

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Rancho Santa Fe Elementary:

The Rancho Santa Fe School District LCAP goals are as follows:

Goal 1: Increase the engagement and achievement of all students through the alignment of standards, frameworks, instructional resources, assessments, and intervention strategies and comprehensive professional development efforts. Particular focus will be paid to meeting the needs of our English learners (EL), Special Education students (SWD), and students at risk of not meeting academic content standards.

Goal 2: Improve services, facilities, and programs to promote the academic, social, and emotional well-being of students and their families.

Goal 3: Provide meaningful parent and family communication and engagement.

The Rancho Santa Fe School District developed these three comprehensive LCAP goals based on an analysis of local performance data and stakeholder input. Local performance data was used exclusively as state standardized testing was not administered due to the school closure. Local performance data included the results of our iReady testing administration in reading and mathematics (aligned to California standards), the Literably independent reading assessment at grades 1-5, District mathematics testing, monthly progress monitoring meetings, and intervention logs. Stakeholder input was obtained through Superintendent's and Principal's Chats (via Zoom), staff meetings, and parent and staff surveys.

The analysis of our data revealed the following areas of need:

- Review and update of ELA curriculum and instruction, including supplemental resources to teach vocabulary, grammar, etc.
- Materials and instruction to teach foundational skills grade to grade.
- Improved processes to identify students working below grade level expectations in reading and mathematics, and the need to increase intervention staff to provide services for these students.
- Differentiation of instruction to meet the needs of all learners.
- Social studies curriculum for K-5 aligned to the new state social studies framework.
- Increased ELD instruction for EL students within their classrooms, and professional learning for staff providing explicit and integrated ELD instruction.
- Increased support for SWD in the general education classes at middle school.
- Explicit K-8 social and emotional learning curriculum.
- New one-to-one devices for in-person instruction and distance learning instruction, new teacher work stations able to run the new Learning Management System (LMS) and software provided with new curriculum adoptions.
- Utilizing the iReady diagnostic assessment and the iReady individualized pathway program to increase student acquisition of content and skills as evidenced by students meeting their target and stretch goals.
- Professional development for teachers:
 - to support curriculum adoptions (math, science, history/social sciences in grades 6-8),

- to support possible adoptions in ELA, foundational skills, social studies K-5,
 - to provide Tier 2 interventions,
 - to provide social and emotional learning strategies and curriculum, and
 - to support the LMS now used to provide meaningful integration of technology in the classroom.
- Increased communication tools and new structures to promote family and community engagement in the school.
 - Parent education workshops to support both academic areas and social and emotional learning needs.
 - Training for paraprofessionals on the social and emotional learning curriculum, and positive discipline strategies.

The District developed LCAP goals, actions/services, and expenditures to build on the current strengths and address areas of need. Because the majority of the District's funding is received through property taxes (Basic Aid District), the tax funding and the District's Local Control Funding Formula (LCFF) funding is put toward the base program for all students. LCFF Supplemental funds are used for supplemental services to meet the needs of EL students, SWD, and students at risk of not meeting the state academic standards. Federal funds will provide targeted supplemental supports to meet the specific needs of our EL students, SWD, and students at risk of not meeting the state academic standards. The actions/services selected for use of federal funds align with and supplement the actions/services provided by the LCFF funding.

Targeted supplemental services utilizing federal funds have been added to support the actions/services for each LCAP goal. These actions/services have been included in the LCAP to allow all stakeholders the ability to understand how all of the funding programs work together to provide resources to improve academic achievement and social and emotional well-being.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Rancho Santa Fe Elementary:

The LCAP is updated annually based on an analysis of state standardized testing and local data, as well as the results of staff and parent surveys and stakeholder meetings. The LCAP includes three comprehensive goals and actions/services the District will take to improve the academic achievement of its students from state and federal funding sources. The annual review process will thereby reflect the effectiveness of the federal programs as well as state funding to meet identified needs.

