emphasize the needs of children and youth and invest in education as a top priority; and

**WHEREAS**, to enhance the total environment in which children live and grow, schools must apply sound psychological principles to instruction and learning, cultivate children's intellectual, social, and emotional development, meet the educational needs of our culturally diverse student population, and promote early intervention to ensure students' scholastic success; and

**WHEREAS**, School Psychologists are among the most highly trained educators who work directly with students, teachers, and parents in meeting the special learning needs of our children; and

**WHEREAS**, School Psychologists' goal is to engage students at all levels of learning and development to promote personal achievement, growth, and resilience, as well as a sense of connectedness and well-being; and

**WHEREAS**, School Psychologists perform evaluations and comprehensive assessments which directly help to identify children's educational strengths and weaknesses and make effective recommendations that address their individual requirements; and

**WHEREAS**, School Psychologists help facilitate relationships among students, parents, teachers, and school administrators, fostering a better understanding of a child's challenges and special educational needs;

**WHEREAS**, the Ontario-Montclair School District Board of Trustees Recognizes November 11-15, 2019 as School Psychology Awareness Week; and be it now

**RESOLVED** that the Ontario-Montclair School District Board of Trustees encourages educational communities to appropriately recognize School Psychologists for the vital role they play in the personal and academic development of our District's children.

**PASSED AND ADOPTED THIS** seventeenth day of October 2019 by the Board of Trustees of the Ontario-Montclair School District of San Bernardino County, California.

Attest:

\_\_\_\_\_  
Kristen Brake, Clerk



(Ref. I 1.2)

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Adoption of Resolution 2019-20-12, Endorsement of Local Schools and Communities Funding Act**

---

**REQUESTED ACTION**

Adoption of Resolution 2019-20-12, Endorsement of Local Schools and Communities Funding Act.

**BACKGROUND INFORMATION**

Despite being the 5<sup>th</sup> largest economy in the world, California's schools rank in the bottom 10 nationally. While California's cost of living is among the highest in the nation, school funding in California is \$2,400 per pupil less than the national average and \$10,000 below the top-funded states. Since the passage of Proposition 13 in 1978, school funding in California has experienced limitations in what was once the main source of funding for schools, property tax. The property tax burden has shifted away from commercial property and toward residential property through the state and in virtually every county.

Schools and Local Community Funding Act will reclaim \$11 billion every year for cities, counties, and special districts in locally controlled revenues for affordable housing, parks, libraries, emergency responders, health and human services, libraries, and public infrastructure and communities with \$5.3 billion annually specifically for K-14 schools, by closing the loophole in corporate taxes. Schools and Local Community Funding Act will not raise taxes on homeowners or renters and will help small business. Schools and Local Community Funding Act will improve land use and provide a direct tax break to small businesses and will level the playing field between neighboring commercial property owners.

The approval of the adoption for the recommended resolution (included as Exhibit A) will demonstrate the District's endorsement and support of Schools and Local Community Funding Act which will be on the November 2020 ballot.

Prepared by: James Q. Hammond, Superintendent



**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Adoption of Resolution 2019-20-12, Endorsement of Local Schools and Communities Funding Act.

Approved by: James Q. Hammond, Superintendent



## **EXHIBIT A**

### **Ontario-Montclair School District**

#### **Resolution 2019-20-12**

#### **Endorsement of Local Schools and Communities Funding Act**

**WHEREAS**, since the passage of Proposition 13 in 1978, school funding in California has experienced severe limitations in what was once the main source of funding for schools, the property tax;

**WHEREAS**, while the intent of Proposition 13 is to help homeowners, a loophole in the system permits major commercial and industrial properties to avoid regular reassessment, providing a windfall to commercial property owners at the expense of vital school funding;

**WHEREAS**, the share of the property tax burden has shifted away from commercial property and toward residential property throughout the state and in virtually every county;

**WHEREAS**, per-pupil support, which relies on state funding, has declined from the top 10 in the nation to the bottom quarter;

**WHEREAS**, school funding in California is \$2,400 per pupil less than the national average and \$10,000 below the top-funded states, while California's cost of living is among the highest in the nation;

**WHEREAS**, staffing ratios for teachers, guidance counselors, librarians, and administrators in California rank at the bottom in the nation;

