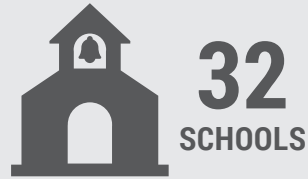
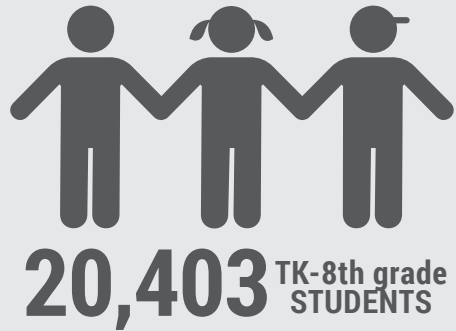




# Local Control and Accountability Plan

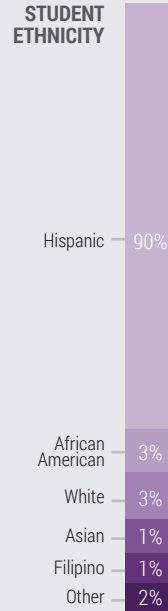
## Plan Summary, 2021-22



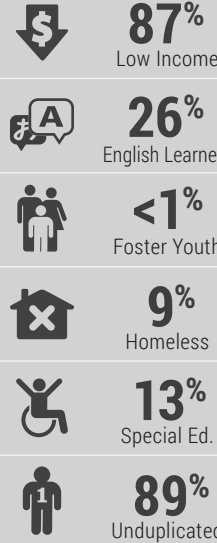
|                |    |        |   |
|----------------|----|--------|---|
| Elementary:    | 23 | K-8th: | 3 |
| Middle School: | 6  |        |   |



## DISTRICT STORY



### STUDENT GROUPS



### Award-Winning Programs

IB, GATE, STEM & Art magnet schools, Dual Language Academies, AVID, & PBIS



### College Supports & Services

Graduate support & awareness through the OMSD Promise Scholars Foundation



### District Mission

OMSD is committed to providing a world-class education to all students in safe, respectful, culturally responsive, & welcoming environments that value & empower students, staff, & families to be successful in a dynamic global society by cultivating college, career, and community partnerships



## LCAP HIGHLIGHTS

### BROAD GOAL #1



### Provide a High Quality Learning Environment

#### Highlighted Actions

- 1.1 - Provide bus transportation
- 1.3 - Improve infrastructure systems, provide student hotspots, and distribute student and staff technology devices
- 1.5 - Provide a teacher Induction Program

### BROAD GOAL #2



### Support Academic Achievement of All Students

#### Highlighted Actions

- 2.8 - Design and implement a Multi-Tiered System of Support at all 32 schools
- 2.10 - Implement a system to monitor student progress through summative and formative assessments

### BROAD GOAL #3



### Foster Student Engagement & Social-Emotional Wellbeing

#### Highlighted Actions

- 3.5 - Provide students and families with mental health services
- 3.7 - Provide school mentors & outreach consultants
- 3.10 - Implement Culturally Responsive and Sustaining Practices

### BROAD GOAL #4



### Support Parent & Community Engagement

#### Highlighted Actions

- 4.1 - Provide a Parent Educational Center
- 4.2 - Host annual conference featuring educational workshops
- 4.8 - Provide interpretation and translation services for families of English Learners

## REFLECTIONS: SUCCESSES



**Increased Math Proficiency**

Indicator: California School Dashboard



Change: Increased

**Increased ELA Proficiency**



Indicator: California School Dashboard



Change: Increased



**Increased Implementation of Multi-Tiered System of Supports**

**23** schools have begun implementation of Multi-Systems of Supports

### Planned Actions to Maintain Progress:

- 1.5** - Continue to provide a robust teacher Induction Program that is designed to train new teachers to support the increase in academic performance for ELA and Math.
- 2.2** - Provide professional development, resources, coaching and support in STEM.
- 2.8** - Continue to design and implement a Multi-Tiered System of Support (MTSS) at all 32 schools to ensure the unique and individual academic, behavior and social emotional learning of all students are met.

## REFLECTIONS: IDENTIFIED NEEDS



**Reduce Suspension Rate**

Indicator: CA School Dashboard



Status: 3%  
Change: Increased

**Reduce Chronic Absenteeism**



Indicator: CA School Dashboard



Status: 9%  
Change: Increased

### Planned Actions to Address Needs:

- 1.9** - Ensure a safe and effective learning environment for our students and staff.
- 3.2** - Support school and district staff in monitoring student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions.
- 3.8** - Support improved student attendance and engagement by providing all schools with a system to promote meaningful tiered response and support for families, and a means of coordinating supports for unduplicated students.

## PERFORMANCE GAPS

Subgroup in Need:



State Indicators:

1. Chronic Absenteeism



2. Suspension Rate



3. English Learner



4. Graduation Rate



5. College/Career Readiness



6. ELA Assessment



7. Math Assessment

**African American**

**American Indian**

**English Learner**

**Foster Youth**

**Homeless**

**Pacific Islander**

**Students w/ Disabilities**

**White**

### Planned Actions to Address Performance Gaps:

- 1.2** - Fund additional ancillary school and district support staff to identify and close learning gaps for students by providing direct academic services.
- 2.11** - Provide academic and multilingual programs designed for English learners to promote their academic achievement by providing educators high quality professional development, coaching, and student academic monitoring.
- 3.4** - Develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income while also providing access to health care.

