LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2021-2022 | 2022-2023 | 2023-2024

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Board Approved on $ X J X V W   , 2022

CDS CODE: 36-67819-0000000

ELEMENTARY DISTRICT

Local Educational Agency (LEA) Name: Ontario-Montclair School District

CDS Code: 36 67819 0000000

School Year: 2022-23

LEA contact information:

Tammy Lipschultz

Assistant Superintendent, Learning & Teaching

Tammy.Lipschultz@omsd.net

(909) 418-6436

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Ontario-Montclair School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ontario-Montclair School District plans to spend $376,930,654 for the 2022-23 school year. Of that amount, $154,718,914 is tied to actions/services in the LCAP and $222,211,740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salary and benefits for Certificated and Classified support staff, not included in the LCAP, to support operations, facilities, personnel, business, nutrition, health wellness, academic and social emotional support for students.
2. Facilities and Operations to enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, social emotional well-being, and instruction for learning that is not included in the LCAP.
3. Technology that is not included in the LCAP.
4. Electric, water, gas, and solar utility usage to maintain learning and work environment.
5. Educational Specialists, Certificated and Classified staff to engage students with special needs with academic and social-emotional supports that is not included in the LCAP.
6. Provide student access to standards based textbooks across content areas, intervention programs, and other supports that are not included in the LCAP.
7. Various ESSER, GEER, Expanded Learning Opportunities Grant (ELOG), and Expanded Learning Opportunities Program (ELOP) expenditures that are not included in the LCAP.

In 2022-23, Ontario-Montclair School District is projecting it will receive $70,110,589 based on the enrollment of foster youth, English learner, and low-income students. Ontario-Montclair School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ontario-Montclair School District plans to spend $70,115,917 towards meeting this requirement, as described in the LCAP.

In addition to supplemental and concentration grants, the District has utilized the various restricted ESSER, GEER, ELOG, ELOP, etc. funds to support student learning achievement by supporting intervention programs, eliminating combo classes, providing schools with Instructional Coaches based on student need, and providing Outreach Consultants who will manage and monitor all site level Health/SEL/Mental Health student supports.

This chart compares what Ontario-Montclair School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ontario-Montclair School District estimates it has spent on actions and services that contribute to increasing or improving services

Ontario-Montclair School District	Tammy Lipschultz Assistant Superintendent, Learning and Teaching	Tammy.Lipschultz@omsd.net (909) 418-6436

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Ontario-Montclair School District actively seeks input from our educational partners through a variety of methods to inform our Comprehensive Planning Process. This annual process informs not only our LCAP but any other plan that may be available through Federal, State or Local funding sources, including the Budget Act of 2021. Since the 2021-22 LCAP (https://drive.google.com/file/d/1FpMsRAgJOK1DW7AjbPjyfsRoYmlcl6Lj/view?usp=sharing) was approved, the Ontario-Montclair School District received an additional 15% of Concentration funds, Educator Effectiveness Funds and Expanded Learning Opportunity Program funds. During the 2021-22 LCAP engagement process, educational partners expressed a need for social-emotional support and intervention at school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth).

The input process to inform our planning for the Educator Effectiveness Funds, Expanded Learning Opportunity Program Funds, and Concentration Add-On Funds included gathering feedback from our educational partners of staff, parents, community members, and students

in the fall of 2021 through virtual meetings (held September 14, September 15, November 21, December 10, December 14, and January 21) and surveys (Community Survey October, 2021, Staff Survey November, 2021, ThoughtExchange Community Survey December 2021-January 2022). Opportunities to participate in meetings and surveys were advertised through public communication methods, including emails, website, social media, Blackboard Connect call system, and videos. The greater district community (including staff, students, and parents) agreed that a high priority for these funds was to provide additional supports in academic, social-emotional, and behavior instruction at school sites. Additional opportunities for input on the Educator Effectiveness Block Grant (EEBG) (https://drive.google.com/file/d/1Rx6oTea22kJaKw9OKKR3ae-m3Apm2lBG/view?usp=sharing) was afforded through the Public Hearing held during the regularly scheduled Board of Trustees meeting (December 16, 2021) which preceded the meeting where our Board approved the EEBG. These priorities are reflected in the adopted Educator Effectiveness Block Grant Plan, pgs 1-3 (https://drive.google.com/file/d/1Rx6oTea22kJaKw9OKKR3ae-m3Apm2lBG/view?usp=sharing). The input for the Expanded Learning Opportunities Program included the establishment of an Expanded Learning Opportunities Program Task Force which convened on 2/16/22, 3/2/22, and 3/9/22. The Task Force created, distributed and synthesized the results of Expanded Learning Opportunities Program survey (sent to staff, students, families, and the community. Additional input for program design was gathered from site administrators.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In the Ontario-Montclair School District, all 32 school sites serve 55% or more students who are considered unduplicated (low income, English Learners, and Foster Youth). Supporting quality universal and supplemental academic instruction is being achieved by providing each of our school sites with an Instructional Coach, an Intervention Teacher, as well as an Instructional Aide to support Newcomer English Learner students. Elementary schools also received funding for two Instructional Aides to provide intervention services to students. Middle school received an additional Intervention Teacher, allowing for one Intervention Teacher in ELA and one intervention teacher in Math to support remediation and accelerate learning for students. These staff were newly hired this year to address gaps in academics, principally directed to support our unduplicated student groups. By providing this additional staff to work alongside existing school staff, with a focus on early literacy instruction in ELA and math for all grade levels, learning will be accelerated. Instructional Coaches support teachers in the use of evidence based, Tier 1 practices to meet the needs of our English Learners, Low Income and Foster Youth student groups. The Newcomer Aides push

As a part of the ongoing engagement with our educational partners over the course of the 2021-2022 school year, the Ontario-Montclair School District provided numerous opportunities for involvement of its educational partners in the development of the Learning Continuity and Attendance Plan, the 2021-22 LCAP, Expanded Learning Opportunity Plan and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the Ontario-Montclair School District engaged its educational partners in the use of funds received to support recovery for the COVID-19 Pandemic:

Learning Continuity and Attendance Plan https://drive.google.com/file/d/1vKae4P0yKHIhOowB7NvSVyLw4DCFEhoa/view?usp=sharing /LCP (pgs. 3-5)
Local Control and Accountability Plan https://drive.google.com/file/d/1FpMsRAgJOK1DW7AjbPjyfsRoYmIcl6Lj/view?usp=sharing /LCAP (pgs. 11-14)
ESSER III Expenditure Plan https://drive.google.com/file/d/1p73W6x3ox6_0ngq0_foDjDV2ieSw3e3z/view?usp=sharing (pgs. 2-5)
Expanded Learning Opportunity Grant Plan/ELOP
https://drive.google.com/file/d/1nGAfNcONWqdc5CVDuJWDz9xxlTB9h9Ds/view?usp=sharing (pg. 1)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Ontario-Montclair School District implemented the Federal American Rescue Plan Act and Federal Elementary and Secondary School Emergency Relief expenditure plan by prioritizing the health and safety of students, educators, and other staff to ensure students receive the high academic tiered support, social-emotional and behavioral wellbeing. The Ontario-Montclair school district began the 2021-2022 school year with the capacity to offer 100% of students to attend in-person instruction, although an online learning program was available to those that chose to stay at home due to COVID-19.

Strategies for Continuous and Safe In-Person Learning

- Student Contact Tracing and Health Aides: Our district was able to establish a District Level Coronavirus Action Team that ensures detailed contract tracing and immediate COVID response support from the team and newly hired health aides. The team approach has been a success in relieving much of the contact tracing burden from the sites. Hiring has been a challenge as well as the increase in cases requiring contact tracing due to the Omicron strain.
- HVAC Units and/or other student-centered facilities improvement: HVAC units were replaced in 20 of the sites with the greatest need. The existing facilities at three of our sites will receive replacements of worn out HVAC systems in the summer of 2022 as well as roof replacement. New HVAC will provide our students with properly ventilated air in a temperature controlled environment. Facilities upgrades have been a success, as reported by site staff.