**WHEREAS**, public schools in California face challenges in providing an equitable and fair education for a student population with vast differences in language, income, parental education level, and other social, educational, and economic factors;

**WHEREAS**, research has proven that investments in high needs students raises achievement levels, lowers poverty, and increases the productivity of the workforce;

**WHEREAS**, estimates by academic researchers at the University of Southern California (USC) have identified that reassessing commercial property will raise \$11 billion in property tax revenue every year for local schools, cities and counties;

**WHEREAS**, USC has identified that nearly 80 percent of the revenue will come from just 8 percent of large properties;

**WHEREAS**, USC research shows that a majority of commercial property owners already are assessed at close to market value, making the current system inequitable among businesses, benefitting a relatively small number of properties owned by the largest corporations and wealthy owners who have held land for a long period of time;

**WHEREAS**, the current failure to close the commercial property loophole has led to poor land use and inflated land values, particularly limiting the ability to provide adequate high-density housing and land use;

**WHEREAS**, the Schools and Local Communities Funding Act is on the November 2020 ballot;

**WHEREAS**, the measure provides about \$5.3 billion annually for K-14 schools;

**Resolution 2019-20-12, Endorsement of Local Schools and Communities Funding Act**

October 17, 2019

**WHEREAS**, the measure will provide funding to all school districts, over and above Proposition 98 funding, and following the local control funding formula to all students in need in all districts;

**WHEREAS**, the Schools and Local Communities Funding Act will also provide billions in funding yearly for cities, counties, and special districts in locally controlled revenues for affordable housing, parks, libraries, emergency responders, health and human services, libraries, and public infrastructure; and

**WHEREAS**, the Schools and Local Communities Funding Act will improve land use, provide a direct tax break to small businesses, and level the playing field between neighboring commercial property owners; now,

**THEREFORE**, be it Resolved, that the Ontario-Montclair School District endorses the Schools and Communities First Funding Act for a ballot measure in November 2020.

**PASSED AND ADOPTED THIS** seventeenth day of October 2019 by the Board of Trustees of the Ontario-Montclair School District of San Bernardino County, California.

---

Elvia M. Rivas, Board President  
Ontario-Montclair School District



# Information/Announcements

# ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** **Update on California Local Indicator for State Priority 1: Basic Conditions at School - Teacher Assignments, Instructional Materials and Facilities**

---

## **REQUESTED ACTION**

Receive for information the District's Update on California Local Indicator for State Priority 1: Basic Conditions at School - Teacher Assignments, Instructional Materials and Facilities.

## **BACKGROUND INFORMATION**

In 2017, the state created the California School Dashboard as the accountability reporting system made available to the public. The California School Dashboard includes State Indicators based on reported data for state-wide assessments in English Language Arts and Mathematics, chronic absenteeism, English Learner progress, and suspension rates. The California School Dashboard also requires that Local Education Agencies (LEAs) report annually on the Local Indicators of Basic Conditions at School, Implementation of State Academic Standards, Parent and Family Engagement, School Climate and Access to a Broad Course of Study.

State Priority 1: Basic Conditions at School relates to the progress in meeting the Williams settlement requirements at 100% at all District school sites, as applicable, and promptly addressing any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board, stakeholders and the public through the California School Dashboard.

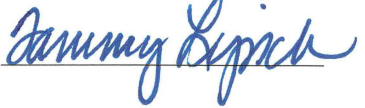
Ontario-Montclair School District tracks progress in meeting each of the components of Priority 1 annually:

- Misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions during 2018-2019:
  - Zero (0) misassignments of teachers of English learners
  - Three (3) teacher misassignments
    - Wiltsey Middle School (one (1) period of Social Science)
    - Wiltsey Middle School (one (1) period of Science)
    - District Level (School Librarian)
  - One (1) teacher vacancy
    - Corona Elementary School (SDC, Elementary)
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home for 2019-2020:
  - Zero percent (0%) of students are without access to instructional materials per principal evaluations on the School Accountability Report Cards
- Number of identified instances where facilities did not meet the "good repair" standard for 2018-2019:
  - Zero (0) schools not meeting "good repair" standard - Exhibit A

**Update on California Local Indicator for State Priority 1: Basic Conditions at School - Teacher Assignments, Instructional Materials and Facilities**

October 17, 2019

State Priority 1 continues to be monitored by the Ontario-Montclair School District throughout the year to respond to changes in enrollment, staffing and on-going facilities inspections.