## COMPREHENSIVE SUPPORT & IMPROVEMENT

### IDENTIFIED SCHOOLS



- Richard E. Haynes Elementary
- Lincoln Elementary
- Ray Wiltsey Middle

### PROVIDE SUPPORT FOR SCHOOL

Ontario-Montclair SD supported these schools in developing CSI plans through:



- Evidence based interventions
- Utilization of state indicators
- Identification of resource inequities
- School-level needs assessments

### MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Quarterly progress checks
- State and local assessments
- CA Dashboard data
- Survey data



**GOAL**  
**#1**



## HIGH QUALITY LEARNING ENVIRONMENT

Actual 2019-20 Expenditures

**\$94,298,543**

Overall Status:



Met

| ✚ <b>Outcomes</b> - Highlighted Achievements                   | Expected Metrics       | Actual Metrics         | Achieved | Progress | Outcome Totals                      |          |            | Progress      |
|--|------------------------|------------------------|----------|----------|-------------------------------------|----------|------------|---------------|
|  |                        |                        |          |          | planned                             | achieved | progressed |               |
| 1.1 - Maintain appropriately assigned teachers                 | 100%                   | 100%                   | ✓        | ✓        | 4                                   | 4        | 4          | 100%          |
| 1.2 - Maintain EL teaching authorizations                      | 100%                   | 100%                   | ✓        | ✓        |                                     |          |            |               |
| 1.3 - Maintain facilities in good repair                       | 0 extreme deficiencies | 0 extreme deficiencies | ✓        | ✓        |                                     |          |            |               |
| 🔧 <b>Actions</b> - Highlighted Achievements                    | Budgeted Expenditures  | Actual Expenditures    | Spent    | % Spent  | Action Totals                       |          |            | Total % spent |
| 1.05 - Provide SPED staff to support programs & services       | \$31,250,942           | \$32,394,260           | ✓        | 104%     | \$92,198,057                        |          |            | 102%          |
| 1.07 - Enhance & maintain facilities to support technology use | \$1,064,253            | \$1,064,253            | ✓        | 100%     | Budgeted Expenditures               |          |            |               |
| 1.17 - Provide general education transportation                | \$712,057              | \$764,193              | ✓        | 107%     | \$94,298,543<br>Actual Expenditures |          |            |               |



**GOAL**  
**#2**



## INCREASE ACADEMIC ACHIEVEMENT

Actual 2019-20 Expenditures

**\$7,474,485**

Overall Status:



In Progress

| ✚ <b>Outcomes</b> - Highlighted Achievements                | Expected Metrics      | Actual Metrics      | Achieved | Progress | Outcome Totals                     |          |            | Progress      |
|---|-----------------------|---------------------|----------|----------|------------------------------------|----------|------------|---------------|
|   |                       |                     |          |          | planned                            | achieved | progressed |               |
| 2.5 - Meet or exceed County and State reclassification rate | 13.8%                 | 15.8%               | ✓        | ✓        | 5                                  | 3        | 4          | 80%           |
| 2.7 - Provide professional development on state standards   | 100%                  | 100%                | ✓        | ✓        |                                    |          |            |               |
| 2.8 - Maintain all students enrolled in core subjects       | 100%                  | 100%                | ✓        | ✓        |                                    |          |            |               |
| 🔧 <b>Actions</b> - Highlighted Achievements                 | Budgeted Expenditures | Actual Expenditures | Spent    | % Spent  | Action Totals                      |          |            | Total % spent |
| 2.00 - Provide resources supporting early literacy          | \$119,360             | \$77,141            | ✓        | 65%      | \$8,383,727                        |          |            | 89%           |
| 2.05 - Instructional coaches help build teacher capacity    | \$690,909             | \$539,291           | ✓        | 78%      | Budgeted Expenditures              |          |            |               |
| 2.11 - Provide PE instruction & enrichment opportunities    | \$3,160,711           | \$3,079,495         | ✓        | 97%      | \$7,474,485<br>Actual Expenditures |          |            |               |





**GOAL #3**



**INCREASE STUDENT ENGAGEMENT**

Actual 2019-20 Expenditures

**\$8,152,581**

Overall Status:



Met

| <b>Outcomes</b> - Highlighted Achievements                | Expected Metrics      | Actual Metrics      | Achieved | Progress | Outcome Totals        |                     |               | Progress      |
|---|-----------------------|---------------------|----------|----------|-----------------------|---------------------|---------------|---------------|
|   |                       |                     |          |          | planned               | achieved            | progressed    |               |
| 3.1 - Decrease suspension rate                            | < 1.9%                | 1.6%                | ✓        | ✓        | 3                     | 3                   | 3             | 100%          |
| 3.2 - Maintain low Middle School Drop-out Rate            | 0%                    | 0%                  | ✓        | ✓        |                       |                     |               |               |
| 3.3 - Maintain low Expulsion Rate                         | 0%                    | 0%                  | ✓        | ✓        |                       |                     |               |               |
| <b>Actions</b> - Highlighted Achievements                 | Budgeted Expenditures | Actual Expenditures | Spent    | % Spent  | Action Totals         |                     |               | Total % spent |
|   |                       |                     |          |          | Budgeted Expenditures | Actual Expenditures | Total % spent |               |
| 3.08 - Maintain tracking system for student interventions | \$76,100              | \$76,100            | ✓        | 100%     | \$8,139,872           |                     |               | 100%          |
| 3.06 - Provide Promise Scholars college visits            | \$157,534             | \$175,034           | ✓        | 111%     |                       |                     |               |               |
| 3.11 - Provide After-school student programs              | \$3,937,455           | \$4,157,399         | ✓        | 106%     | \$8,152,581           |                     |               |               |



**GOAL #4**



**INCREASE PARENT ENGAGEMENT**

Actual 2019-20 Expenditures

**\$849,526**

Overall Status:



Met

| <b>Outcomes</b> - Highlighted Achievements             | Expected Metrics      | Actual Metrics      | Achieved | Progress | Outcome Totals        |                     |               | Progress      |
|--|-----------------------|---------------------|----------|----------|-----------------------|---------------------|---------------|---------------|
|  |                       |                     |          |          | planned               | achieved            | progressed    |               |
| 4.1 - Maintain parent involvement & input              | 100%                  | 100%                | ✓        | ✓        | 2                     | 2                   | 2             | 100%          |
| 4.2 - Maintain parent resource access                  | 100%                  | 100%                | ✓        | ✓        |                       |                     |               |               |
| <b>Actions</b> - Highlighted Achievements              | Budgeted Expenditures | Actual Expenditures | Spent    | % Spent  | Action Totals         |                     |               | Total % spent |
|  |                       |                     |          |          | Budgeted Expenditures | Actual Expenditures | Total % spent |               |
| 4.01 - Provide parent education & leadership workshops | \$284,636             | \$2,151,950         | ✓        | 756%     | \$703,707             |                     |               | 121%          |
| 4.02 - Annual Parent Leadership Conference             | \$30,000              | \$29,651            | ✓        | 99%      |                       |                     |               |               |
| 4.05 - Provide translation and interpretation services | \$236,281             | \$244,007           | ✓        | 103%     | \$849,526             |                     |               |               |



# Stakeholder Engagement

**2**  
SURVEYS  
Conducted

**3,620**  
RESPONSES  
Received

**6**  
RETURN TO SCHOOL  
Task Groups

**2,480**  
LCAP MEETING  
Participants

**18**  
GROUPS  
Involved

**Groups include:**

Parents, Students, Teachers, Staff, Administrators, Cabinet, Trustees, District English Learner Parent Advisory, District English Learner Advisory, District Parent Advisory, GATE Parent Group, Special Education Parent Advisory Group, Community Advisory Committee, SELPA, Classified Bargaining Unit Representatives, Certificated Bargaining Unit Representatives, Administrative Leadership Team.



**Checklist of Items Shared:**

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- Assessment Results



OMSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, virtual & in-person meetings, social media.

# Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



|                               |                      |
|-------------------------------|----------------------|
| Projected 21-22 Revenue       |                      |
| Concentration Grant           | \$57,479,160         |
| Supplemental Grant            |                      |
| Baseline Grant                | \$168,647,484        |
| Other Revenue (state & local) | \$60,647,786         |
| Federal Revenue               | \$46,219,333         |
| <b>Total Revenue:</b>         | <b>\$329,001,704</b> |

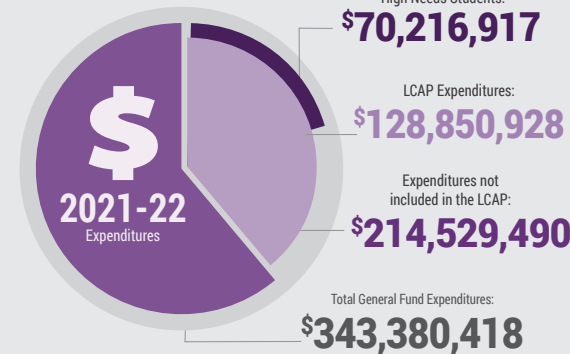
...targeting disadvantaged students...

...to spend on expenditures in the district...

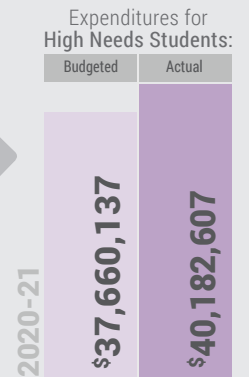


...resulting in increased service of...