Multiple Student Online Platforms, Edgenuity Curriculum, and Intervention System Licensing: Software licensing tools, I-Ready

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Ontario-Montclair School District used its fiscal resources received in the 2021-2022 school year to ensure that the services and supports within the Return to In-Person Instruction and Continuity of Services Plan and ESSER III Expenditure plans aligned with the 2021-2022 LCAP. The Ontario-Montclair School District's state, local and federal funds reached nearly $405 million for the 2021-22 school year. This total included almost $62 million in federal funds from the Federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan. Through January 15, 2022 approximately 60% of the total funds allocated for this school year have been spent on specific actions related to the district LCAP goals of 1) Safe and secure schools, 2) Increased academic achievement for all students, 3) Student engagement, and 4) Engaging families and communities.

ESSER III Expenditure Plan
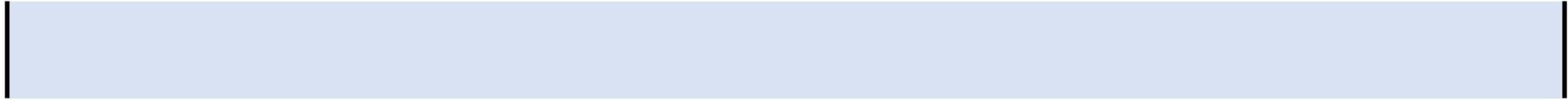
must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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OMSD is proud to highlight three California Distinguished Schools, eleven Gold Ribbon Schools, International Baccalaureate (IB) Schools, nineteen Pivotal Practice Awardees, a GATE Magnet, a Science Magnet, Dual Language Academies in Spanish and Mandarin, Arts-integrated Magnets at elementary and middle schools, and AVID at elementary, and middle schools. The District offers courses and extra-curricular opportunities in music and the arts at all grade levels, including orchestra at elementary and middle schools. The District offers a wide variety of extracurricular sporting activities for students as well. Many of our schools are magnet and academy programs, each of which

study teachers to oversee a district-wide short-term independent study process. These teachers serviced students across 32 sites that were referred to the District by assigning independent study work. Over the course of the 2021-2022 school year, almost 1,000 students were provided with short-term independent study services. As we approached the end of the school year, and to continue support to our students and families who are not yet comfortable returning to in-person instruction, OMSD applied to open the OMSD Online Academy to continue virtual teaching and learning and the Online Academy was approved by the CDE as an Alternative School of Choice and will open as OMSD's 33rd school in August 2022.

The District successfully maintained our focus on the development and implementation of Multi-Tiered System of Support (MTSS) to ensure the academic, behavior and social emotional success of our students. OMSD's MTSS implementation has been achieved by using a double track approach for the last three years, Cohort and Universal. Cohort track schools have been engaged in training and technical assistance around the deliberate design and implementation of a tiered support system for academics, behavior, and social-emotional learning. This work is accomplished by supporting school site MTSS Leadership Teams to build on the strengths that already exist in the school around SWIFT Education Center's MTSS Design using the Fidelity Integrity Assessment (FIA). With the demonstrated growth in all metrics district wide due to the implementation of MTSS, Cohort 4 schools will begin their training in the 2022-2023 school year with Cohort 3 schools receiving their final year of training.

While the CA School Dashboard last posted colors and data in December 2019, the district's Chronic Absenteeism rate (9.4%) and Suspension rates (3%) during the year students returned to in-person instruction shows promise of future success. The District Attendance Committee met throughout the year to review attendance data and suggest new methods for supporting students with absences especially due to the impact of COVID. OMSD established a 'Reducing Suspensions Committee' composed of district and site administrators to create resources to increase restorative practices and other means of correction, including instructional alternatives to exclusionary discipline. In addition, a Restorative Practices PLC group has been established and is planning a video series for all staff during the 2022-2023 school year.

The students at grade level on the i-Ready Diagnostic for Reading and Math increased 23% (18% in fall 2021 to 41% in spring 2022) and 26% (8% in fall 2021 to 34% spring 2022), respectively between the beginning of year and end of year administrations. PLCs have been implemented and supported district-wide for grade level teams in first through sixth grade providing a collaborative process to sustain continuous improvement of instruction. Students received small group instruction based on data to support academic learning in ELA and math. District addressed "At Promise" students by providing a 10-week youth program through IMPACTtruth to selected students in the Wiltsey School cluster. The program addressed 45 students moving into middle school by providing students with transitional strategies on building strong and positive relationships with their peers. In order to continue learning acceleration for students during the 2022-2023 school year, the District will continue with training and implementation of Academic Multi-Tiered System of supports (Goal 2, Action 9), early literacy professional development and implementation at all school sites (Goal 2, Action 7), and continue to focus PLC work around analysis of student data, identification of essential learning, setting goals, and designing intervention support for students (Goal 2, Action 10).

Based on multiple surveys, Educational Partner meetings, a review of available prior state data and local baseline data, the District is proud of the systems in place which focus on academic instruction, behavioral instruction, community partnerships, educator support, family partnerships. LEA policy and school relations, organizational structure, school culture and site leadership work side by side to support all

students to accelerate their achievements within a system of equity. The District has worked diligently to involve all educational partners in building a culture of inclusion, cultural proficiency, strengthening leadership teams, collective impact and Professional Learning Communities, while reinforcing PBIS and Restorative Practices. The District now has an improved identification process for students and families experiencing homelessness and providing appropriate services and supports to reduce and/or remove barriers to academic improvement.

Professional development took on a new look this year due to the reduced availability of substitute teachers. A Curriculum Café was developed to support the use of the adopted curriculum, as well as data-based identified areas of need. A range of professional development formats were provided, such as asynchronous videos. Instructional staff are now able to select from flexible, differentiated professional learning opportunities based on each school site's needs which will include in-person, virtual, instructionally focused designed videos, or demonstration lessons.

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Ontario-Montclair School District, in reference to the 2019 CA School Dashboard, previously showed that our Foster Youth and Pacific Islander student groups were at the "red" performance level for both the Chronic Absenteeism and Suspension rate indicators. As a comparison, the All Students group was at "orange" for both Chronic Absenteeism and Suspension Rate. Students with Disabilities and Pacific Islander student groups are "orange" on both Academic Indicators, English Language Arts and Mathematics, which are an area in need of monitoring to ensure they do not fall two performance levels below the All Students group, which is currently "yellow".

However, more recent state and local data have shown a continued need to support our Foster Youth and Pacific Islander student groups. Based on local data, suspension rates for all students is at 1.4%, Foster Youth at 5.6%, Pacific Islander at 5.8%, respectively. Chronic Absenteeism for all students is 24.3%, Foster Youth 12.7%, Pacific Islander 49%, respectively. Both groups of students has been impacted by the ongoing COVID-19 pandemic as students and staff needed to quarantine, often for 10 days due to exposure or showing symptoms. In response to this data and with input from educational partners, the district will focus on student engagement and access to social-emotional and behavioral programs through a Multi-Tiered System of supports to increase engagement, attendance, and school connectedness (Goal 3, Actions 1, 2, 3, and 7). Maintaining these actions will continue to close these achievement gaps and areas of identified need moving forward.

While the CA School Dashboard has been inactive in posting student achievement data due to the pandemic, other state and local data have shown a growing "identified need" in the area of English Language Arts (ELA) and Math. Recent data has shown lower i-Ready ELA and

Goal 1: All students access educational and social-emotional programs provided by appropriately credentialed teachers, highly qualified support staff, and administrators utilizing adopted instructional materials, resources, and technology, aligned to California State standards in safe, clean, and well-maintained facilities.

Goal 2: All students access an academic program through a Multi-Tiered System of Supports aligned to the California State standards which include ongoing professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning, specialized programs, and a broad course of study.

Goal 3: All students access social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to foster individualized student behavioral, social-emotional health and engagement with peers, families, staff, and the community, which includes providing support to staff.

Goal 4: All families and community members support student learning and well-being through engagement efforts to seek consultation into the decision-making process, promote meaningful participation in their child's learning, promote college and career access, and enhance community partnerships.

In an effort to support and address the academic and Social-Emotional Learning needs for all students, which were exacerbated due to the COVID-19 pandemic, teachers and instructional staff at all MTSS cohort 1-4 schools will provide increased and improved services to our unduplicated students groups by ensuring full scale implementation of Academic and Social Emotional Learning MTSS to include the final Cohort 4 group of schools, Professional Development, Systems, district administrative coaching and professional development and monitoring support to increase student academic outcomes (Goal 2, Action 9 and Goal 3, Action 3). Focus on these two actions support acceleration of learning and help decrease absenteeism which posed a challenge for our schools during the 21-22 school year.