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching 

**FINANCIAL IMPLICATIONS**

None for this presentation.

Reviewed by: Phil Hillman, Chief Business Official 

**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board accept the information on the District's Update on California Local Indicator for State Priority 1: Basic Conditions at School - Teacher Assignments, Instructional Materials and Facilities.

Approved by: James Q. Hammond, Superintendent 



**EXHIBIT A**

<b>Site Assessment Schedule 2018-2019</b>		
<b>Date</b>	<b>Site</b>	<b>Good Repair Standard Met</b>
8/14/2018	ARROYO	YES
8/21/2018	BUENA VISTA	YES
8/28/2018	EDISON	YES
9/11/2018	ELDERBERRY	YES
9/26/2018	EL CAMINO	YES
10/2/2018	HOWARD	YES
10/8/2018	MONTE VISTA	YES
10/12/2018	LINCOLN	YES
10/16/2018	MORENO	YES
10/23/2018	RAMONA	YES
10/23/2018	VISTA GRANDE	YES
10/30/2018	SERRANO	YES
10/31/2018	VINA DANKS	YES
11/20/2018	LEHIGH	YES
11/27/2018	OAKS	YES
11/27/2018	BON VIEW	YES
12/4/2018	BERLYN	YES
12/18/2018	CENTRAL	YES
12/21/2018	CORONA	YES
1/4/2019	DEL NORTE	YES
1/15/2019	DE ANZA	YES
2/5/2019	EUCLID	YES
2/5/2019	HAWTHORNE	YES
2/12/2019	HAYNES	YES
2/19/2019	KINGSLEY	YES
3/5/2019	MISSION	YES
3/12/2019	MONTERA	YES
3/19/2019	SULTANA	YES
3/26/2019	MARIPOSA	YES
4/2/2019	VERNON	YES
4/9/2019	VINEYARD	YES
4/16/2019	WILTSEY	YES
4/23/2019	LINDA VISTA	YES
4/30/2019	HARDY	YES
5/7/2019	BRIGGS	YES

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** **Update on California Local Indicator for State Priority 2: Implementation of State Academic Standards**

---

**REQUESTED ACTION**

Receive for information the District's Update on California Local Indicator for State Priority 2: Implementation of State Academic Standards.

**BACKGROUND INFORMATION**

In 2017, the state created the California School Dashboard as the accountability reporting system made available to the public. The California School Dashboard includes State Indicators based on reported data for state-wide assessments in English Language Arts and Mathematics, chronic absenteeism, English Learner progress, and suspension rates. The California School Dashboard also requires that Local Education Agencies (LEAs) report annually on the Local Indicators of Basic Conditions at School, Implementation of State Academic Standards, Parent and Family Engagement, School Climate and Access to a Broad Course of Study.

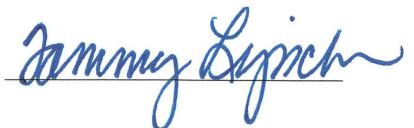
State Priority 2: Implementation of State Academic Standards relates to the implementation of academic content and performance standards adopted by the State board for all pupils, including English learners as relates to:

- Assessment
- Curriculum
- Equity
- Instruction
- Professional Learning

Over the last ten years, the State has adopted new standards and frameworks in the areas of Mathematics, English Language Arts/English Language Development, History-Social Science and Next Generation Science Standards, along with additional legislation passed affecting Health Education. The District continues to adopt instructional materials aligned to these standards and frameworks. Learning & Teaching also continues to provide professional development to support the implementation of the standards, frameworks and instructional materials, including the measurement of progress of the implementation through both qualitative and quantitative information gathering.

The current progress towards implementation of state academic standards, which falls under State Priority 2: Implementation of State Academic Standards is shown on Exhibit A.

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



**Update on California Local Indicator for State Priority 2: Implementation of State Academic Standards**  
October 17, 2019

**FINANCIAL IMPLICATIONS**

None for information presented.


Reviewed by: Phil Hillman, Chief Business Official

A handwritten signature in blue ink, appearing to read "PHillman", written over a horizontal line.

**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board accept the information on the District's Update on California Local Indicator for State Priority 2: Implementation of State Academic Standards.

Approved by: James Q. Hammond, Superintendent

A handwritten signature in black ink, appearing to read "J. Q. Hammond", written over a horizontal line.