**34%**  
2021-22 Expected Service Improvement Using:  
**\$57,479,160**  
In Total Concentration & Supplemental Grants



...which is reported on the following year



BROAD GOAL

# #1



## Provide a High Quality Learning Environment

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes





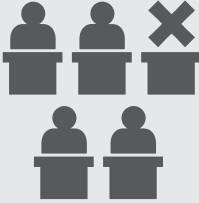

STATUS

New

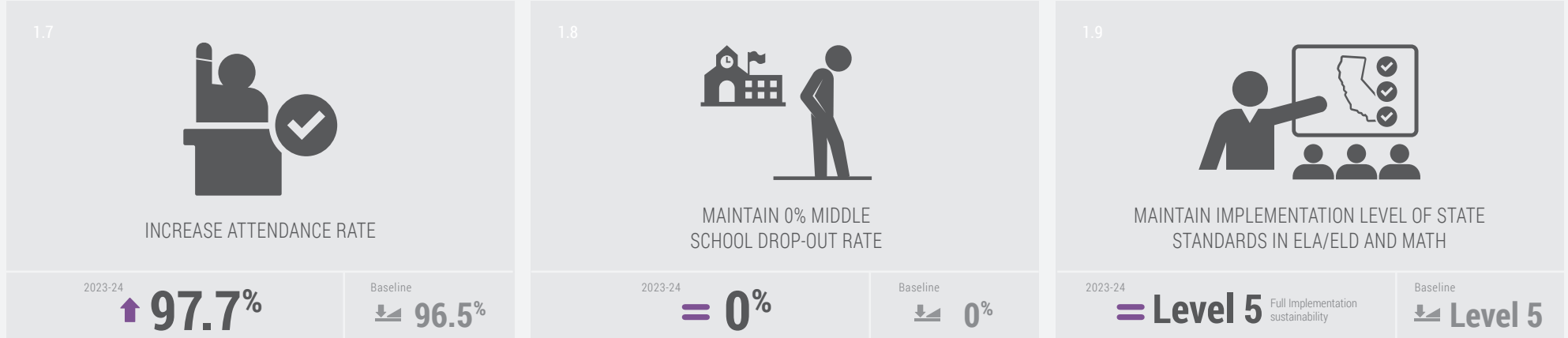
Modified

Unchanged




EXPECTED 2023-24 MEASURABLE **OUTCOMES**

|   |  |   |   |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
|---|--|---|---|--|--|--|---|--|--|--|---|------------------------------|------------------------------|---|------------------------------|----------------------------|--|--|----------------------------|---|----------------------------|
| <p>1.1</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN ALL SCHOOL FACILITIES IN GOOD REPAIR</p>  | <p>1.2</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN APPROPRIATELY ASSIGNED AND FULLY CREDENTIALLED TEACHERS</p> | <p>1.3</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PERFORMANCE ON MATH AND ELA CAASPP ASSESSMENT</p> | <p>1.4</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS</p>       | <p>1.5</p> <div style="text-align: center;"></div> <p style="text-align: center;">REDUCE RATE OF CHRONIC ABSENTEEISM</p> | <p>1.6</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE POSITIVE RESPONSE RATE ON MTSS FAMILY SURVEY</p> |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>2023-24 = <b>0%</b> facilities rated as having "Extreme deficiency"</p> </td> <td style="width: 50%; text-align: center;"> <p>Baseline  <b>0%</b></p> </td> </tr> </table> | <p>2023-24 = <b>0%</b> facilities rated as having "Extreme deficiency"</p>   | <p>Baseline  <b>0%</b></p>  | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>2023-24 = <b>100%</b></p> </td> <td style="width: 50%; text-align: center;"> <p>Baseline  <b>100%</b></p> </td> </tr> </table> | <p>2023-24 = <b>100%</b></p>   | <p>Baseline  <b>100%</b></p>   | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"> <p>2023-24 <b>+20 pts</b><br/>English Language Arts</p> </td> <td style="width: 25%; text-align: center;"> <p>Baseline <b>16.9</b><br/>pts below baseline</p> </td> <td style="width: 25%; text-align: center;"> <p>2023-24 <b>+20 pts</b><br/>Math</p> </td> <td style="width: 25%; text-align: center;"> <p>Baseline <b>39.2</b><br/>pts below baseline</p> </td> </tr> </table> | <p>2023-24 <b>+20 pts</b><br/>English Language Arts</p> | <p>Baseline <b>16.9</b><br/>pts below baseline</p> | <p>2023-24 <b>+20 pts</b><br/>Math</p> | <p>Baseline <b>39.2</b><br/>pts below baseline</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>2023-24 = <b>100%</b></p> </td> <td style="width: 50%; text-align: center;"> <p>Baseline  <b>100%</b></p> </td> </tr> </table> | <p>2023-24 = <b>100%</b></p> | <p>Baseline  <b>100%</b></p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>2023-24 <b>↓ 7.5%</b></p> </td> <td style="width: 50%; text-align: center;"> <p>Baseline  <b>9%</b></p> </td> </tr> </table> | <p>2023-24 <b>↓ 7.5%</b></p> | <p>Baseline  <b>9%</b></p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"> <p>2023-24 <b>↑ 90%</b><br/>School Connectedness</p> </td> <td style="width: 25%; text-align: center;"> <p>Baseline <b>82%</b></p> </td> <td style="width: 25%; text-align: center;"> <p>2023-24 <b>≈/↑ 93%</b><br/>Caring adults in school</p> </td> <td style="width: 25%; text-align: center;"> <p>Baseline <b>93%</b></p> </td> </tr> </table> | <p>2023-24 <b>↑ 90%</b><br/>School Connectedness</p> | <p>Baseline <b>82%</b></p> | <p>2023-24 <b>≈/↑ 93%</b><br/>Caring adults in school</p> | <p>Baseline <b>93%</b></p> |
| <p>2023-24 = <b>0%</b> facilities rated as having "Extreme deficiency"</p>  | <p>Baseline  <b>0%</b></p>   |   |   |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
| <p>2023-24 = <b>100%</b></p>  | <p>Baseline  <b>100%</b></p>   |   |   |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
| <p>2023-24 <b>+20 pts</b><br/>English Language Arts</p>   | <p>Baseline <b>16.9</b><br/>pts below baseline</p>   | <p>2023-24 <b>+20 pts</b><br/>Math</p>  | <p>Baseline <b>39.2</b><br/>pts below baseline</p>  |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
| <p>2023-24 = <b>100%</b></p>  | <p>Baseline  <b>100%</b></p>   |   |   |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
| <p>2023-24 <b>↓ 7.5%</b></p>  | <p>Baseline  <b>9%</b></p>   |   |   |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |
| <p>2023-24 <b>↑ 90%</b><br/>School Connectedness</p>  | <p>Baseline <b>82%</b></p>   | <p>2023-24 <b>≈/↑ 93%</b><br/>Caring adults in school</p>   | <p>Baseline <b>93%</b></p>  |  |  |  |   |  |  |  |   |                              |                              |   |                              |                            |  |  |                            |   |                            |

