

Elementary and Secondary Education Act

LOCAL EDUCATIONAL AGENCY PLAN
for
ONTARIO-MONTCLAIR SCHOOL DISTRICT

CDS CODE: 36-67819-0000000
ELEMENTARY DISTRICT



District Profile

The Ontario-Montclair School District, founded in 1884, serves a 26 square mile area, which covers most of the city of Ontario, Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in the State. More than 22,500 PreK-8 students attend 26 elementary schools, 6 middle schools, and 2 alternative programs. OMSD employs 2,224 people, with 899 Classified Employees and 1,325 Certificated Employees. OMSD serves a population of students from diverse backgrounds with the largest population consisting of Hispanic (89.2%). Other ethnic backgrounds include African American (2.5%), Asian (2%), American Indian (.61%) and students with multiple backgrounds (4%). OMSD has a significant population of English Learners with 40% of students designated as English Learners. Additionally 92% of students qualify for free and reduced lunch.

Included in the 34 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to become fully immersed in an enhanced, specially designed course of study. OMSD boasts two California Distinguished Schools, International Baccalaureate Schools, a GATE Magnet, a Science Magnet, a Dual Language Academy, and Arts-integrated Magnet, and many AVID Schools, as well as many other recognized programs and awards with one Gold Ribbon school and two Schools to Watch.

Mission Statement:

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

Expectation:

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

Goals:

- 1) Promote proficiency for all students as defined in State standards by embedding writing and balanced literacy in all content areas and accelerating the reclassification of EL students
- 2) Develop students to have the knowledge and skills to ensure proficiency in Algebra by the end of 8th grade
- 3) Promote technological literacy as an integral educational tool for all students and staff
- 4) Preserve essential programs and services for students by promoting cost saving initiatives, exploring green technologies, evaluating assets and exploring revenue options to maintain solvency

Summary Analysis of the Needs Assessment

Stakeholder Input Process

The District has created an inclusive approach to all stakeholders in the Annual Update and development of the LCAP (Local Control Accountability Plan). All stakeholders are represented in this process, to include Certificated and Classified bargaining units, general education parents, special education parents, foster youth parents, English language learner parents, site administrators, students, other school personnel, and District staff, among others (e.g., parent representatives from other district specialized academic programs). We value the input of all our stakeholder groups to inform the development and update of a comprehensive three-year LCAP. Since federal requirements dictate the revision, development and update of a three-year Local Educational Agency Plan (LEAP), the district has aligned both plans according to the requirements of both state and federal programs. More importantly, by aligning plans, our district can focus on these mutual goals, strategies, and actions so that our resources and efforts are focused on our students.

Parent Involvement/Community Engagement

The District has in place a diverse parent involvement structure, which includes the following committees/groups: District Parent Advisory Committee (DPAC) School Advisory Committee (SAC), School Parent Advisory Committee (SPAC), District English Learner Advisory Committee (DELAC), District English Learner Parent Advisory Committee (DELPAC), Special Education Advisory Committee (SEAC), District Foster Youth Parent Advisory Committee (DFYPAC), School English Learner Advisory Committee (ELAC), School English Learner Parent Advisory Committee (SELPAC), School Site Council (SSC) Specific LCAP Stakeholder Engagement Activities.

LCAP Annual Update and Development Activities and Meetings

August-September-October-November

- SPSA template aligned to 2014-15 LCAP Goals
- Site level parent advisory and governing groups began the process of jointly developing their SPSA in accordance to site needs.
- August 21: Administrator meeting on SPSA and LCAP Alignment and Annual Update process.
- Site levels submit their first trimester SPSA evaluation of Annual Update on November 21, 2014.

December-January-February-March

- District Parent Advisory Committee /District English Learner Parent Advisory Committee Annual Update and LCAP Development Meeting- December 16, 2014, January 11, 2015 and April 8, 2015.
- Administrator Input provided at the Principals Forum Meeting-January 22
- SPSAs Board Approved on November 20, 2014.
- Site levels submit their second trimester SPSA evaluation of Annual Update on February 2, 2015.
- Certificated bargaining unit input meeting - February 24, 2015.
- LCAP Input at Special Education Advisory Meeting -February 25, 2015.
- LCAP Input at Foster Youth Parent Advisory Meeting-February 18, 2015.
- Community Forum for the West Learning Region – March 4, 2015.

- Community Forum for the East Learning Region – March 11, 2015.
- LCAP Input at Middle School Student Leadership Advisory Meeting – March 18, 2015.
- Site-Level Stakeholder Input Meetings: January 22 – March 20, 2015 - School Site Council/English Learner Advisory Committee, Site Parent Advisory Committee/Site English Learner Parent Advisory Committee, Teacher and other School Personnel Site Meetings, Special Education Parent Advisory Meeting, Gifted And Talented Education (GATE) Parent Advisory Meetings, Coffee with the Principal Meetings
- LCAP #1 web survey posts February 6 – March 13, 2015.
- LCAP #1 School LCAP Annual Update and Development Presentation Meetings and LCAP #1 Paper Survey Distributed: January-March
- LCAP #2 web survey posts March 16 to April 24 and LCAP #2 Paper Survey distributed to parents and staff on March 16, 2015.
- Student Congress/Input - March 18, 2015
- San Bernardino County LCAP Draft Review and Input March 31, 2015.

April-May-June-July

- District Parent Advisory Committee /District English Learner Parent Advisory Committee Annual Update and LCAP Development Meeting-April 8, 2015.
- District Parent Advisory Committee /District English Learner Parent Advisory Committee Annual Update and LCAP Development Meeting-Proposed LCAP Draft and Written Comments to Superintendent- May 6, 2015.
- Superintendent responses to written comments were made throughout the input-gathering process.
- Site levels submit their third trimester SPSA evaluation of Annual Update on April 2, 2015.
- Classified bargaining unit presentation and input - April 8, 2015.
- DELAC LCAP Input Meeting: April 15, 2015
- LCAP/LCFF Board Presentation April 23, 2015.
- Alignment of LCAP to the Local Educational Agency Plan (LEAP) template to meet federal requirements to meet the Elementary and Secondary Education Act (ESEA) accountability requirements for Title I, II, and III resources.
- LCAP Draft Board Presentation and Public Hearing - June 4, 2015
- Local Educational Agency Plan (LEAP) Draft Board Presentation for Information-June 4, 2015
- LCAP Board Approval - June 18, 2015
- Local Educational Agency Plan (LEAP) Board Approval-June 18, 2015
- Opportunities for Public Comment and Comments for the Superintendent were available throughout the process.

The following data pertains to the number of individuals who gave input into our LCAP and LEAP development.

Web Survey #1:

Make-up of respondents:

896 respondents (duplicated)

43% staff

40% parents

12% community

5% students

Priorities (in order of importance out of ten areas surveyed for value by stakeholder):

- #1-Lower class size
- #2-Attract and retain staff
- #3-Sports, clubs, performing arts
- #4-Programs for extra academic support for struggling students
- #5-Safe, well functioning school environment
- #6-Preparation for higher education
- #7-Well-maintained facilities

General themes stressed in the comment section:

Counselors, ORCs, family supports, collaboratives, Music/VAPA/sports, keeping cuts away from students, reduce class size

LCAP stakeholder meetings held at school sites:

Attended by 915 staff members and 1179 parents, for a total of 2094 stakeholders in attendance. Input from these meetings is reflected in the Green Paper survey.

“Green” Paper Survey – Annual Update – 437 surveys received. *General themes stressed in the comment sections:* Technology (number one priority in this survey), planning time, training and materials for common core and ELD, parent involvement, ORCs, facilities, academic support, student mastery of English, parent education about common core, class size, community partnerships, intervention, activities (art, language, music, sports), reclassification, communication regarding progress of EL’s, furniture upgrades, and technology repairs.

District-Level Stakeholder Input Groups and Meetings:

In total, 416 parents and community members attended one of the following meetings to provided input. At these meetings, the five newly drafted goals and accompanying action steps were shared, questions were answered and suggestions were recorded.