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Richard E. Haynes Elementary, Lincoln Elementary and Ray Wiltsey Middle.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The District supports eligible schools in developing CSI plans in the following manner:
Assist school administrators by providing training on utilizing all state indicators, including student performance against State determined long term goals as per the California Schools Dashboard.

Assist school administrators by providing resources and capacity building so they may engage educational partners (School Site Council teams, English Learner Parent Advisory Committees, Special Education Parent Advisory Committees, Gifted and Talented Parent Advisory Committees, classroom teachers, other school staff, families, students, and community members) on conducting a comprehensive school-level needs assessment.

Assist school administrators on how to identify evidence-based interventions from a number of resources provided by the state and county.

Assist school administrators to conduct a resource inequity study and address inequities through the implementation plan.

Students: 195 Respondents

Educational Partner meetings took place during 2021-2022 as follows:

Training for parents regarding ELPAC testing, EL Identification, and Academic support
Additional language programs and multicultural curriculum
Teacher support for designated and integrated EL instruction
Health and safety of students, staff, and community
Communication and supports around student needs
Access to performing arts, STEM, sports and other extracurriculars or enrichment opportunities
Technology programs and supports for students and teachers
Additional personnel to support student learning and social-emotional wellbeing
Provide transportation, health, and other support services for our homeless and neediest students

District Parent Advisory Committee (PAC)

Reduce class sizes to provide learning opportunities in small group and 1:1 instruction
Intervention opportunities and programs to accelerate learning

Social-emotional supports for students and staff
Social-emotional training and learning
Technology and learning application support for families
Additional language learning opportunities for students
Health and safety of students, staff, and community
Communication and supports around student needs
Access to performing arts, STEM, sports, other extracurriculars, and enrichment opportunities
Technology programs and supports for students and teachers
Additional personnel to support student learning and social-emotional wellbeing
Provide transportation and needed services to our homeless and neediest students

Gifted and Talented Education Parent Group:

Extracurricular and enrichment opportunities for students in performing arts, STEM, and language learning
Teacher training and support for working with diverse student populations
Health and safety of students, staff, and community
Reduced class sizes to provide learning opportunities in small group and 1:1 instruction
Social-Emotional supports for students and staff
Social-Emotional training and learning
Parenting skills for school age students on social-emotional and academic needs
Additional personnel to support student learning and social-emotional wellbeing
Intervention opportunities and programs to accelerate learning loss
Technology and learning applications to support student acceleration and

Increased communication and feedback to parents on student progress

Special Education Parent Advisory Group:

Increased communication and feedback to parents on student progress
Reduce class sizes to provide learning opportunities in small group and 1:1 instruction
Additional personnel to support student learning and social-emotional wellbeing
Additional parent and community involvement around special education needs and topics
Intervention opportunities and programs to accelerate learning
Technology programs to support students and teachers
Additional programs to support students with concepts parents do not understand
Training and classes for parent around special education academic and behavioral topics
Supplies and resources to support student learning
Health and safety of students, staff, and community

Community Advisory:

Health and Safety of Students, Staff and Community
Balance of technology and interactive learning
Safe and welcoming school environments
Increased communication between the school, the staff, and the parents
High quality food and nutrition
Equity at the forefront for students

Students:

High quality food and nutrition
Additional staff support for reduced class sizes and reduced grade level combinations
Additional extracurricular and enrichment opportunities for students in performing arts, STEM, and language learning
Varied options for electives
Social-Emotional supports
Intervention programs to support with learning loss
Technology and learning application support for students

Classified/Certificated Unit Members and District/Site Administration:

Health and safety of students, staff and community

Teachers and school staff professional development on digital platforms and applications
Teacher and school staff professional development on acceleration of student learning
Reduce class sizes and reduced grade level combinations
Additional support staff to provide interventions and social-emotional wellbeing and support
Ongoing concern for student safety and wellbeing
Accelerating learning for at-promise student groups like English learners, low-income and students in special education
Maintenance of student and staff services for PK-8 students
Ongoing opportunities for shared decision making
Capacity building on supporting student engagement
Additional programs to support students with concepts parents do not understand
Increased teacher capacity to provide engagement opportunities for students
Intervention programs to accelerate learning
Time management skills workshops for families and students
Technology and learning application support for families
Welcoming school communities
Social-emotional professional development and learning
Enhanced communication with families to support students
Parent education workshops around content area and social-emotional wellbeing
Enhanced opportunities such as extracurricular and enrichment activities to keep students engaged

Based on the analysis of the feedback provided above, the following trends emerged:

Intervention Supports for students
Additional personnel to provide academic and social-emotional support for students
Professional development opportunities to address multi-tiered academic, social-emotional, and wellbeing of students
Increased extracurricular and enrichment activities and programs to support student engagement
Health and safety of students, staff, and community
Social-emotional training and learning
Parent workshops and training around academic and social-emotional wellbeing
Increased communication around student academic needs
Technology and learning applications to support student learning

These themes were collected, analyzed and embedded into the LCAP goals, actions and services to address base programs and unduplicated pupil needs.
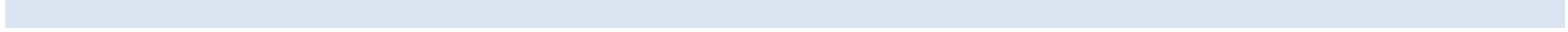
providing students with more enrichment opportunities beyond the bells and Goal 2, Action 19 expands to Universal Pre-K to support early literacy for students. The continued need to provide 21st century learning with technology and learning applications to support student learning is addressed in Goal 2, Action 4.

LCAP Goal 3 is focused on student engagement and access to social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to support the individual needs of students. Addressing and responding to student engagement and the social-emotional needs of students and staff influence the implementation of the actions to contribute to the effectiveness of Goal 3. The continued professional development on Social-Emotional Learning, implementation of tiered behavioral practices and procedures, and monitoring of student social-emotional and basic needs to increase engagement, attendance and school connectedness is the focus of Goal 3, Action 1, 2, and 3, and 7. Additionally, ensuring that school sites have a designated Outreach Consultant to identify students and families in need by providing referrals to case management and mental health services is the focus of Goal 3, Action 7. Maintaining the health and safety of students, staff, and community is addressed in Goal 1, Action 9 and once again made a focus in Goal 3, Actions 4, 5, and 11 where the learning environment, mental health and and access to basic needs, and safety and security are a priority.

LCAP Goal 4 focuses on parent meaningful participation, decision making, and supports to student learning and wellbeing. As a result of the input received from educational partners during LCAP development meetings and surveys, parent workshops and trainings pertaining to English Learners and Special Education students such as ELA and Math academic workshops, training around social emotional wellbeing, and capacity building for families is the focus of Goal 4, Action 1, 2, 4, 5, and 6. Additionally, an increase in district communication with parents around student learning is addressed in Goal 4, Action 3 and 8.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	2021 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability	2022 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability			Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability
iReady Reading 3rd Gr. End Of Year	2021 Local Metric 48%	2022 Local Metric 50%			5% increase annually
iReady Math 7th Gr. End Of Year	2021 Local Metric 33%	2022 Local Metric 34%			5% increase annually