**EXHIBIT A**

**LCFF Priority 2: Implementation of State Academic Standards**

**Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3– Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History–Social Science			X		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3– Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History–Social Science			X		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History–Social Science			X		

## Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
Career Technical Education		X			
Health Education Content Standards		X			
Physical Education Model Content Standards				X	
Visual and Performing Arts			X		
World Language				X	

## Support for Teachers and Administrators

5. During the 2018–19 school year (including summer 2018), rate the LEA's success at engaging in the following activities with teachers and school administrators?

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3– Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

## Dashboard Optional Narrative Box

6. Provide any additional information that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The Ontario-Montclair School District continues to expand upon state and Board of Trustees adopted academic standards and curricular frameworks. We are in the process of aligning all initiatives within the implementation of our Multi-Tiered System of Supports (MTSS). We have adopted History-Social Science textbooks aligned to the California History-Social Science Framework in grades 6-8. Additionally, last April we adopted textbooks aligned to the California Science Framework in grades K-8 and we are in the process of providing professional development teachers. We continue to expand Career and Technical Education courses and are beginning to address some elements of the new Health Framework. Materials aligned to the California Healthy Kids Act are fully implemented in grades 7-8.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** Update on California Local Indicator for State Priority 3: Parent and Family Engagement

---

**REQUESTED ACTION**

Receive for information the District's Update on California Local Indicator for State Priority 3: Parent and Family Engagement.

**BACKGROUND INFORMATION**

In 2017, the state created the California School Dashboard as the accountability reporting system made available to the public. The California School Dashboard includes State Indicators based on reported data for state-wide assessments in English Language Arts and Mathematics, chronic absenteeism, English Learner progress, and suspension rates. The California School Dashboard also requires that Local Education Agencies (LEAs) report annually on the Local Indicators of Basic Conditions at School, Implementation of State Academic Standards, Parent and Family Engagement, School Climate and Access to a Broad Course of Study.

State Priority 3: Parent and Family Engagement relates to seeking input from parents in decision making, and promoting parental participation in programs, and reports the results to its local governing board, to stakeholders and the public through the California School Dashboard.

Ontario-Montclair School District measures its progress using the self-reflection tool included in the Dashboard. The self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- Building Relationships between School Staff and Families
- Building Partnerships for Student Outcomes
- Seeking Input for Decision-making

The current implementation on Parent and Family Engagement, which falls under State Priority 3: Parent and Family Engagement is shown on Exhibit A.

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



**FINANCIAL IMPLICATIONS**

None for this presentation.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board accept the information on the District's Update on California Local Indicator for State Priority 3: Parent and Family Engagement.

Approved by: James Q. Hammond, Superintendent



# Building Relationships

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

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. Further efforts to build relationships with parents are evident in parent participation in district and site advisory groups.

Cultural proficiency learning is being built into professional development workshops for site and district leaders to increase awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of staff and families, in order to build stronger relationships with staff and families.

Text is limited to 3000 characters

## Building Partnerships for Student Outcomes

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.** \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.** \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation



**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 –

Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

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.

Having most parent workshops to support student outcomes at Ontario-Montclair's PEC has seen limited participation by parents from schools not geographically proximal. The PEC has began offering limited school-based workshops and parent leader training-of-trainer workshops to expand local parent trainings.

Text is limited to 3000 characters

# Seeking Input for Decision Making

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustain

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

The District has consistency in the LCAP process by providing stakeholders with resources, information and multiple opportunities to engage in the LCAP development process. LCAP resources include presentations, data sets, surveys, infographics, Superintendent communications, opportunities for engagement, the 'OMSD LCAP Season' webpage, written Comments for the Superintendent forms, and meeting agendas are provided to stakeholders and administrators for use in conducting input meetings. The District ensures it meets its responsibility to provide multiple opportunities to consult with all stakeholders and engage them in the LCAP development and Annual Update process in a transparent way at both the District and site levels. These meetings include information on the Local Control Funding Formula (LCFF), Local Control Accountability Plan (LCAP), District and Site Level student achievement, student and parent engagement data, and LCAP Annual Update. All District and site level stakeholder input meetings, attendees, sign-in sheets and survey responses are collected and presented to the Board of Trustees. District and site level LCAP input meetings

Each year, the District contracts with "Thoughtexchange", a portal designed to provide participants a vehicle to give input and collaborate with one another, as they rate one another's 'Thoughts.' As a result of this interactive process among all stakeholders that participate, the highest rated 'Thoughts' are highlighted and themes emerge giving the District critical and relevant information to inform the LCAP.