Community Input Meetings – *trends in responses weighed these items heavily:* facilities, materials, technology/technology supports for schools, expanding community partnerships, training for teachers, reduced class size, electives, communication, activities, PBIS/Mentors/ORCs, reclassification.

Student Congress – *trends in responses highlighted:*

more technology, after school clubs, access to materials/resources, electives, activities and incentives, improved facilities, equipment, and projects.

Paper Survey #2: The second paper survey was sent home to all families on March 16. This survey, which presented five draft goals along with associated draft actions, allowed stakeholders to give feedback on these proposed goals and actions. A total of 176 surveys were returned. Overall, the responses were very supportive of the proposed goals and actions. Priorities noted in these surveys included: support for English learners, resources and supplies for classrooms, providing a college bound culture, tutoring and intervention programs, professional development, parent communication, involvement and education, technology, class size reduction, school safety and sports/activities.

District Parent Advisory Committee (DPAC)/District English Learner Parent Advisory Committee (DELPAC)/District English Learner Advisory

Committee (DELAC) – *trends in input received:* activities including Visual And Performing Arts (VAPA), clubs, field trips; programs for summer, emotional

support, tutoring; resources for students, including technology and books; class size reduction; training for teachers; improved communication to parents, including training, resources and supporting English learners; reclassification; additional mentors, counselors; school safety/security; training for substitutes.

Special Education Parent Advisory Committee – *trends in responses on charts emphasized:* communication, increased services, equal access to programs for special education students, increased parent trainings/meetings, technology, reclassification.

Bargaining Units:

Ontario-Montclair Teachers Association (OMTA) - *trends in responses emphasized:* funding directly to sites to pay for field trips, tutoring and other site priorities; Outreach Consultants; student access to technology; professional development and materials, programs for common core and ELD.

California School Employees Association (CSEA) - *trends in responses include:* activities and supports for students, via ORCs, mentors, library staff; additional staff and funding for maintenance and furniture for schools; technology and tech trainings; PD for certificated and classified employees; parent trainings.

Comments to the Superintendent:

At each meeting a “Comments for the Superintendent” form was available for a message, question, comment, idea, to be sent straight to the Superintendent. 110 feedback forms were received. Of those, 110 responses were sent to the 76 individuals who provided their name and address. 34 were anonymous. *Main themes in these correspondences included:* safe routes to school (sidewalk repairs or construction, crossing guards), more technology, ORCs at every site and increased transportation.

Our district values the importance of highly qualified teachers. Our Human Resources department consistently recruits staff to ensure that they hold appropriate teaching credentials. Our actions will continue into next year to ensure that facilities are conducive to learning and teachers are appropriately credentialed to teach all students, including English Learners. Our recruitment and staffing efforts will continue in order to satisfy the demand for hard-to-fill positions. Our expenditures for these actions will continue and expand as needed to ensure students’ instructional needs are met by retaining teachers for hard-to-fill positions.

The district has a Conditions of Learning goal focused on building resources and capacity for our classrooms. To this we are adding instructional time, reducing class size and providing additional resources for teachers. The additional resources for teaching Common Core State Standards (CCSS) and the professional development for Common Core was another emphasis and was successful at the beginning implementation stage. New standards call for new assessments, so this year OMSD implemented Scholastic Reading Inventory (SRI) in order to determine grade level proficiency in these areas. The district writing prompts were designed to mirror performance tasks that the students will see on state assessments. Using these assessments, baseline data has been established for Reading, Math and Writing for all students and for all subgroups of students. We were hoping to implement the state benchmarks, but due to their late release, we were unable to use these tools. The identification of and training on new assessment types, new teaching methods, new materials and determining new baselines to measure growth, over the course of the year and from year to year for all students and for identified subgroups. In OMSD we have a very large percent of unduplicated students and our English Learner, Low Income and Foster Youth students participated fully in all programs. Data about their initial placement and their progress is monitored at the site. Schools aligned their Single Plan for Student Achievement (SPSA) to the LCAP, and progress was monitored trimesterly and shared with stakeholder groups.

Based on a review of SPSA progress monitoring results, it is evident that we were successful in meeting our goal of all students having access to CCSS aligned instructional materials. There was not, however, data collected that reflects the effectiveness of selected materials, or the level of implementation in classrooms. A next step is to establish metrics for evaluating these areas. In the coming school year (15-16), we will be piloting materials for an ELA and ELD adoption. Future actions will continue to provide supplemental money to support both ELA and Math until such time that the newly adopted materials are in place. Additional actions will sustain and increase professional development to support the effective implementation of the newly adopted curriculum for English Language Arts, English Language Development and math, as well as increased assistance from district Teachers-on-Assignment to support teachers in the implementation of the CCSS and newly adopted materials.

The district professional development plan was implemented and, as a result, all school sites have engaged in a great number of training sessions to support administrators, teachers and support staff in delivering high quality instructional practices aligned to CCSS to benefit the students in achieving their academic goals. Training sessions included, but are not limited to, training on the CCSS standards in ELA and Math, Close and Critical Reading, promoting the Standards for Mathematical Practice (SMPs), boosting Depth of Knowledge, NGSS training, CCSS-aligned writing practices, Socratic Seminar, ELD Standards, best practices for English Learners, Designated vs. Integrated ELD, Literature Circles, unit design in both math and ELA, Academic Vocabulary Development, and Universal Design in Learning. All of these best practices align with the Common Core State Standards and support general education students as well as English Learners, Foster Youth and Low Income pupils. In order to analyze the effectiveness of the implementation, district and site-based instructional walkthroughs were conducted and student data and data from various surveys were collected to determine next steps. While a great number of professional development activities took place during the 2014-15 school year, there is a need for coherence and consistency among all of the schools in the district. After analyzing the data, the district and site-level professional development plans were streamlined and revised in an effort to promote a more coherent and systematic program district-wide for the 2015-16 school year. Additionally, actions deemed to be firmly in place will be monitored while new actions will be incorporated to support all students and specific subgroups such as English Learners, Foster Youth and Low Income Pupils. Focus areas for the upcoming year include but are not limited to building conceptual development in mathematics, developing argumentative writing, and incorporating designated and integrated ELD in classrooms. Additional professional development and attention to meeting the needs of Students with Disabilities will be delivered at Job-A-Like meetings for teachers. A baseline for minimal professional development implementation was established and will be reflected in the 2015-16 plan.

Based on a review of the SPSA progress monitoring tool, all students have access to a standards based instructional program with opportunities for an enriched course of study in the areas of AVID, VAPA, GATE, sports and many other district-wide sponsored activities (ie. Science Fair). Middle schools offer at least 10 different electives in their master schedule and 83.1% of the students in middle school are enrolled in an elective class. There is a need to identify trends in students that are not accessing an elective and create a plan to increase the percentage of students who access electives. 83.6% of our low-income students and 83.5% of our foster youth are enrolled in an elective in middle school.

Students and their families receive case management and mental health services through the two family resource centers, Family Solutions and Montclair Community Collaborative. Many of the students are foster youth, low income, and English learners. PBIS training is structured in a three-tier program, and schools participate in this training in cohorts. Five cohorts of schools are planned with all schools being trained in all three tiers by the end of the 2019–2020 school year. The schools trained would benefit from on-site progress checks conducted through our Student Family Services. Partnering 4 Student Success, our electronic tracking system for the Student Study Team process, is still in its training phase. Half of our sites use this system regularly and have been trained in all components of the system. Quantitative data from school teams utilizing the PBIS framework show staffs perceive that their site is implementing at a rate of 34% - 75% depending on the school (Self-Assessment Survey – PBIS/SWIS). There are three schools that have not started a referral through the system. This has led to the beginning stages for creating a district wide tracking system to monitor our COST and SSTs. Our focus can be on ensuring all schools are trained and use Partnering 4 Student Success as their main system for identifying students who may need academic or social-emotional interventions leading to COST and SSTs. Our focus for next year will be to complete training all sites on Partnering for 4 Student Success so that all new referrals will be on-line and electronically monitored. Our focus will be for sites to no longer use the paper form for COST and SSTs referrals.