Action #	Title	Description	Total Funds	Contributing
	Transportation & Safety	The Business Services Division will provide bus transportation to and from school to students who live 3.5 miles away from their school to promote daily student academic and social emotional learning engagement (school connectedness, decreased chronic absenteeism, and improved attendance), principally directed to meet our Low Income and Foster Youth, students since transportation is a challenge for our low income students.	$3,770,167.00	Yes
	Ancillary Program Staffing	The District will provide paraprofessional and intervention teachers in the elementary and middle schools to identify, support and close learning gaps for students by providing direct academic services such	$20,527,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as small group instruction, intervention, tutoring and social emotional learning needs, such as mentoring and social groups beyond what is provided as our base staffing profile. This action is principally directed to meet Low Income, English Learners, and Foster Youth, resulting in increased ELA and Math performance.		
	Technology Infrastructure & Access	The Division of Business Services will improve infrastructure systems, provide student hotspots, and distribute student and staff technology devices, to promote access to virtual and digital learning, principally directed to unduplicated students to address academic learning gaps and collaborative learning opportunities that foster academic language development, resulting in increased ELA and Math scores.	$1,599,895.00	Yes
	Base Program Staffing	The District will provide base school and district staff to meet basic students' academic achievement in Language Arts and Math, and social-emotional learning (Increased attendance, decrease Chronic absenteeism, school connectedness, and decreased drop-out rate) needs to support all students.	$23,298,686.00	No
	New Teacher Induction	The Learning & Teaching Division will 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 and implementation of state standards, principally directed to meet our Low Income, English Learners, and Foster Youth. The program includes mentoring and professional development to support teachers in providing high quality instruction.	$525,378.00	Yes
	Staff Recruitment & Retention	The Human Resources Division recognizes highly qualified school and district personnel must be recruited and retained to work with the needs of students and families. Working collaboratively with bargaining units, expanded efforts to recruit and retain staff to support and maintain rigorous academic learning environments, social-	$125,790.00	No

Action #	Title	Description	Total Funds

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

While students within the District were able to return to in-person instruction for the 2021-2022 school year after attending school through distance learning in the 2020-2021 school year, consistent learning was difficult to achieve due to the ongoing impact of the COVID pandemic. Students and teachers who tested positive, had a significant exposure or showed symptoms of COVID were required to observe a 10-day quarantine at home. This created gaps in attendance and learning despite significant effort being orchestrated via independent study. Students were placed on short term independent study to continue their learning, another group of students continued with online learning if families were not comfortable returning to in-person instruction, but many students continued to struggle, as there was inconsistent engagement and work completion. With these barriers and interruptions to teaching and learning, it was difficult to implement some of the actions for 2021-2022. Three actions demonstrated substantive difference between planned actions and actual implementation.

Implementing Ancillary Program Staffing (Action 2), New Teacher Induction (Action 5), and Teacher Initiated Professional Development (Action 8) were not fully implemented due to a lack of substitutes, certificated and classified staff shortages and the inability to hire qualified staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 1, Transportation and Safety- Due to an increased number of students needing transportation, the amount expended was $3,360,928. $3,104,172 was originally budgeted for this action.

Goal 1, Action 2, Ancillary Program Staffing originally had 21,778,420 budgeted but $19,758,713 was spent due to the inability to hire new staff.

Goal 1, Action 3, Technology Infrastructure and Access- Due to the much needed technology infrastructure upgrades at school sites and to provide students and instructional staff with updated devices, the technology department expended $3,184,101 over the $1,684,677 that was budgeted.

Goal 1, Action 4, Base Program Staffing- Base program staffing was increased to eliminate combination classrooms. The budgeted amount was $21,580,603 with approximately $21,121,669 being spent.

Goal 1, Action 5, New Teacher Induction- New teachers received training, coaching, and support but due to sub shortages, the Curriculum & Instruction Department was only able to expend $346,827 of the $438,354 that was budgeted.

and staff technology devices (Goal 1, Action 3), and ensured facilities were safe and well maintained for student and staff (Goal 1, Action 9) which ensured that students did not miss instruction if they needed to quarantine. Supplemental support staff such as paraprofessional and intervention teachers increased through the school year to increase program staffing (Goal 1, Action 2, 4, and 6) and training for new and veteran teachers (Goal 1, Action 5 and 8) and classified staff (Goal 1, Action 10) was provided. The additional support staff, professional development, and training, ensured students access to best first instruction and leveled intervention supports between the bells.

The Ontario-Montclair School District continues to encourage the reduction of student to staff ratios. The addition of an Intervention teacher in the elementary level and 2 Intervention teachers (one for English Language Arts and one for Math) in the middle school level (Goal 1, Action 2), and the addition of paraprofessionals at elementary and middle school (Goal 1, Action 2), continues to be a priority for the District. Since the additional support staff was implemented throughout the district, student i-Ready scores for ELA and Math show an improvement between August 2021 and February 2022. While the scores in ELA and Math showed a steady increase during the 2021-2022 school due to the additional support staff put in place to accelerate learning, a comparison between the 2019-2020 school year and 2020-2021 school year showed a decrease in overall student progress. Additionally, the attendance data between the 2020-2021 and 2021-2022 school years showed a decrease due to many student absences throughout the year. Baseline scores were established it the 2018-2019 school year using CAASPP ELA and Math scores. The District did not administer CAASPP during spring 2021, but did administer local assessments. These assessments included i-Ready for ELA and Math, which showed a decrease when compared to the fall of 2020 and the fall of 2021. I-Ready ELA scores showing students at grade level in 2020 was at 28% and 18%, respectively, in 2021. I-Ready Math scores showing students at grade level in 2020 was at 19% and 8% in 2021, respectively. The attendance rate in the 2020-2021 school year was at 96.5% and decreased to 93.81% during the return to in-person instructional year. The additional support staff added to Goal 1, Action 2 increased the budget for 2022-2023 to provide a reduced student to staff ratio and aid in the acceleration of student learning.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As shared in the educational partner engagement section, providing students with reduced class sizes by increasing small group and individualized learning and maintaining the health and safety of students, staff, and community is a priority. With this feedback in place, the below changes were integrated into Goal 1.

Additions:

    Additional staffing such as one Intervention Teacher in the Elementary level and an Intervention Teacher for ELA and Math at the Middle School level (Goal 1, Action 2).
    Additional staffing such as a Paraprofessionals at each site to reduce the student to teacher ratios and help increase student performance in ELA, Math and language development (Goal 1, Action 2).

	All students access an academic program through a Multi-Tiered System of Supports aligned to the California State standards, which include ongoing professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning, specialized programs, and a broad course of study.

An explanation of why the LEA has developed this goal.

State Priorities: Priority # 4, Pupil Achievement, Priority #5, Pupil Engagement, Priority # 7, Course Access, and Priority # 8, Other Student Outcomes

This Broad Goal will sustain the progress the District has been moving towards to ensure all students needs are met through universal access and support. Students will be supported through the MTSS initiative to accelerate learning and ensure all students are successful and access a tiered system of support to address academic learning and enrichment. Students will receive broad access to programs designed to support the whole child. Teachers and school staff will receive support and professional development that is job embedded and guided by adult learning theory. Learning will be monitored and student learning gaps will be identified and supported.

Metric	Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math ALL Students	2019 CA Dashboard 39.2 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready Math Data: Fall 2021: 8% At or Above Grade Level Spring 2022: 34% At or Above Grade Level			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading 3rd Gr. End Of Year	2021 Local Metric 48%	2022 Local Metric 50%			5% increase annually
iReady Math 7th Gr. End Of Year	2021 Local Metric 33%	2022 Local Metric 34%			5% increase annually
ELPI English Language Progress Indicator	2019 CA Dashboard 40.3% Low	ELPI was not reported in the 2021-2022 CA School Dashboard ELPAC Level 1: 29% Level 2: 34% Level 3: 29% Level 4: 6%			55%
EL Reclassification Rate	2019-2020 CA Dataquest 15.8%	2020-2021 CA Dataquest 7.4%			15.9%
Student Access to Extracurricular Programs	100% Students Access Extracurricular Programs	2021-2022 100% Students Access Extracurricular Programs			100%
Access to a Broad Course of Study	100% Students have access to a Broad Course of Study	2021-2022 100% Students have access to a Broad Course of Study			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absence Rate	2019 CA Dashboard 9.0%	2022 Local Metric 24.3%			7.5%
Student Access to Athletic Programs	100% Students Access Athletic Programs	2021-2022 100% Students Access Athletic Programs			100%
California Healthy Kids Survey (CHKS) - 5th Grade	2021 School Connectedness 69% 2021 Caring Adults in School 73%	2022 School Connectedness 70% 2022 Caring Adults in School 69%			2021 School Connectedness 75% 2021 Caring Adults in School 80%
California Healthy Kids Survey (CHKS) - 7th Grade	2020001 30.99799919 C021 Caring Adults in				