EXPECTED 2023-24 MEASURABLE **OUTCOMES**



EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

|  Goal # 1 |  Action / Service  |  Amount |
|---|---|--|
|   | 1.1 - Provide <b>bus transportation to and from school</b> to students who live more than 3.5 miles away from their school.   | <b>\$3,104,172</b>   |
|   | 1.2 - Fund <b>additional ancillary school and district support staff</b> to identify and close learning gaps for students by providing direct academic services.  | <b>\$21,778,420</b>  |
|   | 1.3 - Improve infrastructure systems, provide student hotspots, and distribute student and staff technology devices to promote <b>access to virtual and digital learning</b> .  | <b>\$1,684,677</b>   |
|   | 1.4 - Provide <b>base school and district staff</b> to support academic achievement in Language Arts and Math, and social-emotional learning.   | <b>\$21,121,669</b>  |
|   | 1.5 - Continue to provide a <b>robust teacher Induction Program</b> that is designed to train new teachers to support the increase in academic performance for ELA and Math.  | <b>\$438,354</b>   |
|   | 1.6 - Expand efforts to <b>recruit and retain staff</b> to support and maintain rigorous academic learning environments and Social-Emotional and mental health services.  | <b>\$114,934</b>   |
|   | 1.7 - Continue to provide all students with <b>core adopted textbooks and materials</b> .   | <b>\$1,501,000</b>   |
|   | 1.8 - Provide unit members with self-initiated professional growth opportunities to improve instruction   | <b>\$48,998</b>  |
|   | 1.9 - Ensure a <b>safe and effective learning environment</b> for our students and staff (ventilation filtration upgrades, installation of a visitor security management system at all schools, upgraded HVAC systems, security cameras systems, etc.). | <b>\$8,429,938</b>   |
|   | 1.10 - Provide quality and intentional <b>professional learning and development for classified staff</b> , created in collaboration with staff input.   | <b>\$140,389</b>   |

BROAD GOAL

# #2



## Support Academic Achievement of All Students

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**


2.1



IMPROVE PERFORMANCE ON ELA CAASPP ASSESSMENT

|          | Overall            | Low Income         | English Learners   | SPED               | Foster Youth       |
|----------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 2023-24  | <b>4.9</b>         | <b>1.7</b>         | <b>23</b>          | <b>70.9</b>        | <b>23.5</b>        |
|          | pts above standard | pts below standard | pts below standard | pts below standard | pts below standard |
| Baseline | <b>16.9</b>        | <b>21.7</b>        | <b>43</b>          | <b>90.9</b>        | <b>43.5</b>        |
|          | pts below standard | pts below standard | pts below standard | pts below standard | pts below standard |


2.2



IMPROVE PERFORMANCE ON MATH CAASPP ASSESSMENT

|          | Overall            | Low Income         | English Learners   | SPED               | Foster Youth       |
|----------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 2023-24  | <b>19.2</b>        | <b>23.6</b>        | <b>41.4</b>        | <b>23.6</b>        | <b>46.5</b>        |
|          | pts above standard | pts below standard | pts below standard | pts below standard | pts below standard |
| Baseline | <b>39.2</b>        | <b>43.6</b>        | <b>61.4</b>        | <b>43.6</b>        | <b>66.5</b>        |
|          | pts below standard | pts below standard | pts below standard | pts below standard | pts below standard |

2.3



IMPROVE PERFORMANCE ON IREADY MATH AND READING ASSESSMENTS

|         |                   |            |         |                |            |
|---------|-------------------|------------|---------|----------------|------------|
| 2023-24 | <b>+5%</b>        | Baseline   | 2023-24 | <b>+5%</b>     | Baseline   |
|         | 3rd grade reading | <b>48%</b> |         | 7th grade Math | <b>33%</b> |