This year we have made a great effort to implement professional development on the 2012 ELD Standards through extensive district-wide trainings. All sites have at least a cadre of teachers who have participated in the trainings. All sites have conducted staff-wide professional development in ELD. All sites are implementing daily Designated ELD grouping students by proficiency levels. All sites have conducted school-wide professional development on the new ELD standards and the resource, “A Toolkit to Scaffold Instruction for English Learners” as this was a main focus for this school year.

In reviewing the professional development efforts across our district, a next step for us is to deepen the understanding of the ELD Standards and how to plan for ELD Designated and Integrated instruction. Also, the development of multiple data protocols to provide site administrators with guidance on monitoring an effective Designated and Integrated ELD lesson. We have begun to emphasize our focus on our Long Term English Learners (LTELs) at the middle schools. Our middle school reclassification rate increased by 46% overall from 2013 to 2014. Elementary reclassification increased by 41% while middle school reclassification increased by 65%. It is our belief that the increase corresponds to the implementation of the curriculum English 3D and the professional development to teachers.

Moving forward, a new action step to monitor the students at-risk for becoming LTELs needs to be developed and implemented in 2015-16. This will support students and their parents beginning to understand what instructional goals and outcomes need to take place for students to reclassify by 8th grade. This is particularly important in monitoring language proficiency and outcomes.

While this year our focus was on introducing the standards and beginning implementation of those standards using supplemental materials, next year we will focus on piloting a new ELA/ELD curriculum from the SBE Adoptions list, scheduled to be approved in November 2015. Piloting a complete curriculum that aligns the Common Core State Standards in ELA with the ELD Standards will support our current efforts to expand on curriculum embedded assessments to help gauge EL student progress.

Based on a review of the elective course offerings and access for English Learners at the middle schools, we will implement new action steps to focus on course

access and increase services and programs so then students can develop Academic Language proficiency while accessing content based instruction, including PD for staff, extended school day, counseling, outreach to parents, and increased access to electives.

In general, the actions, services, and expenditures will be similar 2015-2016 to the 2014-2015 school year, with one significant exception: the level of equipment expenditure purchases will be reduced during 2015-2016 as many of our existing devices were replaced, upgraded, or purchased during the 2014-2015 fiscal year. Any other changes will be driven primarily by the continuing evaluation of the technology-based programs implemented during the past two years, as described below.

Guiding our actions in developing curriculum integrated with technology is the District's Three-Year Technology Master Plan, approved on July 18, 2013, which reveals the following: *"By June 2017, 85% of students will select and effectively apply the appropriate technology tools and resources utilizing critical thinking and 21st century skills to analyze, create and present on selected topics."* (Objective 3d.2 Technology Tool)

Another goal includes supporting outreach to college, communication with parents and community, and providing resources and trainings to parents, yet the outcomes far exceeded our original plans. The Parent Educational Center (PEC) has increased parent participation and is working on a dual-capacity system in order to extend offerings of family engagement to support school sites. Awareness of District services and resources have increased through the monthly keynote speaker series that have included topics such as leadership development, Promise Scholars, child safety, parenting techniques, systems of support and transitioning to High School. Classes in the Parent Educational Center continue to grow around the basic needs of the child and the support families' needs as true partners in education for student success. In the fall, 35 parents enrolled in the Plaza Comunitarias Program (through a partnership with the Mexican Consulate Office). Within six months of participating in the program, 5 parents have graduated from primary or secondary level and will be receiving a formal certificate from the Mexican Government. As a continuous support, the PEC continues to provide pathways to higher educational/career readiness and serves 100 parents through the ESL classes in partnership with Chaffey Adult School. Increased services have improved parent participation at the PEC resulting in a need for additional part-time staff.

We have increased and improved services for unduplicated students (English Learners, Foster Youth and Low Income) by upgrading the entire educational program in the district, directly related to the eight state priorities, as categorized under: Conditions of Learning (COL), Pupil Outcomes (PO) and Engagement (E). Actions taken this year directly servicing unduplicated students include:

- Increased and improved professional development for teachers and support staff on the English Language Development Standards and lesson planning to provide differentiated instruction for language proficiency needs. (COL)
- Increased planning time for the development of lessons to support English Language Learners and their access to the Common Core State Standards (CCSS). (COL)
- Increased professional development provided to middle school teachers to address the needs of Long Term English Learners.
- Improved support of a dedicated Newcomer program to address the needs of English Learners in US schools less than one year.
- Initiated Foster Youth Liaison support– provide staffing to oversee the supports and services offered to foster youth. (E)

- Library staff and resources – all students benefit from access to a staffed library. However, students from low-income families benefit particularly because of a lack of reading materials and read alouds in the home. (COL)
- Initiated the use of Teaching Channel as a tool to find lessons specific to English Learners and differentiated instruction. (COL)

Services to targeted students were increased and improved this school year, as a reflection of this funding. Actions taken include:

- An increase in instructional time
- Data on reclassification rates demonstrates that we are impacting English Learner student achievement:

	2012-2013	2013-2014	Percent Increase
Elementary	778	1308	59%
Middle School	297	350	85%
Total	1,075	1,658	65%

- 100% of our teachers have received Professional Development on the new English Language Development standards.
- 80% of our middle school teachers have received supplemental professional development in the area of meeting the needs of Long Term English Learners
- 100% of our content teachers, who support newcomers at the Vernon Newcomer program, have received PD on language acquisition and the new ELD standards
- 100% of elementary school sites either participated in a Trainer of Trainer model to provide PD on designated and integrated ELD at their school sites or invited district trainers to provide the training for their teachers.

The high priority needs surfaced as they relate to the goals of the LEA Plan in alignment to our LCAP are:

- A dedicated Director II, English Learners
- Teachers-on-Assignment (TOAs) and EL Teachers-on-Assignment (ELTOAs) – ELA, Math and ELD Professional development, demonstration lessons, coaching and planning with teachers.
- Elementary Administrators – Assistant Principal positions in the elementary schools to support professional development, data analysis and planning the use of student assessment data to meet individual students' needs as well as to support systems of engagement for students, including English Learners (Student Study Team, special school programs/distinctives, extra curricular activities, including sports).
- Additional 15 minutes of instruction per day – This additional instructional time daily benefits all of our students, with the principal benefit going to students in greatest need, including the unduplicated students (English Learners, Foster Youth and Low Income). This time allows for additional core and intervention instruction to fill learning gaps.
- Increase in salaries – This increase allows OMSD to recruit and retain quality teachers (an ongoing expense including step and column increases). Unique student needs, associated with our unduplicated students (English Learners, Foster Youth and Low Income), require a strong and qualified teaching staff.

- Additional teacher prep time – One extra hour per week for elementary teachers is provided by expanding the roving PE teams so that teachers can plan and collaborate with their teams to plan high quality lessons and to evaluate student assessments with the principal benefit of addressing the needs of our unduplicated students (English Learners, Foster Youth and Low Income).
- Professional development – To increase teacher capacity to design and deliver effective lessons and to adjust instruction based on observations of student responses to meet individual student needs. All students benefit but particularly those students in need of extra support across all subgroups and our unduplicated students (English Learners, Foster Youth and Low Income).
- Class size reduction – Phase I of our class size reduction affords TK-3rd grade teachers fewer students, which supports the teacher's ability to work with individual and small groups of students, and allow teachers to observe student need more closely in order to adjust instruction to meet student need with the principal benefit going to our unduplicated students (English Learners, Foster Youth and Low Income).
- Improved and increased technology (hardware, software, site licenses) – Technology use and access is central to the implementation of the CCSS. Student digital literacy requires the use of technology in instruction (instructional delivery, intervention programs) and assessment (Scholastic Reading Inventory, Scholastic Math Inventory, Smarter Balance Assessment). Unduplicated students gain particular benefit from increased access at school since they may not have access at home.
- Additional Mentors and Outreach Consultants – These staff members coordinate intervention and engagement programs with the principal benefit of at-risk students, including unduplicated students (English Learners, Foster Youth and Low Income).
- Counseling – Students who could benefit from this service are provided with counseling in order to engage fully in their education, particular to the needs of our unduplicated students (English Learners, Foster Youth and Low Income).
- Programs for all parents including those of unduplicated students (English Learners, Foster Youth and Low Income), including Parent Education Center, Parent Leadership Conference, and site/district parent advisory groups – providing training for parents related to education and parenting strategies, including classes for their own degrees/advancement.
- Increase in classroom supply budgets – Additional monies for materials and resources in order to provide additional support to all students, specifically to support the unduplicated students (English Learners, Foster Youth and Low Income).
- Supplemental instructional materials – Purchase of additional resources such as the Deconstructed Standard for Classroom Impact and Depth of Knowledge Flipcharts, English 3 D: Debate, Describe and Discuss for grades 7 and 8, and Scaffolding Instruction for English Language flipcharts, and California English Language Development Standards resource provides guidance for differentiation for subgroups including English Learners.
- Materials and resources to support all CCSS and ELD Standards implementation.
- Services to families via Family Solutions – Basic needs, housing, food, counseling, resources for families, access to health insurance helps all of our students, but particularly those with low income.