Action #	Title	Description	Total Funds	Contributing
		include: Learning Targets, Universal Design for Learning, Student Engagement, Early Literacy Foundational Reading Skills, Professional Learning Communities, History Social Science Workshops, Writing and Gradual Release, resulting in increased ELA and Math Performance and implementation of state standards.		
	STEM PD & Resources	The Learning & Teaching Division will provide professional development, resources, coaching and support in STEM to OMSD educators to ensure high levels of learning , principally directed to fill the academic gap for low income, foster youth and English learners. Professional Development and Coaching include: Learning Targets, Universal Design for Learning, Student Engagement, Conceptual Math Skills, Professional Learning Communities, NGSS Workshops, Mathematical Reasoning and Gradual Release, resulting in increased ELA and Math performance.	$565,627.00	Yes
	Coaching & Support	The Learning & Teaching Division will provide professional learning through job-embedded coaching and demonstration classes to support teachers in planning and delivering best practices and standards-aligned lessons designed to improve English Language Arts and Mathematic scores, principally directed for low income, foster youth and English learners.	$4,811,119.00	Yes
	Technology Integration	The Learning & Teaching Division will provide professional development, digital licenses for staff and students, and resources in educational technology to support educators in offering student's access to extracurricular programs, including, delivering instruction in the computer sciences, coding and robotics. This action will support in increased academic performance in Math and ELA. This action is principally directed to improve the outcomes for English Learners, Low Income, Foster Youth students.	$1,109,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
	College & Career Programs	The District will direct this action to Low Income, English Learners, and Foster Youth students and families have equal access to a Broad Course of Study that will allow for college and career pathways and curriculum to promote first generation college-goers, to provide equitable access to courses to support college and career readiness, resulting in increased attendance and increased school connectedness.	$562,875.00	Yes
	Magnet & Specialty Programs	The Learning & Teaching Division will provide specialty programs and support to students to address their specific talents and needs in order to provide equitable access to core instruction and ensure high levels of learning principally designed to increase engagement for low income, English learner and foster youth students such as VAPA, STEM, AVID, Dual Immersion, Sports, High School Credit Courses, Technology and Music, resulting in improved attendance and school connectedness.	$2,708,274.00	Yes
	Early Literacy PD & Support	The Learning & Teaching Division will provide professional development, resources, coaching and support to educators to ensure high levels of early literacy principally designed to meet the needs of English learners, low income, and foster youth student groups, resulting in increased ELA performance.	$2,790,514.00	Yes
	MTSS Training & Support	The District will continue to design and implement a Multi-Tiered		

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
		areas of autism, orthopedic impairment, functional academics, speech and language, behavioral intervention, inclusion and individualized literacy programs, principally designed to meet the needs of low-income students with disabilities.		
	SPED PD & Resources	OMSD SELPA will provide teachers and support staff professional development on inclusive practices, increased student access to core curriculum and monitoring student progress towards IEP goals to accelerate student achievement, principally designed to meet the needs students with disabilities.	$28,000.00	No
	Academic Enrichment	The District will provide expanded learning opportunities like math con, science fair, coding, spelling bee, and poetry events to students to address their specific talents and to provide equitable access and ensure high levels of learning and engagement, principally directed to support Low Income, English Learner, and Foster Youth students, resulting in increased attendance and school connectedness.	$71,616.00	Yes
	Extended Learning	The Learning & Teaching Division will coordinate programs to ensure		

Goal 2, Action 9, MTSS Academic Implementation originally had $14,216,075 budgeted but the significant impact COVID-19 had on student performance and the need to provide tiered academic intervention supports for student academic success, an increase to $16,993,722 was made to this action.

Goal 2, Action 10, Intervention Resources and Assessment originally had $1,199,494 budgeted but due to the inability to provide instructional staff with data analysis release days, only approximately $1,032,587 was spent on this action.

Goal 2, Action 11, EL Academic Programs and PD was affected by the sub shortages and the inability of instructional staff to participate in PD sessions. This action was originally budgeted at $540,825 and $419,288 was spent on this action.

Goal 2, Action 12, EL Language Programs and PD was affected by the sub shortages and the inability of instructional staff to participate in PD sessions. This action was originally budgeted at $446,464 and $390,172 was spent on this action.

Goal 2, Action 15, Academic Enrichment was affected when teachers were not able to provide additional academic enrichment opportunities to students beyond the bells due to teachers being on quarantine and unavailable. $65,737 was originally budgeted on this action and $33,321 was spent.

Goal 2, Action 16, Extended Learning was provided at every opportunity such as Saturdays, during student breaks, and beyond the bells. This action was originally budgeted at $1,070,550 and $1,143, 249 was spent.

Goal 2, Action 17, Athletic Programs were affected when staff was not able to provide additional athletic opportunities and athletic opportunities were limited due to staff being on quarantine and unavailable. This action originally had $231,997 budgeted and $123,315 was spent.

which hindered the instructional process. With these constraints, many teachers were unable to volunteer to teach additional learning opportunities and engagement experiences, beyond the bells, including intervention and student enrichment (Goal 2, Actions 15, 17).

In response to these challenges, and in the need to support our instructional staff, the Curriculum & Instruction Department offered virtual PD options via a website that posts monthly videos for teachers to watch in different content areas and English Language Development (Goal 2, Action 11). Since early literacy is a priority for the district, 19 interested schools were able to receive training and coaching in Enhanced Core Reading Instruction, ECRI, (Goal 2, Action 7). Additionally, District Teacher on Assignment (TOAs) provided training and coaching to school sites on an as-needed basis and on a sites availability. Training and coaching were provided in the areas of: gradual release, early literacy, student engagement, learning targets, technology integration, career pathway curriculum, and Designated and Integrated ELD (Goal 2, Actions 1, 2, 3, 4, 5, and 12). Creating alternative opportunities for staff to engage in professional development increased the amount of staff being trained which supported our students growth in ELA and Math. Our local i-Ready ELA data showed 18% of all students at or above grade level in the fall of 2021 and 41% at or above grade level by the spring of 2022. Our local i-Ready Math data showed 8% of all students at or above grade level in the fall of 2021 and 34% at or above grade level by the spring of 2022.

The Ontario-Montclair School District continues to prioritize the acceleration of learning for students. Schools were able to hire instructional coaches to further support their sites' individual needs (Goal 2, Action 3) and specialty program features such as STEM, AVID, Dual Immersion, IB, and GATE (Goal 2, Actions 2 and 6).   The addition of an instructional coach at each site has allowed for the Learning & Teaching Division to meet monthly with coaches around topics such as student-centered coaching (Goal 2, Action 3). Coaches were able to provide individualized support to teachers, provide coaching cycles, and offer professional development based on site needs.   With the addition of instructional coaches, sites received support but students' growth was still at a slow pace towards the first half of the school year. Baseline scores were established in the 2018-2019 school year using CAASPP ELA and Math scores. The District did not administer CAASPP during spring 2021, but did administer assessments (Goal 2, Action 10). These assessments included i-Ready ELA and Math, which are strong indicators of how our student will perform in CAASPP. These results, which compare fall of 2020 to fall of 2021 showed a decline in student growth. I-Ready data showed students at grade level in ELA at 28% in 2020 and 18% in 2021, respectively. i-Ready data for Math showed students at grade level at 19% in 2020 and 8% in 2021, respectively. Although a decline ELA and Math was expected due to the difficulties encountered during distance learning, the increase in scores made through the 2021-2022 school year (local i-Ready ELA data showed 18% of all students at or above grade level in the fall of 2021 and 41% at or above grade level by the spring of 2022 and local i-Ready Math data showed 8% of all students at or above grade level in the fall of 2021 and 34% at or above grade level by the spring of 2022), show that the additional supports with intentional professional development, coaching, and training benefit and accelerate learning for students. To further support early literacy efforts, an additional action was added to address the need to accelerate literacy in the early years (Action 19).