2.4



INCREASE ENGLISH LEARNERS MAKING PROGRESS ON ENGLISH LANGUAGE PROGRESS INDICATOR

|         |              |          |                |
|---------|--------------|----------|----------------|
| 2023-24 | <b>↑ 55%</b> | Baseline | <b>↔ 40.3%</b> |
|---------|--------------|----------|----------------|

2.5



INCREASE ENGLISH LEARNER RECLASSIFICATION RATE

|         |                |          |                |
|---------|----------------|----------|----------------|
| 2023-24 | <b>↑ 15.9%</b> | Baseline | <b>↔ 15.8%</b> |
|---------|----------------|----------|----------------|

2.6

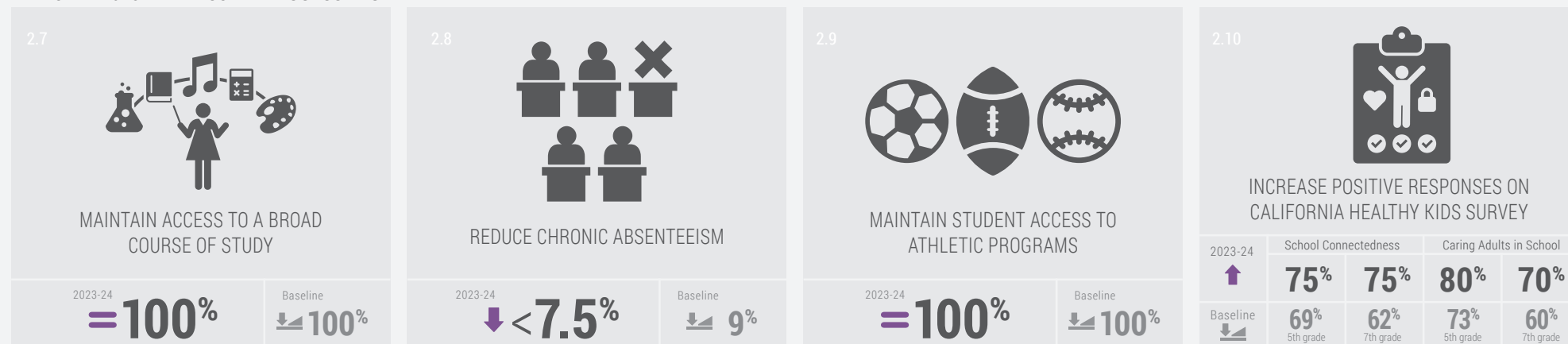


MAINTAIN STUDENT ACCESS TO EXTRACURRICULAR PROGRAMS

|         |               |          |               |
|---------|---------------|----------|---------------|
| 2023-24 | <b>= 100%</b> | Baseline | <b>↔ 100%</b> |
|---------|---------------|----------|---------------|






## EXPECTED 2023-24 MEASURABLE OUTCOMES



## EXPECTED 2021-22 ACTIONS & EXPENDITURES

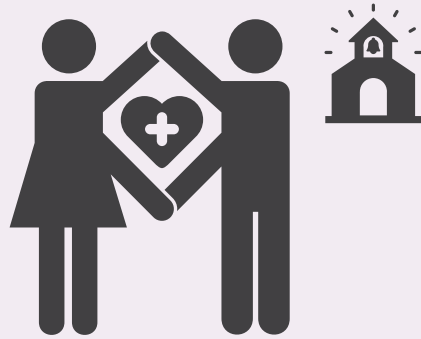
| Goal # 2 | Action / Service  | Amount              |
|----------|---|---------------------|
| 2.1      | Provide professional development, resources, coaching and <b>support in the area of Humanities.</b>   | <b>\$845,773</b>    |
| 2.2      | Provide professional development, resources, coaching and <b>support in STEM.</b>   | <b>\$572,212</b>    |
| 2.3      | Support teachers in planning and delivering best practices and standards-aligned lessons through <b>professional learning through job-embedded coaching and demonstration classes.</b>                          | <b>\$184,920</b>    |
| 2.4      | Support instruction in the computer sciences, coding and robotics by providing professional development, digital licenses for staff and students, and <b>resources in educational technology.</b>               | <b>\$762,234</b>    |
| 2.5      | Promote first generation college-goers & provide equitable access to courses to <b>support college &amp; career readiness.</b>  | <b>\$448,606</b>    |
| 2.6      | Provide <b>specialty programs and support</b> to students in order to address their specific talents and needs in order to provide equitable access to core instruction and ensure high levels of learning.     | <b>\$1,936,161</b>  |
| 2.7      | Ensure <b>high levels of early literacy</b> by providing professional development, resources, coaching and support to educators.  | <b>\$2,750,953</b>  |
| 2.8      | Continue to <b>design and implement a Multi-Tiered System of Support (MTSS)</b> at all 32 schools to ensure the unique and individual academic, behavior and social emotional learning of all students are met. | <b>\$232,584</b>    |
| 2.9      | Ensure all 32 schools in Cohorts 1, 2, 3 and 4 implement a <b>comprehensive District supported MTSS initiative.</b>   | <b>\$14,216,075</b> |
| 2.10     | Implement a system to monitor student progress through <b>summative and formative assessments</b> and to identify supports and interventions to address student needs.  | <b>\$1,199,494</b>  |