Goals, Strategies and Action Steps:

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

	Timeline	Persons Responsible	Funding Source
1A: 1 Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials in ELA.			
1A:1A Action Step: Provide core resources, professional development and materials to ensure implementation of CCSS	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF
1A:1B Action Step: Purchase and support the following materials: <ul style="list-style-type: none"> • New English Language Arts/English Language Development adoption 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$3,502,000 LCFF, Lottery
1A:1C Action Step: Provide supplemental resources and materials aligned to state standards in ELA Purchase and support the following materials: <ul style="list-style-type: none"> • Scholastic Reading Inventory • Learning Together materials • Academic Vocabulary Toolkit materials • Teaching Channel, supports, licenses, iPads 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$844,000 LCFF, Title III, Lottery
1A:1D Action Step: Maintain classroom budget for all teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$225,000 LCFF Objects

1A:2 Strategy:
 Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

<p>1A:2A Action Step: Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase:</p> <ul style="list-style-type: none"> • Laptops/Devices • Projectors • SmartBoards 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$806,000 LCFF
<p>1A:2B Action Step: Increase students' use of up-to-date technology as a learning tool, such as Defined STEM, EduType and other district and site-determined programs and licenses.</p>	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$100,000 Lottery
<p>1A:2C Action Step: Increase students' use of technology as an assessment tool, such as Scholastic Reading Inventory (SRI).</p>	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
<p>1A:2D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards.</p> <ul style="list-style-type: none"> • GATE testing • School Loop • Illuminate Program • Inspect Program • Printing and associated discretionary costs 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$319,000 LCFF, Title I, Lottery
<p>1A:2E Action Step: Maintain increased instructional time (15 minutes per day) for students implemented last year.</p>	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$4,862,000 LCFF
<p>1A:2F Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs:</p> <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Central Language Academy (CLA) Mandarin teacher 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$574,000 LCFF, Title I, Title II

• Project Based Learning (PBL)			
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Goal 1B:
All students, in all subgroups, will have access to a standards-based instructional program with materials and resources that are aligned to mathematics content state standards that integrate technology, in a broad course of study to meet individual student needs and attain proficiency measures.

		Timeline	Persons Responsible	Funding Source
1B:1	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials in the area of mathematics.			
	1B:1A Action Step: Provide core resources, professional development and materials to ensure implementation of CCSS	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1A
	1B:1B Action Step: Purchase and support the following materials: • Printing costs for Eureka Math adoption. • Math manipulatives	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$85,000 LCFF, Lottery
	1B:1C Action Step: Provide supplemental resources and materials aligned to state standards in math. Purchase and support the following materials: • Scholastic Math Inventory fees and maintenance	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1C
	1B:1D Action Step: Maintain classroom budget for all teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1D

1B:2	Strategy: Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials in mathematics.			
	1B:2A Action Step: Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase:	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A2A

<ul style="list-style-type: none"> • Laptops/Devices • Projectors • SmartBoards 			
1B:2B Action Step: Increase students' use of up-to-date technology as a learning tool, such as Defined STEM, EduType and other district and site-determined programs and licenses.	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	See 1A2B
1B:2C Action Step: Increase students' use of technology as an assessment tool, such as Scholastic Math Inventory (SMI).	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	See 1A2C
1B:2D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • Printing and associated discretionary costs 	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	See 1A2D
1B:2E Action Step: Maintain increased instructional time (15 minutes per day) for students implemented last year.	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	See 1A2E
1B:2D Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Central Language Academy (CLA) Mandarin teacher • Project Based Learning (PBL) 	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	See 1A2G

Goal 1C:
Increase the number of students, in all subgroups, high priority students and students with disabilities, attaining or exceeding grade level performance expectations in ELA, math, science and social studies as measured by multiple assessments; while increasing the number of students that are college and career ready, the percent of English learners that become English proficient and reclassify.

		Timeline	Persons Responsible	Funding Source
1C:1	Strategy: Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.			
1C:1A	Action Step: Continue to provide intervention and extended learning opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs. <ul style="list-style-type: none"> • Supplemental Educational Services • Summer School • Visual And Performing Arts (VAPA) • Academic intervention programs • Extended School Year (ESY) • Site determined academic interventions 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$392,000 LCFF, Title I, 21st Century \$1,178,800 Title 1
1C:1B	Action Step: Provide alternative programs and learning opportunities to meet individualized student needs, such as virtual learning opportunities and alternative placements. <ul style="list-style-type: none"> • E3 • Student Outreach Academic Recovery (SOAR) 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$263,000 LCFF
1C:1C	Action Step: Utilize an assessment system to support an effective SST process and procedures to ensure student needs are met in a timely and consistent manner.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$103,000 LCFF
1C:1D	Action Step: Plan and implement processes to monitor Foster Youth and Low Income students' academic progress in ELA and Math.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$16,000 Medi-Cal, Heal Grant, Objects, Prevention Intervention
1C:1E	Action Step: Provide supplemental resources and materials aligned to state standards <ul style="list-style-type: none"> • Scholastic Math Inventory/Scholastic Reading Inventory/Read 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1C

<ul style="list-style-type: none"> 180 fees and maintenance • Read 180 materials • Learning Together materials 			
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1C:2	Strategy: Provide opportunities for collaboration between general education and special education teacher.		
1C:2A Action Step:	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$1,306,000 LCFF
1C:2B Action Step: Provide Professional Development (PD) for the implementation of Common Core State Standards (CCSS), English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials: <ul style="list-style-type: none"> • Read 180 • August 2015 Voluntary PD • Teacher Release Time Content PD 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1A
1C:2C Action Step: Provide supplemental resources and materials aligned to state standards <ul style="list-style-type: none"> • Teaching Channel, supports, licenses, iPads 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1C

1C:3	Strategy: Provide academic support to meet the specific needs of Students with Disabilities in the core instructional program.		
1C:3A Action Step:	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
1C:3B Action Step: Provide support to schools in curriculum and instruction:	August 2015- June 2018	Assistant Superintendent,	\$120,000 LCFF

<ul style="list-style-type: none"> Establish demonstration classes at every grade level (including in special education classes) at sites across the district. 		Learning and Teaching	
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**Goal 1D:
Provide high quality researched based professional development for teachers, administrators and other personnel.**

		Timeline	Persons Responsible	Funding Source
1D:1	Strategy: Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to informal instruction).			
1D:1A	Action Step: Increase support to schools in curriculum and instruction, via Teachers on Assignment (TOAs): <ul style="list-style-type: none"> Continue Teachers on Assignment to support the implementation of PD and increase teacher capacity Provide professional development on strategies to meet the needs of At-Risk students. 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$2,625,000 LCFF, \$190,000 Title I \$310,106 Title II
1D:1B	Action Step: Provide professional development on the math adoption implementation: <ul style="list-style-type: none"> PD on mathematical conceptual understanding for all teachers. 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$159,000 LCFF,
1D:1C	Action Step: Design and deliver professional development on utilizing formative and local and state summative assessments.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
1D:1D	Action Step: Continue to support the teacher induction program.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$150,000 LCFF