External Coaching in MTSS academic implementation continued for many of our school administrators who continued to prioritize this resource/support (Goal 2, Action 9 and 18). Intervention staff worked with site administrators to provide Tier II and Tier III academic support to students both during school as well as after school (Goal 2, Action 10 and 16). As a result of designing and implementing tiered and individualized supports to students, not only between the bells but beyond the bells when COVID-19 transmission cases dropped, our unduplicated students' academic growth increased as the year progressed. Local i-Ready ELA for English Learners (ELs) was at 4% at or above grade level in the fall and 23% at or above grade level in the spring, Math for ELs was at 1% at or above grade level in the fall and

18% at or above grade level in the spring. Local i-Ready ELA data for Low Income was at 16% at or above grade level in the Fall and 38% at or above grade level in the Spring, Math for Low Income students was students was at 7% at or above grade level in the Fall and 33% at or above grade level in the spring. Local i-Ready ELA data for Foster Youth was at 12% at or above grade level in the fall and 34% at or above grade level in the spring, Math for Foster Youth was at 2% at or above grade level in the fall and 19% at or above grade level in the spring. Local i-Ready ELA data for Student with Disabilities was at 6% at or above grade level in the fall and 18% at or above grade level in the spring, Math for Students with Disabilities was at 3% at or above grade level in the fall and 14% at or above grade level in the spring. In addition to academic supports, Outreach Consultants worked with site Mentors and administrators to provide Tiered support for behavior and social emotional learning and to help expand learning opportunities for student engagement (Goal 2, Action 15 and 17). The District's OMSD

	All students access social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to foster individualized student behavioral, social-emotional health and engagement with peers, families, staff, and the community, which includes providing support, training, and professional development to staff.

An explanation of why the LEA has developed this goal.

State Priorities: Priority #5, Student Engagement, Priority # 6, School Climate
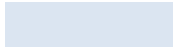
Action #	Title	Description	Total Funds

The return to in-person instruction for the Ontario-Montclair School District, after having spent the 2020-2021 school year in distance learning, posed challenges beyond the teaching and learning of students. In order to accelerate learning for our students, a Districtwide effort in preparing our instructional staff and leaders in providing tiered social-emotional, behavioral, wellbeing, and engagement supports to students was prioritized, as part of Goal 3, Action 3.

The Ontario-Montclair School District (OMSD) expanded the District's Campus Safety Officer (CSO) Team (Goal 3, Action 11) to ensure that all students learning, both in-person and remotely, were protected from risk factors both external and within the school community. The CSO team performed safety, security duties and outreach to homes by delivering technology and learning materials to students who remained in online learning or students who were on short-term independent study due to COVID exposure. Online security measures were also put in place to prevent hacking, inappropriate searches by students, online predators and to help detect any threatening and harmful messages. A 24 hour response team was able to assess the nature and level of seriousness of an alert and safeguard and immediately support students from harassments, intimidation, and discrimination so that students felt safe and protected.
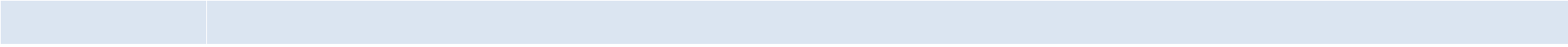
The Panorama Social Emotional Learning (SEL) Universal Screener (Goal 3, Action 2) was administered in the fall and late winter of the 2021-2022 school year. Site staff received ongoing professional development on the implementation of the Panorama SEL Universal Screener and learned how to utilize data to better support students based on need. Ongoing professional development and coaching was provided at all sites with an effort to embed research and evidenced-based practices for tiered social-emotional and behavioral intervention and support (Goal 3, Action 1 and 3). Dedicated Outreach Consultants at each site allowed schools to provide a higher level of support connected to the Health & Wellness Services department triage process. Through March 2022, case management services (Goal 3, Action 4) were provided to 2,957 Low Income families. In addition, case management services increased to 50% of services being provided to families experiencing homelessness and mental health services were provided to 611 students. Individual crisis response was provided to over 200 students as a result of 9 school/community-wide crisis events (Goal 3, Action 5). To support staff well-being, training on Prioritizing Staff Well-Being, Leadership for Staff Well-Being, Administrator SEL Tools and Resources, and Supporting Grief took place throughout the year (Goal 3, Action 6). PBIS Tiered Fidelity Inventory Assessment data indicated that a dedicated Outreach Consultant and school Mentor at every site increased positive culture and climate at school sites and supported the re-engagement of students who were experiencing long absences from school due to quarantining (Goal 3, Actions 7 and 8). The District's Special Education staff also received professional development focusing on Special Education students such as Principles of Behavior Intervention Plan (BIP), Equity (Goal 3, Action 10), Job-specific job alike professional development; Understanding Students with Special Needs; and Crisis Prevention Institute (CPI) verbal de-escalation training (Goal 3, Action 9). Providing this specialized training for our special education staff increased student engagement and suporting in the decrease of suspension rates which local data indicates were at 3% in 2021 and 1.4% in 2022, respectively.

The District continues to focus on designing the social-emotional and behavioral support systems for students through a Multi-Tiered System that will address the individual needs of students, increase our students' wellbeing, increase engagement, and decrease chronic

2021-2022 school year, 70% of 5th graders and 57% of 7th graders felt connected to school. Attendance rates of 96.5% (2020-2021) and 93.81% (2021-2022) and Chronic Absenteeism rates of 9% (2020-2021) and 24.3% (2021-2022) showed an increase which was expected due to the increase in absences due to COVID and the need to quarantine. Additional Multi-Tiered professional development in social-emotional and behavioral programs (Actions 1, 2, 3, and 7) and additional mental health and access to basic needs (Actions 4 and 5) have an increased budget for 2022-2023 to provide students wellbeing support in the areas of social-emotional learning and behavioral systems.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As shared in the educational partner engagement section, preparing students for learning success by focusing on their basic needs, behavior, safety, and social-emotional wellbeing is a priority. With this feedback in place, the actions in Goal 3 align with the needs expressed by our educational partners and will continue with implementation in 2022-2023 school year.

All families and community members support student learning and well-being through engagement efforts to seek

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED Parent Involvement Action:100% of schools GATE Parent Involvement Action:100% of schools	Action:100% of schools 2021-2022 SPED Parent Involvement Action:100% of schools 2021-2022 GATE Parent Involvement Action:100% of schools			SPED Parent Involvement Action:100% of schools GATE Parent Involvement Action:100% of schools
District Parent Involvement LCAP Thoughtexchange	2150 Family Members	2022 1586 Family Members			20% Increase above baseline
EL Reclassification Rate	2019-2020 CA Dataquest 15.8%	2020-2021 CA Dataquest 7.4%			15.9%

Action #	Title	

Action #	Title	Description	Total Funds	Contributing
	Annual Parent Leadership Conference	The District will promote family leadership development at the district and site levels by providing an annual conference where community partners and families can experience workshops on academic and SEL student supports, MTSS, parenting workshops, special education workshops designed for students and families, English learner workshops, GATE workshops designed to meet the needs of students and families, and technology sessions designed for students and their families. The conference will support in building meaningful educational partner engagement at the site and district level in the decision making process, thereby resulting in increased parent involvement in the decision making process and increasing school connectedness.	$32,000.00	No
	Shared Family Engagement	The District recognizes families are equal partners in the education of their students and strives to engage families and the community 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, principally directed to support low income English Learner, and Foster Youth students, resulting in increased parent involvement in decision-making.	$24,000.00	Yes
	SPED Family Capacity	OMSD SELPA recognizes the importance of including families of students with special needs to support their students' academic and social-emotional learning by offering capacity building workshops and family networks designed to expand their support group and nurture their ability to support their child.	$19,500.00	No
	EL Family Capacity	The District recognizes the importance of including families of English learner students with their academic, language and social-emotional learning by offering capacity building workshops designed to nurture their student's academic language development towards becoming multilingual learners, resulting in increased reclassification rate.	$134,485.00	No

Action #	Title	Description

Due to the continued COVID-19 pandemic, the support to parents took on in-person and virtual platform at the Parent Education Center and school sites scaled back on family involvement due to the risk of COVID exposure to students (Goal 4, Action 1). School sites remained on the virtual platform with parents through most of the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4, Action 1 Parent Education Center originally had $356,682 budgeted. Due to the need to provide parents and school sites with workshops, training, and capacity building around academic, social-emotional and behavioral learning, $385,910 was expended on this action.

Goal 4, Action 3, Shared Family Engagement originally had $48,910 budgeted. Specialized parent workshops for English Learners, Special Education, and parent leadership training were provided to support parent engagement and learning but in order to limit COVID-19 exposure at school sites, the in-person workshops were limited and $27,746 was expended on this action.

Goal 4, Action 6, MTSS Family and Community Engagement originally had $98,760 budgeted. An increased support for health and wellness services, presentations, and workshops was a focus of this action and addressed a much needed wellbeing need to families. $104,229 was expended on this action.