EXPECTED 2021-22 ACTIONS & EXPENDITURES

|  Goal # 2 |  Action / Service  |  Amount |
|---|---|--|
|   | 2.11 - Provide <b>academic and multilingual programs designed for English learners</b> to promote their academic achievement by providing educators high quality professional development, coaching, and student academic monitoring.                                   | \$540,825  |
|   | 2.12 - Promote the linguistic and multilingual achievement of English learners by providing <b>high quality language programs</b> .   | \$446,464  |
|   | 2.13 - Meet the individually identified instructional and learning needs of students with disabilities through <b>SPED Academic Programs</b> (autism, orthopedic impairment, functional academics, speech and language, behavioral intervention).                       | \$26,496,065   |
|   | 2.14 - Provide teachers and support staff with <b>professional development</b> on inclusive practices, increased student access to core curriculum and monitoring student progress towards IEP goals.   | \$64,201   |
|   | 2.15 - <b>Expand learning opportunities</b> to foster students' specific talents and ensure high levels of learning and engagement (math con, science fair, coding, spelling bee, and poetry events).   | \$65,637   |
|   | 2.16 - Coordinate programs to ensure students have opportunities to extend their learning through <b>before school, after-school, spring and summer school instructional programs</b> .   | \$1,070,550  |
|   | 2.17 - Support students' physical and athletic wellness through <b>physical education instruction</b> and weekend and summer sport activities and tournaments.  | \$231,997  |
|   | 2.18 - Promote a system of support to <b>develop the leadership capacity of certificated and classified management</b> aligned to Multi-Tiered System of Supports, Local Control and Accountability Plan, Federal LCAP Addendum and the District Five-Year Action Plan. | \$507,451  |



BROAD GOAL  
**#3**



## Foster Student Engagement & Social-Emotional Wellbeing

**GOAL DETAILS**

**STATE PRIORITIES**

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

**STATUS**

- New
- Modified
- Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

3.1

INCREASE POSITIVE RESPONSE RATE ON MTSS FAMILY SURVEY

|                                      |          |   |          |
|--------------------------------------|----------|---|----------|
| 2023-24                              | Baseline | 2023-24                                 | Baseline |
| <b>↑ 90%</b><br>School Connectedness | 82%      | <b>↑ 98%</b><br>Caring adults in school | 93%      |

3.2

REDUCE SUSPENSION RATE

|  |          |
|--|----------|
| 2023-24                                      | Baseline |
| <b>↓ 0%</b> students suspended at least once | 3%       |

3.3

MAINTAIN LOW EXPULSION RATE

|             |          |
|-------------|----------|
| 2023-24     | Baseline |
| <b>= 0%</b> | 0%       |

3.4

REDUCE RATE OF CHRONIC ABSENTEEISM

|               |          |
|---------------|----------|
| 2023-24       | Baseline |
| <b>↓ 7.5%</b> | 9%       |

3.5

INCREASE ATTENDANCE RATE




|                |          |
|----------------|----------|
| 2023-24        | Baseline |
| <b>↑ 97.7%</b> | 96.5%    |

3.6

INCREASE POSITIVE RESPONSES ON CALIFORNIA HEALTHY KIDS SURVEY

|          |                      |                  |                         |                  |
|----------|----------------------|------------------|-------------------------|------------------|
| 2023-24  | School Connectedness |                  | Caring Adults in School |                  |
|          | <b>↑ 75%</b>         | <b>75%</b>       | <b>80%</b>              | <b>70%</b>       |
| Baseline | 69%<br>5th grade     | 62%<br>7th grade | 73%<br>5th grade        | 60%<br>7th grade |

EXPECTED 2021-22 ACTIONS & EXPENDITURES

|  Goal # <b>3</b> |  Action / Service  |  Amount |
|--|---|--|
|  | 3.1 - Provide teachers and support staff <b>professional development on Social-Emotional Learning</b> , Behavioral, Suicide Prevention and recognizing students in crisis.  | \$275,114  |
|  | 3.2 - Support school and district staff in <b>monitoring student social-emotional learning and behavioral needs</b> to identify appropriate tiered supports and interventions.  | \$141,023  |
|  | 3.3 - Ensure all 32 schools in Cohorts 1, 2, 3 and 4 will implement a <b>comprehensive District supported Multi-Tiered System of Support (MTSS) initiative</b> .  | \$14,216,075   |
|  | 3.4 - Develop a <b>safe and stable family environment</b> by eliminating barriers such as lack of food, clothing, income while also providing access to health care.  | \$43,910   |
|  | 3.5 - Provide students and families with <b>mental health services</b> to achieve psychological, social and emotional well-being, allowing them to function at their full potential   | \$43,910   |
|  | 3.6 - Provide school and district staff access to <b>mental health and deescalating crisis response training</b> to support a safe and healthy workplace environment that promotes, engagement, school connectedness, and inclusive learning. | \$41,940   |
|  | 3.7 - Provide <b>school mentors and outreach consultants</b> at school sites to promote positive relationships for students who need social-emotional support to impact the student's learning environment                                    | \$1,130,740  |
|  | 3.8 - Support <b>improved student attendance and engagement</b> by providing all schools with a system to promote meaningful tiered response and support for families, and a means of coordinating supports for unduplicated students.        | \$162,151  |
|  | 3.9 - Provide teachers and support staff with professional development in strategies for managing behavior, <b>increasing classroom engagement and promoting the development of social skills</b> .   | \$100,000  |
|  | 3.10 - Ensure all district and school staff implement <b>Culturally Responsive and Sustaining Practices</b> to intentionally meet the needs of racially, linguistically, ethnically diverse, special education, at-risk, and GATE students.   | \$30,000   |
|  | 3.11 - Provide dedicated staff and resources to <b>ensure digital, online and in-person campus security and safety</b> , safe routes to schools, anti-bullying practices and equitable access.  | \$669,093  |