1D:2	Strategy: Provide regular opportunities for data-based collaboration for all teachers.			
1D:2A	Action Step: Provide support to schools in curriculum and instruction: <ul style="list-style-type: none"> Establish demonstration classes at every grade level at sites 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$120,000 LCFF

across the district.			
1D:2B Action Step: Provide Professional Development (PD) for on the implementation of Common Core State Standards (CCSS), English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials: <ul style="list-style-type: none"> • Read 180 • August 2015 Voluntary PD • Teacher Release Time Content PD • English 3D (ELD) Curriculum PD • Academic Vocabulary Toolkit Curriculum PD • Establish Leadership team for NGSS 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1A
1D:2C Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning, including for core content and ELD.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1C2A

1D:3 Strategy: Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.			
1D:3A Action Step: Provide professional development on and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to Common Core.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A

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

	Timeline	Persons Responsible	Funding Source
1E:1 Strategy: Involve and engage staff, parents, and community groups in academic improvement strategies.			
1E:1A Action Step: Provide staffing to support family outreach and student support at	August 2015- June 2018	Assistant Superintendent,	\$1,303,000 LCFF, Title I, Heal Grant,

school sites (Outreach Consultant (ORC), Outreach Assistant (ORA), student mentors, and student counselors).		Learning and Teaching	Prevention Intervention Grant
1E:1B Action Step: Provide case management services to students and their families to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Educational Center	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$737,000 LCFF, Title I, Mc Kinney-Vento, Medi-Cal, Prevention Intervention
1E:1C Action Step: Maintain services offered at Family Solutions Center in the areas of clinical supervision for mental health and crisis intervention district wide.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$390,000 Title I
1E:1D Action Step: Provide a dedicated Coordinator to develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$690,000 LCFF, ASES
1E:1E Action Step: Develop and provide parent classes to support students with positive engagement in school, 21st Century learning and academic support at home: <ul style="list-style-type: none"> • Parent Education Center (PEC): • Parent Leadership Conference • Positive parenting classes • Common Core classes • Web-based classes • 21st Century skills classes • Site based parent training 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$315,000 LCFF, Title I
1E:1F Action Step: Provide higher education and career readiness pathways information to parents such as: <ul style="list-style-type: none"> • A-G classes • Promise Scholars parent presentations • Plazas Comunitarias 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1E1E

<ul style="list-style-type: none"> General Educational Development (GED) 			
1E:1G Action Step: Provide timely and appropriate translations and interpretations.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$852,000 LCFF
1E:1H Action Step: Expand and enhance district and site messaging and two-way communication with the families and community of Ontario-Montclair School District <ul style="list-style-type: none"> District messaging: OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins Two-way communication: Online and paper parent surveys, community input meetings, and district and site parent advisory groups, upgrade and enhance upgrade talk systems 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$261,000 LCFF, Title III
1E:1I Action Steps: Provide a safe and secure learning environment that is conducive to learning, where people treat each other with respect.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$1,829,000 LCFF

1E:2	Strategy: Ensure articulation of services among educational levels including preschool, elementary, middle school, high school and post-secondary options.		
1E:2A Action Step: Train Cohort 2 (Tier 2) and Cohort 3 (Tier 1) in Positive Behavior Intervention and Support.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$53,000 PBIS
1E:2B Action Step: Develop and implement a plan to prioritize support for foster youth and monitor their social/emotional needs, including counseling services.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
1E:2C Action Step: Increase support to schools in curriculum and instruction, via Teachers on Assignment (TOAs): <ul style="list-style-type: none"> Continue Teachers on Assignment to support the implementation of PD and increase teacher capacity 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1D1A
1E:2D Action Step: Continue to provide weekly Physical Education (PE) time to support	August 2015- June 2018	Assistant Superintendent,	See 1C2A

teacher planning, including for core content and ELD.		Learning and Teaching	
1E:2E Action Step: Provide Professional Development (PD) on the implementation of Common Core State Standards (CCSS), English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials across the educational levels across the district: <ul style="list-style-type: none"> • August 2015 Voluntary PD • Teacher Release Time Content PD • Establish Leadership team for NGSS • Math adoption • Math conceptual understanding 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A1A

1E:3	Strategy: Monitor program effectiveness			
	1E:3A Action Step: Provide a system to track student interventions and the SST system and procedures to ensure student needs are met in a timely and consistent manner. Implement the system to provide timely and appropriate interventions in the area of academics, social/emotional, speech and language, behavior and attendance.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$103,000 LCFF
	1E:3B Action Step: Utilize an assessment system to support an effective SST process and procedures to ensure student needs are met in a timely and consistent manner.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1E3A
	1E:3C Action Step: Design and deliver professional development on utilizing formative and local and state summative assessments.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
	1E:3D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • Physical Fitness testing • Summer California English Language Development Test (CELDT) 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A2D

<ul style="list-style-type: none"> • GATE testing • School Loop • Illuminate Program • Inspect Program • Printing and associated discretionary costs 			
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Goal 1F: Provide support for schools in Corrective Action the under the federal requirements under the Elementary and Secondary Education Act (ESEA).

		Timeline	Persons Responsible	Funding Source
1F:1	Strategy: Support for schools in PI Year 3, 4, and 5. Identify the schools in PI Year 3, 4, 5 and the corrective action assigned and implementation of Program Improvement activities under the current Elementary and Secondary Education Act (ESEA).			
1F:1A	Action Step: Assign a Director I, West Learning Region and Director I, East Learning Region to evaluate, monitor, and oversee the programs and services to students in Elementary and Middle schools.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$336,132 LCFF

Goal 2A: Increase the number of English Learners attaining or exceeding expectations in Annual progress in English Language proficiency as measured by AMAO 1 and California English Language Development Test (CELDT) or subsequent test, increasing the number of English Learners that become English proficient and reclassify.

		Timeline	Persons Responsible	Funding Source
2A:1	Strategy: District will provide all school sites with data reports, professional development and systems to monitor instruction to ensure that English Learners are making annual progress in learning English.			
2A:1A	Action Step: Provide support to schools in curriculum and instruction: <ul style="list-style-type: none"> • Establish demonstration classes for English Language Development at select sites across the district 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$120,000 LCFF
2A:1B	Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to the English Language Development Standards.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A

2A:2	Strategy: All English Learners and English Learners with Individualized Educational Plans will be administered the State's English Language Assessment, the California English Language Development (CELDT) Assessment, or subsequent assessment, or alternative English Language assessment or CELDT with accommodations based on the student's Individualized Educational Plan.		
2A:2A Action Step:	Provide calibration trainings to all staff members responsible for the administration of the State's English Language Assessment.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching
2A:2B Action Step:	Ensure all Initial English Learner candidates in grades TK-8 take the State's Initial and Annual English Language Assessment within the required testing window.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching
2A:2C Action Step:	Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. • CELDT or successor English Language Assessment	August 2015- June 2018	Assistant Superintendent, Learning and Teaching
			N/A
			\$105,000 LCFF
			See 1A2D

		Timeline	Persons Responsible	Funding Source
2A:3	Strategy: All English Learners will receive an appropriate English Language Development program based on the results of the State's English Language assessment.			
2A:3A Action Step:	Provide core resources, professional development and materials to ensure implementation of English Language Development	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$844,000 LCFF, Lottery, Title III
2A:3B Action Step:	Enhance course offerings for English Learners through a broad course of study, including Designated and Integrated English Language Development at all Elementary and Middle Schools, including specialty magnet programs such as the Alternative Bilingual Dual Immersion program at Central Language Academy.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$574,000 LCFF, Title I, Title II
2A:3C Action Step:	Newcomer Program for 7 th and 8 th at Vernon Middle School • Teacher release days for Newcomer staff Professional Development • Teacher staff and paraprofessional newcomer aide	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$135,000 Title III