Goal 4, Action 7, Promise Scholars originally had $197,520 budgeted. The impact of COVID-19 on the ability for students to visit college campuses and participate in various activities through out the year impacted this action. $107,450 was expended on this action.

An explanation of how effective the specific actions were in making progress toward the goal.

The return to in-person instruction was difficult for the Ontario-Montclair School District (OMSD) after spending the 2020-2021 school year in distance learning. It was difficult to fully engage parents at the school site as exposure to COVID posed a risk for parents, staff, and students. Parents also had to ensure that their students continued learning when they had COVID exposure and needed to quarantine. With this interruption in the learning for students, implementing Goal 4 became a priority and implementation efforts shifted to include more academic and social-emotional capacity and learning for parents (Goal 4, Action 1). Despite having to provide more virtual involvement opportunities, our parent community was able to engage in the decision making process and development of our LCAP, Expanded Learning Opportunities Program planning, and Universal Transitional Kindergarten Planning (Goal 4, Action 3). All parents were invited to provide input on the LCAP, through the Thought Exchange Platform, focus groups, parent advisory groups, and community surveys.

Health & Wellness Services mental health interns provided school sites with parent presentations on (Goal 4, Action 6): Grief and Loss, Stress Management for parents, children and families, Active Communication, Helping Children with Test Anxiety, Improving Parent-Child

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As shared in the educational partner engagement section, providing meaningful parent participation, decision making, and supports to student academic success and wellbeing is a priority. No changes to Goal #4 will be made for the 22-23 LCAP.

During the 2021-2022 school year the district's Chronic absenteeism rate for all students was 24.3% per locally determined rates. In contrast, 21.8% of foster youth, 20.6% of English Learners, and 23.8% of low income students were chronically absent. Attendance rates for all students was 93.81% as opposed to 93.2% for foster youth, 93.6% for low income and 93.6% for English Learners. These data points demonstrate the need to provide transportation for our unduplicated student groups.

The district provides transportation to and from school for students. This action is designed to provide equal access for our Foster Youth and Low Income students. The district is situated in a large geographical area and many of our families do not have the means to bring children to school. Our educational partners expressed a continued need of providing transportation and any needed services to our neediest students. Families have also expressed a difficulty in getting children to school and the safety concerns that arise when walking far distances.

unduplicated students groups (ELA: English Learners +1.4, Low Income +4.3, and Foster Youth +17.5; Math: English Learners +7.1, Low Income +9.4, and Foster Youth +43.3) on the 2019 CA School Dashboard, the most recent year published. The effectiveness of these actions will be measured by future student performance on ELA and Math per the CA School Dashboard. Our local indicators (i-Ready) for the 2021-2022 school year showed all students at 36% at grade level in ELA and 26% at grade level in Math. Our English Learners scored 17% at grade level in ELA and 11% at grade level in math, Low Income students scored 23.3% at grade level in ELA 24.6% at grade level in Math, and Foster Youth scored 27% at grade level in ELA and 17% at grade level in Math. We feel that these actions, due to past effectiveness, will support our unduplicated student groups. The effectiveness of this action can be measured by increased ELA and Math scores for our unduplicated student groups.

Assessment and Intervention

1.2: Ancillary Program Staffing - Ancillary school and district support staff to identify and close learning gaps for students
1.3: Technology Infrastructure & Access - Student and staff technology devices to promote integration of virtual and digital learning to support academic, social-emotional and collaborative learning.
2.8: MTSS Training & Support - Design and implement a Multi-Tiered System of Support at all 32 schools to ensure the unique and individual academic, behavior and social emotional learning needs are met and to close the achievement gaps.
2.9: MTSS Academic Implementation - Multi-Tiered System of Support (MTSS) initiative to embed evidence based academic practices, consistent procedures, student tiered supports and strategies.
2.10: Intervention Resources and Assessment- Monitoring of student progress through summative and formative assessments to be able to identify supports and interventions.
2.16: Extended Learning - Ensure students have opportunities to extend their learning through before-school, after-school, spring and summer school instructional programs. to bridge and accelerate learning across all content areas.
3.2: Intervention Resources & Assessment - Monitor student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions to increase equity and academic achievement.

Needs Conditions and Circumstances:

During the 2018-2019 school year, the district CAASSP data identified all students -16.9 points Distance from Standard (DFS) for ELA and -39.2 points DFS in Math. In contrast, English Learners scored -43 DFS in ELA and -61.4 DFS, in Math, Low Income students scored -21.7 DFS in ELA and -43.6 DFS in Math, and Foster Youth scored -43.5 DFS in ELA and -66.5 DFS in Math. Implementation of state standards was 100% in 2018-2019, 2019-2020 and the 2020-2021 school years. Our local indicators (i-Ready) for the 2021-2022 school year showed all students at 36% at grade level in ELA and 26% at grade level in Math. Our English Learners scored 17% at grade level in ELA and 11% at grade level in math, Low Income students scored 23.3% at grade level in ELA 24.6% at grade level in Math, and Foster Youth scored 27% at grade level in ELA and 17% at grade level in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to move student performance to that of all students.

The district will continue to provide additional staffing to support Low Income, English Learners, and Foster Youth by providing direct multi-tiered support for academic and social emotional needs determined by assessments that accelerate student learning. This includes social

emotional learning lessons, mentoring and restorative practices to meet these immediate needs that may distract students from academic achievement. This research based strategy, according to the Collaborative Academic, Social, and Emotional Learning (CASEL), an organization devoted to students and educators, helps achieve positive academic and behavioral outcomes for students, applying social emotional learning impacts behavior, confidence in abilities which directly impact students' academic performance (https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/RELMA_Soft_Skills_FactSheet_020719.pdf). Additionally, intervention and enrichment programs will be implemented to support unduplicated students progress based on summative and formative assessments. All unduplicated student groups will be offered in-school and beyond the bells intervention, summer school, and extended learning opportunities to bridge and accelerate learning across all content areas. Technology access, both devices and internet, are necessary for unduplicated students to access personalized interventions based on assessment results both in and out of the classroom.

provide equitable access and ensure high levels of learning and engagement.
2.17: Athletic and Expanded Learning Opportunities- Support students' physical and athletic wellness through physical education instruction, after-school, weekend and summer sport, enrichment activities and tournaments.
3.8: Student Engagement - Provide a system to improve attendance, student engagement and meaningful tiered response to families.

Needs Conditions and Circumstances:

During the 2021-2022 attendance rates for all students was 93.81% as opposed to 93.2% for foster youth and 93.6% for low income and

barriers to learning.
3.5: Mental Health & Crisis - Provide students and families with mental health services to achieve psychological, social and emotional well-being, allowing them to function at their full potential

Needs Conditions and Circumstances:

During the 2019-2020 attendance rates for all students was 96.5% as opposed to 97.4% for foster youth and 95.6% for low income and 96.1% for English Learners. During the 2021-2022 attendance rates for all students was 93.81% as opposed to 93.2% for foster youth and 93.6% for low income and 93.6% for English Learner students. The California Healthy Kids Survey (CHKS) data in 2019-2020 showed 69% and 62% respectively for 5th and 7th graders feeling connected at school. The California Healthy Kids Survey (CHKS) data in 2021-2022 showed 70% and 69% respectively, for 5th and 7th graders, feeling connected at school. These data points demonstrate the need to provide social emotional and behavioral learning, professional development on social emotional practices and learning, case management and mental health services for Low Income, Foster Youth, and English Learner students so that they may be able to connect with school and learning, resulting in increased attendance and connectedness.

4.1: Parent Educational Center - Provide families a Parent Educational Center to support families develop capacity to ensure their students are academically and social-emotionally successful.
4.3: Family Engagement - Shared family participation on school and district decision making teams.
4.6: MTSS Family and Community Engagement-Ensure families and the community engage with MTSS for tiered emotional supports.
4.7: Promise Scholars - Provide families and students pathways to college by providing unduplicated students resources and supports, and partnering with the OMSD Schools Foundation, Business, and Colleges and Universities.