BROAD GOAL

# #4



## Support Parent & Community Engagement

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged




EXPECTED 2023-24 MEASURABLE **OUTCOMES**

|   |  |   |   |
|---|--|---|---|
| <p>4.1</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE SENSE OF SCHOOL CONNECTEDNESS AS MEASURED ON MTSS FAMILY SURVEY</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> <p>2023-24</p> <p><b>↑ 90%</b></p> </div> <div style="text-align: center;"> <p>Baseline</p> <p><b>↔ 82%</b></p> </div> </div> | <p>4.2</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN SITE PARENT INVOLVEMENT GOALS AND ACTIONS AT ALL SCHOOLS</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> <p>2023-24</p> <p><b>= 100%</b> <small>Schools have parent involvement goal on SPSA</small></p> </div> <div style="text-align: center;"> <p>Baseline</p> <p><b>↔ 100%</b></p> </div> </div> | <p>4.3</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PARENTS INVOLVED IN LCAP THOUGHT EXCHANGE</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> <p>2023-24</p> <p><b>+ 20%</b></p> </div> <div style="text-align: center;"> <p>Baseline</p> <p><b>↔ 2,150</b></p> </div> </div> | <p>4.4</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> <p>2023-24</p> <p><b>↑ 15.9%</b></p> </div> <div style="text-align: center;"> <p>Baseline</p> <p><b>↔ 15.8%</b></p> </div> </div> |
|---|--|---|---|










EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

| 🎯 Goal # 4 | 🔧 Action / Service   | 💰 Amount         |
|------------|--|------------------|
|            | 4.1 - Help parents develop capacity to support their students academically and social-emotionally throughout their PK-8th grade school years by providing a <b>fully staffed Parent Educational Center</b> and an online platform. | <b>\$356,682</b> |
|            | 4.2 - Promote family leadership development by providing an <b>annual conference featuring educational workshops</b> .   | <b>\$32,000</b>  |
|            | 4.3 - <b>Engage families and the community</b> in all aspects of district and site decision making to ensure students access the best programs and services designed for them to meet their full potential.                        | <b>\$48,910</b>  |

EXPECTED 2021-22 ACTIONS & EXPENDITURES

|  Goal # 4 |  Action / Service   |  Amount |
|---|--|--|
|   | 4.4 - <b>Support families of students with special needs</b> by offering capacity building workshops and family networks designed to expand their support group and nurture their ability to support their child.                        | \$22,500   |
|   | 4.5 - Offer <b>capacity building workshops for families of English learners</b> to help them nurture their student's academic language development towards becoming multilingual learners, resulting in increased reclassification rate. | \$125,605  |
|   | 4.6 - Collaborate across all departments and schools to <b>support family and community engagement with MTSS</b> in order to ensure that all students access appropriate social-emotional supports.                                      | \$98,760   |
|   | 4.7 - Provide families and students with access to <b>college and career pathways</b> by ensuring a districtwide Promise Scholars program that provides supports to unduplicated students.   | \$197,520  |
|   | 4.8 - Ensure families of English learners and students with a home language other than English have <b>interpretation and translation services</b> .   | \$180,242  |

*Abbreviations: AVID (Advancement Via Individual Determination), CDS (County/District/School code), CHKS (California Healthy Kids Survey), EL (English Learner), ELA (English Language Arts), ELD (English Language Development), ELPAC (English Language Proficiency Assessment for California), FY (Foster Youth), GATE (Gifted And Talented Education), HVAC (Heating, ventilation, and air conditioning), IEP (Individualized Education Program), IS (Information Services), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), LTEL (Long-term English Learner), MTSS (Multi-Tiered System of Supports), OMSD (Ontario-Montclair School District), PBIS (Positive Behavioral Interventions & Supports), PD (Professional Development), SELPA (Special Education Local Plan Area), SPED (Special Education), STEM (Science, Technology, Engineering & Math), SWD (Students With Disabilities), TK (Transitional Kindergarten).*

| Legend  |   |
|---|---|
|  - Increase    |  - Maintain            |
|  - Decrease    |  - Maintain / Increase |
|  - Increase BY |  - Baseline            |
|  - Decrease BY |  - Completed           |
|   |  - In progress         |



For additional LCAP resources scan or click the QR code or go to [www.goboinfo.com](http://www.goboinfo.com).

*This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 71 page LCAP narrative plan.*



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