<ul style="list-style-type: none"> Newcomer instructional materials 			
2A:3D Action Step: Ensure all school sites receive resources to support English Learners in accessing research-based English Language Development programs to increase their annual progress in attaining English Language Proficiency.	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$700 Private Schools and \$411,771 School Site Title III Allocation

2A:4	Strategy: Provide English Learners with high quality English Language instruction based on research-based practice and the English Language Development Standards and content standards.		
2A:4A Action Step: English Learner Teachers-on-Assignment (TOAs) <ul style="list-style-type: none"> Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access curriculum, monitor academic and language progress, inform parents and provide coaching and professional development to teachers. 	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$218,000 LCFF, Title III
2A:4B Action Step: Provide Professional Development (PD) on the implementation of the English Language Development (ELD) instructional materials and strategies: <ul style="list-style-type: none"> Teacher Release Time ELD PD English 3D (ELD) Curriculum PD Quality Teaching for English Learners (QTEL) Training for teachers 	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF
2A:4C Action Step: Provide supplemental resources and materials aligned to state standards in ELD, purchase and support the following materials: <ul style="list-style-type: none"> English 3D materials Teaching Channel, supports, licenses, 	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$844,000 LCFF, Lottery, Title III
2A:4D Action Step: Provide and support the following materials: <ul style="list-style-type: none"> New English Language Arts/English Language Development adoption 	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$3,502,000 LCFF, Lottery
2A:4E Action Step:	August 2015-	Assistant	See 1C2A

Continue to provide weekly Physical Education (PE) time to support teacher planning and collaboration including, between general education and special education teachers, for ELD and other core content areas.	June 2018	Superintendent, Learning and Teaching	
2A:4F Action Step: Continue to provide intervention and extended learning opportunities for English Learner students, such as between the bells, afterschool programs. <ul style="list-style-type: none"> Academic intervention programs Broad course of study and electives Site determined academic and academic language interventions 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$392,000 LCFF, Title I, 21st Century

	Timeline	Persons Responsible	Funding Source
2A:5 Strategy: All English Learners will be monitored regularly on academic progress so instruction can be adjusted accordingly.			
2A:5A Action Step: Identify and monitor English Learner student progress utilizing multiple measures: <ul style="list-style-type: none"> Academic progress in English Language Development instruction Long Term English Learner (LTEL) and At-Risk LTEL progress English Language proficiency and growth in ELD Monitoring towards reclassification progress 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2A:5B Action Step: English Learner Teachers-on-Assignment (TOAs) Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access curriculum, monitor academic and language progress, inform parents and provide coaching and professional development to teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$218,000 LCFF, Title III

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

	Timeline	Persons Responsible	Funding Source
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2B:1	Strategy: District will provide all school sites with data reports, professional development and systems to monitor instruction to ensure that English Learners are making annual progress in English Proficiency.			
2B:1A	Action Step: Provide English Language Development support to schools in curriculum and instruction: <ul style="list-style-type: none"> Establish demonstration classes for English Language Development at select sites across the district 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$120,000 LCFF
2B:1B	Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction English Language Development.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2B:2	Strategy: All English Learners and English Learners with Individualized Educational Plans will be administered the State's English Language Assessment, the California English Language Development (CELDT) Assessment, or subsequent English Language assessment, or alternative English Language assessment, or CELDT with accommodations if the student has an Individualized Educational Plan.			
2B:2A	Action Step: Provide calibration trainings to all staff members responsible for the administration of the California English Language Development (CELDT) Assessment, or subsequent English Language Assessment.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2B:2B	Action Step: Ensure all Initial English Learner candidates in grades TK-8 take the State's Initial and Annual English Language Assessment within the required testing window.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$105,000 LCFF
2B:2C	Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> CELDT or successor English Language Assessment 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 1A2D
2B:3	Strategy: All English Learners will receive an appropriate English Language Development program based on the results of the State's English Language assessment.			
2B:3A	Action Step:	August 2015-	Assistant	\$463,000

Provide core resources, professional development and materials to ensure implementation of English Language Development, Designated and Integrated.	June 2018	Superintendent, Learning and Teaching	LCFF
2B:3B Action Step: Enhance course offerings for English Learners through a broad course of study, including Designated and Integrated English Language Development at all Elementary and Middle Schools, including specialty magnet programs such as the Alternative Bilingual Dual Immersion program at Central Language Academy.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$574,000 LCFF, Title I, Title II
2B:3C Action Step: Newcomer Program for 7 th and 8 th at Vernon Middle School <ul style="list-style-type: none"> • Teacher release days for Newcomer staff Professional Development • Teacher staff and paraprofessional newcomer aide • Newcomer instructional materials 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$135,000 Title III

2B:4	Strategy: Provide English Learners with high quality English Language instruction based on research-based practice and the English Language Development Standards and content standards.		
2B:4A Action Step: English Learner Teachers-on-Assignment (TOAs) <ul style="list-style-type: none"> • Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access curriculum, monitor academic and language progress, inform parents and provide coaching and professional development to teachers. 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$218,000 LCFF, Title III
2B:4B Action Step: Provide Professional Development (PD) for on the implementation of the English Language Development (ELD) instructional materials and strategies: <ul style="list-style-type: none"> • Teacher Release Time ELD PD • English 3D (ELD) Curriculum PD • Quality Teaching for English Learners (QTEL) Training for teachers 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF
2B:4C Action Step:	August 2015-	Assistant	\$844,000 LCFF,

Provide supplemental resources and materials aligned to state standards in ELD, purchase and support the following materials: <ul style="list-style-type: none"> English 3D materials Teaching Channel, supports, licenses, 	June 2018	Superintendent, Learning and Teaching	Lottery,
2B:4D Action Step: Provide and support the following materials: <ul style="list-style-type: none"> New English Language Arts/English Language Development adoption 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$3,502,000 LCFF, Lottery
2B:4E Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning and collaboration including, between general education and special education teachers, for ELD and other core content areas.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$1,306,000 LCFF
2B:4F Action Step: Continue to provide intervention and extended learning opportunities for English Learner students such as between the bells, afterschool programs. <ul style="list-style-type: none"> Academic intervention programs Broad course of study and electives Site determined academic and academic language interventions 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$392,000 LCFF, Title I, 21st Century
2B:4G Action Step Ensure all school sites receive resources to support English Learners in accessing research-based English Language Development programs to ensure progress to the English Proficiency target.	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$700 Private Schools and \$411,771 School Site Title III Allocation

2B:5 Strategy: All English Learners will be monitored regularly on academic progress so instruction can be adjusted accordingly.			
2B:5A Action Step: Identify and monitor English Learner student progress utilizing multiple	August 2015- June 2018	Assistant Superintendent,	N/A

measures: <ul style="list-style-type: none"> Academic progress in English Language Development instruction Long Term English Learner (LTEL) and At-Risk LTEL progress English Language proficiency and growth in ELD Monitoring towards reclassification progress 		Learning and Teaching	
2B:5B Action Step: English Learner Teachers-on-Assignment (TOAs) Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access curriculum, monitor academic and language progress, inform parents and provide coaching and professional development to teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$218,000 LCFF, Title III

Goal 2C: All English Learners, in all subgroups, will have access to a standards-based instructional program with materials and resources that are aligned to English Language Arts and mathematics content state standards, that integrate technology, in a broad course of study to meet English Learner student needs and attain Annual Yearly Progress (AYP) proficiency measures for the English Learner subgroup.