Needs Conditions and Circumstances:

In the 2018-2019 school year 3370 thoughts/input were shared in our Thoughtexchange platform and increased to 3374 Thoughts/input in 2019-2020.During the 2021-2022 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools. Overall as a district, 3,385 members participated in our LCAP community survey and 1,586 members participated in our second LCAP survey through Thoughtexchange. Additionally, the California Healthy Kids Survey (CHKS) data in 2019-2020 showed 69% and 62% respectively for 5th and 7th graders feeling connected at school. The California Healthy Kids Survey (CHKS) data in 2021-2022 showed 70% and 69% respectively, for 5th and 7th graders, feeling connected at school. Input from both, LCAP Community Survey and Thoughtexchange Survey, demonstrates the need to provide a parent education center for parent capacity building, increased family engagement in decision making and input, increased academic workshops targeted to our subgroups, and a Promise Scholars program to support families in achieving higher education for our Low Income, Foster Youth, and English Learners, resulting in increased connectedness for our unduplicated student groups.

The district has established a Family & Community Engagement (FCE) Department with a designated Parent Education Center that provides support to families by providing classes that develop parent capacity in student academics, social emotional learning, English Learner topics, parenting, and adult education. Additionally, FCE and Promise Scholars has been designed to provide our English Learner, Low Income, and Foster Youth families with the resources to create a pathway to college and a system to contribute and participate in the decision-making process. These actions are designed to increase unduplicated family and community engagement with equitable opportunities and MTSS family and community engagement that provide access to appropriate tiered social-emotional support through collaboration of all

classroom. Our English Learners depend on additional supports to access content and increase in academic performance by embedding the English Language Arts/Literacy standard with language knowledge as our English Learners often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of English Learner children. These actions are designed to equip educators with the skills for language learning as English Learners are simultaneously building oral proficiency, writing skills, and content knowledge. The Learning and Teaching Division also provides English Learner students with a home language other than English to have interpretation and translation services that can allow communication and interaction with educators. These actions also increase the district's ability to target English Learners by implementing the best research based instructional supports and monitoring system to increase reclassification rates.

The continuation of this action was determined by its effectiveness evidenced in the 2019-2020 and 2020-2021 reclassification rates which indicated OMSD's rate was higher than both the county and state averages. The effectiveness of this action can be measured by reclassification rates reported via Data Quest.

The LEA-wide actions above, coupled with the limited actions described here allow the district to meet or exceed its percentage to increase or improve services of 39.10% quantitatively.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In the Ontario-Montclair School District, all school sites serve 55% or more students who are considered unduplicated (low income, English Learners, and Foster Youth). Supporting quality universal and supplemental academic instruction is being achieved by providing each of our school sites with an Instructional Coach (Goal 2, Action 3), an Intervention Teacher (Goal 1, Action 2), as well as paraprofessionals to provide intervention supports to students (Goal 1, Action 2). Middle schools received an additional Intervention Teacher in both ELA and Math (Goal 1, Action 2) to support remediation and accelerate learning for students. These staff were newly hired this year to address gaps in academics, principally directed to support our unduplicated student groups. By providing this addilementagl,1 0 0 -1kd/FAAAs.t,cste w( )Sct

	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No comparable schools	1:32
Staff-to-student ratio of certificated staff providing direct services to students	No comparable schools	1:15

Totals	$105,410,452.00	$34,195,446.00	$52,749.00	$15,060,267.00	$154,718,914.00	$141,676,549.00	$13,042,365.00

		Transportation & Safety					

$28,76	$28,76	STEM PD & Resources	English Learners Foster Youth Low Income	$565,627.00			$565,627.00
		Coaching & Support	English Learners Foster Youth Low Income	$4,800,083.00		$11,036.00	$4,811,119.00
		Technology Integration	English Learners Foster Youth Low Income	$385,113.00		$724,272.00	$1,109,385.00
		College & Career Programs	English Learners Foster Youth Low Income	$217,187.00		$345,688.00	$562,875.00
		Magnet & Specialty Programs	English Learners Foster Youth Low Income	$2,134,444.00		$573,830.00	$2,708,274.00
		Early Literacy PD & Support	English Learners Foster Youth Low Income	$23,231.00	$1,510,256.00	$1,257,027.00	$2,790,514.00
		MTSS Training & Support	English Learners Foster Youth Low Income	$301,150.00			$301,150.00
		MTSS Academic Implementation	English Learners Foster Youth Low Income	$17,383,663.00			$17,383,663.00
2		SPED Academic Assessment	English Learners Foster Youth Low Income	$332,228.00		$896,735.00	$1,228,963.00
		EL Academic Programs & PD	English Learners	$369,795.00		$170,052.00	$539,847.00
		EL Language Programs & PD	English Learners	$60,273.00		$367,257.00	$427,530.00
	$28,764,990.00	SPED Academic Programs	All Students with Disabilities		$28,764,990.00		

|							
		Extended Learning	English Learners Foster Youth Low Income	$350,000.00			

| | | Parent Educational Center | English Learners Foster Youth Low Income | $296,804.00 | $28,036.00 | | $274,686.00 | $599,526.00 |
| | | Annual Parent Leadership Conference | All Foster Youth Low Income | | | | | |

$60,273.00	Humanities PD & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,295.00
	STEM PD & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$565,627.00
	Coaching & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,800,083.00
	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$385,113.00
	College & Career Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,187.00
	Magnet & Specialty Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,134,444.00
	Early Literacy PD & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,231.00
	MTSS Training & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$301,150.00
	MTSS Academic Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,383,663.00
	Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$332,228.00
	EL Academic Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$369,795.00
	EL Language Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,273.00

| | | MTSS Family & Community Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $106,821.00 |
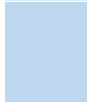
				$128,850,928.00	$140,445,928.00

		Transportation & Safety	Yes	$3,104,172.00	3,360,917
		Ancillary Program Staffing	Yes	$21,778,420.00	19,758,714
		Technology Infrastructure & Access	Yes	$1,684,677.00	3,184,101
		Base Program Staffing	No	$21,121,669.00	21,580,604
		New Teacher Induction	Yes	$438,354.00	364,827
		Staff Recruitment & Retention	Yes	$114,934.00	121,829
		Staff Recruitment & Retention 7(			19,758,714

		Humanities PD & Resources	Yes	$845,773.00	468,218
		STEM PD & Resources	Yes	$572,212.00	325,928
		Coaching & Support	Yes	$184,920.00	4,052,532
		Technology Integration	Yes	$762,234.00	503,254
		College & Career Programs	Yes	$448,606.00	232,867
		Magnet & Specialty Programs	Yes	$1,936,161.00	2,159,241
		Early Literacy PD & Support	Yes	$2,750,953.00	575,643
		MTSS Training & Support	Yes	$232,584.00	32,874
		MTSS Academic Implementation	Yes	$14,216,075.00	16,943,722
		Intervention Resources & Assessment	Yes	$1,199,494.00	1,032,587
		EL Academic Programs & PD	Yes	$540,825.00	419,288
		EL Language Programs & PD	Yes	$446,464.00	390,172
		SPED Academic Programs	No	$26,496,065.00	25,828,394
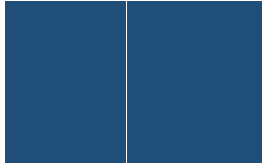
[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

               The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

               The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

               The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

o   Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

) : Identify the schools within the LEA that have been identified for CSI.

) : Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

) : Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

: Explain how the actions will sustain the progress exemplified by the related metrics.

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

)   : Indicate how progress is being measured using a metric.

)   : Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

)   : When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

)   : When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

)   : When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

)   –   : When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "   " part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for .	Enter information in this box when completing the LCAP for .	Enter information in this box when completing the LCAP for . Leave blank until then.	Enter information in this box when completing the LCAP for . Leave blank until then.	Enter information in this box when completing the LCAP for . Leave blank until then.	Enter information in this box when completing the LCAP for or when adding a new metric.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

) Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

) Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

) Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

) Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

>   J   <

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

: Enter the LCAP Goal number for the action.

: Enter the action's number as indicated in the LCAP Goal.

: Provide a title of the action.

: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

Type "Yes" if the action   included as contributing to meeting the increased or improved services; OR, type "No" if the action is   included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

o   : The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

o   : Regardless of scope, contributing actions serve one or more unduplicated student groups.

This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

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7. Total Estimated Actual Expenditures for Contributing Actions

- o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- o   This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- o   This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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