Continuing to expand marketing of existing efforts for parent engagement will further increase families' participation in input for decision-making to be incorporated into advisory groups and LCAP and School Plan for Student Achievement (SPSA) processes.

Text is limited to 3000 characters

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

October 17, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** Update on California Local Indicator for State Priority 7: Access to a Broad Course of Study

---

**REQUESTED ACTION**

Receive for information the District's Update on California Local Indicator for State Priority 7: Access to a Broad Course of Study.

**BACKGROUND INFORMATION**

In 2017, the state created the California School Dashboard as the accountability reporting system made available to the public. The California School Dashboard includes State Indicators based on reported data for state-wide assessments in English Language Arts and Mathematics, chronic absenteeism, English Learner progress, and suspension rates. The California School Dashboard also requires that Local Education Agencies (LEAs) report annually on the Local Indicators of Basic Conditions at School, Implementation of State Academic Standards, Parent and Family Engagement, School Climate and Access to a Broad Course of Study.

State Priority 7: Access to a Broad Course of Study relates to pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

- Curriculum
- Equity
- Professional Learning

Ontario-Montclair School District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in the District's student information system identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs. Quantitative data tables reflecting the percent of students with access to and/or enrolled in a broad course of studies were constructed.

For the 2018-2019 year, one-hundred percent (100%) of Ontario-Montclair School District's students had access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i), further measured and reported under Goal 2 of the Local Control Accountability Plan (LCAP) available on the District's website at [www.omsd.net](http://www.omsd.net). All elementary schools offered access and enrollment in the seven areas identified as a broad course of studies for grades 1-6. Elementary students accessed courses, such as visual and performing arts, both within and outside of the regular school day.

All OMSD middle school students had access to a broad course of studies within their school offerings. While some schools offered different specific pathways and specific programs within a course of study, middle school students were free to request transfers to schools within the District that offered courses within their area of

**(Ref. M 4.1)**

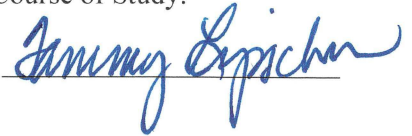
**Update on California Local Indicator for State Priority 7: Access to a Broad Course of Study**

October 17, 2019

interest. For example, at one comprehensive middle school students participated in an International Baccalaureate program (Ray Wiltsey Middle). At another middle school, students participated in an expanded Visual and Performing Arts program (Vernon Middle). Over time, OMSD has increased the number of options students have in selecting specific courses that meet the broad course of studies parameters. For example, an after-school robotics and coding program has been funded through the LCAP and enrolls interested students. Additionally, middle schools offered additional periods prior to the normal school day to allow students, such as English learners, to access foreign language or visual and performing arts courses if their regular school day schedule did not have space for such an elective. This school year, expanded course offerings are being made available through the investment in the Wellness, Arts and Technology Centers at De Anza and Vernon Middle Schools. Barriers preventing OMSD from maximizing broad course of study offerings to all students include a lack of time during the regular school day. Continuing to support or expand before and after school programs and courses removes those barriers to ensure all students have access to a broad course of study. OMSD offers several other courses and programs to students before and after school.

Funding for these before and after school sections derives from the LCAP. Regular analysis of enrollment in broad course of study courses helps to inform the District as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7: Access to a Broad Course of Study.

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



**FINANCIAL IMPLICATIONS**

None for the information presented.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board accept the information on the District's Update on California Local Indicator for State Priority 7: Access to a Broad Course of Study.

Approved by: James Q. Hammond, Superintendent





PERFORMING ARTS CENTER  
LOBBY ENTRANCE

Rio-Montclair  
**Misescholarship**  
helping all our students reach their dreams

Rio-Montclair  
**Misescholarship**  
helping all our students reach their dreams

**LIGHTNING**

---

Ontario-Montclair School District  
Superintendent's Office  
950 West "D" Street Ontario, CA 91762  
Office: (909) 418-6445 Fax: (909) 459-2542



E-mail: [info@omsd.net](mailto:info@omsd.net)