		Timeline	Persons Responsible	Funding Source
2C:1	Strategy: District will provide systems to monitor AYP accountability measures for the EL Subgroup.			
2C:1A	Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to the English Language Development Standards.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2C:1B	Action Step: Identify and monitor English Learner student progress utilizing multiple measures: <ul style="list-style-type: none"> Academic progress in English Language Development instruction Long Term English Learner (LTEL) and At-Risk LTEL progress English Language proficiency and growth in ELD Monitoring towards reclassification progress 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2C:1C	Action Step: Provide core resources, professional development and materials to ensure implementation of English Language Development	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF

2C:1D Action Step: English Learner Teachers-on-Assignment (TOAs) Support English Learners, Long Term English Learners (LTELs) and at-risk LTELs access curriculum, monitor academic and language progress, inform parents and provide coaching and professional development to teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$218,000 LCFF, Title III
2C:1E Action Step: Ensure all school sites receive resources to support English Learners in accessing research-based English Language Development programs and content area instruction.	August 2015-June 2018	Assistant Superintendent, Learning and Teaching	\$700 Private Schools and \$411,771 School Site Title III Allocation
2C:1F Action Step: Assign a Director I, West Learning Region and a Director 1, East Learning Region to evaluate, monitor, and oversee the programs and services to students in Elementary and Middle schools.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$336,132 LCFF

2C;2	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials, including intervention and supplemental materials, in ELA.		
2C;2A Action Step: Provide core resources, professional development and materials to ensure implementation of CCSS in ELA.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF
2C;2B Action Step: Purchase and support the following materials: <ul style="list-style-type: none"> New English Language Arts/English Language Development adoption 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$3,502,000 LCFF, Lottery
2C;2C Action Step: Provide supplemental resources and materials aligned to state standards in ELA Purchase and support the following materials: <ul style="list-style-type: none"> Scholastic Reading Inventory Learning Together materials Academic Vocabulary Toolkit materials Teaching Channel, supports, licenses, iPads 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$844,000 LCFF, Lottery, Title III

2C:2D Action Step: Maintain classroom budget for all teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$225,000 LCFF
2C:3 Strategy: Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.			
2C:3A Action Step: Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase: <ul style="list-style-type: none"> • Laptops/Devices • Projectors • SmartBoards 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$806,000 LCFF
2C:3B Action Step: Increase students' use of up-to-date technology as a learning tool, such as Defined STEM, EduType and other district and site-determined programs and licenses.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See \$100,000 Lottery
2C:3C Action Step: Increase students' use of technology as an assessment tool, such as Scholastic Reading Inventory (SRI).	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2C:3D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • GATE testing • School Loop • Illuminate Program • Inspect Program • Printing and associated discretionary costs 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$319,000 LCFF, Title I, Lottery
2C:3E Action Step: Maintain increased instructional time (15 minutes per day) for students implemented last year.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$4,862,000 LCFF
2C:3F Action Step:	August 2015-	Assistant	\$574,000

Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Central Language Academy (CLA) Mandarin teacher • Project Based Learning (PBL) 	June 2018	Superintendent, Learning and Teaching	LCFF, Title I, Title II
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		Timeline	Persons Responsible	Funding Source
2C:4	Strategy: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials, including intervention and supplemental materials, in the area of mathematics.			
2C:4A	Action Step: Provide core resources, professional development and materials to ensure implementation of CCSS	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF
2C:4B	Action Step: Purchase and support the following materials: <ul style="list-style-type: none"> • Printing costs for Eureka Math adoption. • Math manipulatives 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$85,000 LCFF
2C:4C	Action Step: Provide supplemental resources and materials aligned to state standards in math. Purchase and support the following materials: <ul style="list-style-type: none"> • Scholastic Math Inventory fees and maintenance 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$844,000 LCFF, Lottery, Title III
2C:4D	Action Step: Maintain classroom budget for all teachers.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$225,000 LCFF

2C:5	Strategy: Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials in mathematics.			
2C:5A	Action Step: Increase, upgrade and maintain various district-wide equipment	August 2015- June 2018	Assistant Superintendent,	\$806,000 LCFF

(laptops, projectors, smart boards) for PK – 8 students, teachers and staff. Purchase: <ul style="list-style-type: none"> • Laptops/Devices • Projectors • SmartBoards 		Learning and Teaching	
2C:5B Action Step: Increase students' use of up-to-date technology as a learning tool, such as Defined STEM, EduType and other district and site-determined programs and licenses.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$100,000 LOTTERY
2C:5C Action Step: Increase students' use of technology as an assessment tool, such as Scholastic Math Inventory (SMI).	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2C:5D Action Step: Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. <ul style="list-style-type: none"> • Printing and associated discretionary costs 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$319,000 LCFF, Title I, Lottery
2C:5E Action Step: Maintain increased instructional time (15 minutes per day) for students implemented last year.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$4,862,000 LCFF
2C:5F Action Step: Enhance course offerings for all students through a broad course of study, including specialty programs, such as magnets, academies and school distinctive programs: <ul style="list-style-type: none"> • District Gifted And Talented Education (GATE) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Central Language Academy (CLA) Mandarin teacher • Project Based Learning (PBL) 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$574,000 LCFF, Title I, Title II

2C:6	Strategy: Ensure that the English Learner subgroup meets the State academic assessment participation rate for English Language Arts and mathematics.		
2C:6A Action Step:	August 2015-	Assistant	\$155,480 LCFF

The District will staff a Director II of Research and Assessment and staff to provide support to all sites to ensure that English Learners meet the States academic assessment participation rate for English Language Arts and mathematics.	June 2018	Superintendent, Learning and Teaching	
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**Goal 2D:
Provide high quality, research-based, professional development for teachers, administrators and other personnel to improve the instruction and assessment of English Learners.**

	Timeline	Persons Responsible	Funding Source
2D:1 Strategy: Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to informal instruction) to improve instruction and assessment of English Learners.			
2D:1A Action Step: Increase support to schools in curriculum and instruction, via Teachers on Assignment (TOAs): <ul style="list-style-type: none"> Continue Teachers on Assignment to support the implementation of PD and increase teacher capacity in the instruction of English Learners. 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$2,625,000 LCFF, (\$190,000 Title I \$310,106 Title II)
2D:1B Action Step: Design and deliver professional development on utilizing formative and local and state summative assessments to monitor English Learner academic progress.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A
2D:1C Action Step: Continue to support teacher induction programs and include professional development on effective strategies for English Learners.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$150,000 LCFF

2D:2 Strategy: Provide regular opportunities for data-based collaboration for all teachers.			
2D:2A Action Step: Provide support to schools in curriculum and instruction: <ul style="list-style-type: none"> Establish English Language Development demonstration classes at selected sites across the district. 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$120,000 LCFF

<p>2D:2B Action Step: Provide Professional Development (PD) for the implementation of Common Core State Standards (CCSS), English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials to meet the needs of English Learners:</p> <ul style="list-style-type: none"> • Teacher Release Time Content PD • English 3D (ELD) Curriculum PD • Academic Vocabulary Toolkit Curriculum PD • English Language Development PD • Quality Teaching for English Learners PD 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$463,000 LCFF
<p>2D:2C Action Step: Continue to provide weekly Physical Education (PE) time to support teacher planning, including for core content and ELD.</p>	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$1,306,000 LCFF

2D:3	<p>Strategy: Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.</p>		
<p>2D:3A Action Step: Provide professional development and implement the Instructional Rounds process as a means of defining high-quality instruction aligned to Common Core.</p>	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	N/A

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

	Timeline	Persons Responsible	Funding Source
<p>2E:1 Strategy: Promote parental participation, including for parents of ELs</p>			
<p>2E:1A Action Step:</p>	August 2015-	Assistant	\$315,000 LCFF, Title

Develop and provide parent classes to support students with positive engagement in school, 21 st Century learning and academic support at home: <ul style="list-style-type: none"> ● Parent Education Center (PEC): ● Parent Leadership Conference ● Positive parenting classes ● Common Core classes ● Web-based classes ● 21st Century skills classes ● Site based parent training 	June 2018	Superintendent, Learning and Teaching	I
2E:1B Action Step: Provide timely and appropriate translations and interpretations.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$852,000 LCFF
2E:1C Action Step: Expand and enhance district and site messaging and two-way communication with the families and community of Ontario-Montclair School District <ul style="list-style-type: none"> ● <u>District messaging:</u> OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins <u>Two-way communication:</u> Online and paper parent surveys, community input meetings, and district and site parent advisory groups, upgrade and enhance “talk systems”.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$261,000 LCFF, Title III,
2E;2	Strategy: Promote community participation in programs for ELs		
2E;2A Action Step: Provide higher education and career readiness pathways to parents such as: <ul style="list-style-type: none"> ● A-G classes ● Promise Scholars parent presentations ● Plazas Comunitarias ● GED 	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	See 2E:1A
2E;2B Action Step:	August 2015-	Assistant	N/A

Support workshops at the Parent Educational Center, Project Inspire trainings, through partnerships with universities, community services and outreach efforts.	June 2018	Superintendent, Learning and Teaching	
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Goal 2F: Ensure English Learner parents receive all required state and federal parent notifications.

	Timeline	Persons Responsible	Funding Source
2F:1 Strategy: Develop and implement a District wide plan to meet parent notification requirements for state and federal programs for English Learners.			
2F:1A Action Step: Distribute Initial and Annual Title III Parent notifications.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$20,000 LCFF
2F:1B Action Step: Distribute California English Language Development Test results.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$10,000 LCFF
2F:1C Action Step: Notify parents of English Learners that are candidates for reclassification to provide consultation into the reclassification process.	August 2015- June 2018	Assistant Superintendent, Learning and Teaching	\$3000 LCFF

Goal 3: All students, specifically low income and across all subgroups, are taught by highly-qualified teachers.

	Timeline	Persons Responsible	Funding Source
1 Strategy: All students, specifically low income and across all subgroups, are taught by highly-qualified teachers.			
3:1A Action Step: Recruit and retain highly qualified teachers by attending/sponsoring recruitment fairs, using incentives, to staff hard-to-fill positions.	August 2015- June 2018	Assistant Superintendent, Human Resources	\$233,000 LCFF
3:1B Action Step: Support teacher induction programs	August 2015- June 2018	Assistant Superintendent,	\$150,000 LCFF

		Learning and Teaching	
3:1C Action Step: Ensure all teachers have English Language authorizations to meet the instructional needs of English Learners.	August 2015- June 2018	Assistant Superintendent, Human Resources	N/A

District Budget for Federal Programs

Please complete the following table with information for your district

Programs	Prior Year 13-14 District Carryovers	Current Year 14-15 District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	857,482	7,558,358	5,202,151	61.8%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Teacher and Principal and Recruiting	403,968	1,353,886	1,272,974	72.4%
Title III, Limited English Proficient	936,066	989,840	485,218	25.2%
Title III, Immigrant Education	N/A	N/A	N/A	N/A
Title VI, Part B, Rural Education Achievement	N/A	N/A	N/A	N/A
Adult Education	N/A	N/A	N/A	N/A

Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	0	151,708	151,708	100%
IDEA, Special Education	0	2,823,559	2,823,559	100%
21 st Century Community Learning Centers	14,238	183,021	180,931	91.7%
Other (describe)	0	3,104,823	0	0%
AB212	N/A	N/A	N/A	N/A
Federal Child Development	0	125,929	32,258	25.6%
TOTAL	2,211,754	16,291,094	10,148,799	54.9%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Categorical Flexibility Programs*				
EIA—State Compensatory Education	734,373	0	712,983	97.1%
EIA—Limited English Proficient	930,823	0	903,711	97.1%
State Migrant Education	N/A	N/A	N/A	N/A
Child Development Programs	39,986	2,697,207	2,348,950	85.8%
Educational Equity	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education—(Prop. 99)	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
After-school Education and Safety (ASES)	0	3,700,159	3,640,187	98.4%
Mathematical ACES	0	812,586	0	0.0%
Lottery	903,464	765,202	1,406,622	84.3%

Special Education	0	11,603,418	11,603,418	100%
Special Education Mental Health	557,384	882,571	1,385,409	95.8%
QEIA	0	5,623,444	5,385,409	95.8%
Common Core	1,735,481	0	1,662,020	95.8%
TOTAL	4,901,511	26,084,587	29,031,656	93.7%

Additional Mandatory Title I Descriptions

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not 	<p>Described in Summary Analysis of the Needs Assessment, indicated on pages: 3 – 12.</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>meeting state standards.</p> <ul style="list-style-type: none"> • Instruction by highly-qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>Described in Goals 1 and 2, on pages 13-25 and 25-42</p> <p>Described in Goal 3, on page 42</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goals 1 and 2, on pages 13-25 and 25-42</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. 	<p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • Instruction by highly-qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Described in Goal 3, on page 42.</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds. 	<p>Multiple, objective measures are used to determine which students are most at risk of failing to meet state academic content standards in order to receive Supplemental Education Services.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Services to homeless children are considered and they access appropriate services under McKinney-Vento, and Medical.</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	<p>N/A</p>
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly-qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Described in Summary Analysis of the Needs Assessment, indicated on pages: 3 – 12.</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goals 1 and 2, on pages 13-25 and 25-42</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goals 1 and 3, on pages 12-25, and 42.</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>Described in Goal 2, on pages 40</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly-qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goal 1, on pages 13-25</p> <p>Described in Goals 3, on page 42.</p> <p>Described in Goal 1, on pages 13-25</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
	Described in Goal 1, on pages 13-25
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds. 	Multiple, objective measures are used to determine which students are most at risk of failing to meet state academic content standards in order to receive Supplemental Education Services.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Services to homeless children are considered and they access appropriate services under McKinney-Vento, and Medical.
The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.	N/A

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to	Parents are promptly notified in writing of PI rights, notification and

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
another school that is not PI with paid transportation, and the right to receive supplemental services.	SES.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Parents are promptly notified in writing of SES eligibility and services.
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.	Described in Goal 3 on page 42.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Described in Goals 1 and 2, on pages 13-25 and 25-42
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Early Reading First d. Other preschool programs e. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. (N/A) 	Programs are integrated across all funding sources to ensure alignment to the overall structure of the instructional program, PK-8.

Elementary and Secondary Education Act
Local Educational Agency Plan Goal 2
2015-16 Yearly Budget Update
Ontario-Montclair School District CDS Code: 336-68719-0000000

Name of LEA: Ontario-Montclair School District
Total Title III Allocation: LEP \$ 841,364
LEA Administrative & Indirect Costs (2%): \$16,497

Fiscal Year: 2015-16
Immigrant: \$ 0

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities to Meet Goal)	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1-Annual progress Learning English	See LEA Plan Actions 2A:1A and 1B, 2A:2A-2C, 2A:3A-3D, 2A:4A-4F, 2A:5A-5B	Professional Development \$43,131 (\$153 sub rate, 281 teachers) Newcomer Program \$129,265 (One Newcomer Teacher \$95,000 & One Newcomer Instructional Aide \$33,800) Title III Allocation \$700 Private Schools \$411,771 School Sites \$240,000 Three English Learner Teachers-On-Assignment at \$80,000 each)	TOTAL \$43,131 \$129,265 \$700 \$411,771 \$240,000 Sub Total : \$824,867 Indirect: \$16,497 Total: \$841,364
Goal 2B: AMAO 2-Annual progress Learning English	See LEA Plan Actions 2B:1A and 1B, 2B:2A-2C, 2B:3A-3C, 2B:4A-4G, 2B:5A-5B		Repeat from above

Goal 2C: AMAO 3-Annual progress (AYP) in English/Language Arts	See LEA Plan Actions 2C:1A-1F, 2C:2A-2D, 2C:3A-3F	Professional Development \$43,131 (\$153 sub rate, 281 teachers) Title III Allocation \$700 Private Schools \$411,771 School Sites \$240,000 Three English Learner Teachers-On-Assignment at \$80,000 each)	See above
Goal 2C: AMAO 3-Annual progress (AYP) in Mathematics	See LEA Plan Actions 2C:4A-4D, 2C:5A-5F, 2C:6A,	Professional Development \$43,131 (\$153 sub rate, 281 teachers) Title III Allocation \$700 Private Schools \$411,771 School Sites \$240,000 Three English Learner Teachers-On-Assignment at \$80,000 each)	See above
Goal 2D: Highly Qualified Professional Development	See LEA Plan Actions 2D:1A-1C, 2D:2A-2C,	N/A	N/A
Goal 2E: Parent and Community Participation	See LEA Plan Actions 2E:1A-1C, 2E:2A-2B, 2F:1A-1C	N/A	N/A
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP programs		\$841,364.00	\$841,364.00