The District includes actions/services for all funding sources, LCFF, LCFF Supplement, federal dollars, and any significant grants in the LCAP. All funds are included because all are used to provide the actions/services that we have determined will address our students' needs. Within the LCAP, the actions/services will identify which funding source is being utilized - the Base Program using LCFF dollars, LCFF Supplemental funds, and federal dollars and grant funds that provide targeted supplemental services for our EL students, SWD, and students at risk of not meeting the state academic standards.

The actions/services and their funding sources are summarized as follows:

Goal 1: Increase the engagement and achievement of all students through the alignment of standards, frameworks, instructional resources, assessments, and intervention strategies and comprehensive professional development efforts. Particular focus will be paid to meeting the needs of our EL students, SWD, and students at risk of not meeting academic content standards.

The Base Program and Supplemental Services are enhanced with federal funding to offer the following actions/services:

The Base Program includes funding for the District's teaching staff, offering a broad course of study, technology infrastructure, instructional materials, services for students with disabilities, support staff for student supervision, and basic operating expenses. Supplemental services that will be provided through federal funding include additional support staff, instructional resources, technology, assessment tools, instructional software, and professional development to enable us to better meet the needs of our EL students, SWD, and students at risk of not meeting the state academic standards.

Goal 2: Improve services, facilities, and programs to promote the academic, social, and emotional well-being of students and their families.

The Base Program includes funding to address the social and emotional learning needs of students, staff, and families. Base Program funds are used for instructional materials. Supplemental services that will be provided through federal funding include an assessment tool, a District counselor to work with students, staff, and families, new curricular materials, and professional learning for staff and paraprofessionals in order to meet the needs of our EL students, SWD, and students who are struggling with social and emotional needs.

Goal 3: Provide meaningful parent and family communication and engagement.

The Base Program includes the ability for families to join decision-making committees and volunteer opportunities. The supplemental services that will be provided include parent workshops to support parents with tools to assist their children with academic and social and emotional needs, and more effective communication tools.

APPROVED BY CDE**Instructions, Strategy, and Alignment Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Rancho Santa Fe Elementary:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Rancho Santa Fe Elementary:

The Rancho Santa Fe School District has an active and engaged parent community. Parents have opportunities to be involved in decision-making and to gain information to support their students' academic achievement and social and emotional well-being.

The Superintendent, District Board members, and the Principal have chats throughout the year to gain feedback on issues important to our parent community. Two of the Superintendent's Chats were scheduled at different times in March specifically to gain feedback on programs and initiatives.

An annual parent survey is distributed each year in March and has questions pertaining to the key aspects of the curriculum, supports provided to students, and our social and emotional learning program. We had a 67% return on our survey this year, with 268 surveys returned from 233 households. We have a total of 346 households.

Parents receive information regarding the content standards, curriculum and instruction, and assessment tools in each subject area at the Back to School Night in the first two weeks of school. If parents are unable to attend, information is sent home and a conference provided if requested. This information is also available on the District's website and through individual teacher's posts on the Learning Management System (LMS). If parents need assistance with understanding the standards, parent meetings are scheduled with teachers, and translation available.

Parents have access to the Family Guide online that contains the Parent and Family Engagement Policy and School-Parent Compact. A paper copy of the Family Guide is available upon request.

The District provides a weekly newsletter where the Superintendent writes an article about district-wide programs and initiatives. The Principal also writes informational pieces in the newsletter about the curriculum, instruction, student monitoring, enrichment classes, etc. Parents email as needed when they have comments, questions, or concerns about any information contained in the newsletter or generally.

This year, the District provided parent training via Zoom on the new LMS. The teachers and the Director of Technology assist parents with questions or issues they have navigating the new system.

Our teachers partner with our parents toward the success of each child. They enlist their support when students are struggling, need a greater challenge, or have social and emotional needs. Teachers reach out to other professionals on the school site, e.g., intervention teachers, school counselor, if more support is needed and a larger team is formed to support the child. The Principal is involved with progress monitoring and works with teachers and parents to support our students.

Through the enrollment process the District knows if any of our families need language support. If so, we provide translation for parent conferences and written material.

The Rancho Santa Fe School District has created an LCAP goal to address the need for

additional parent and family engagement activities. We would like to make our website more comprehensive for parents and easier to utilize. In addition, our Board of Education is working on a Strategic Communication Plan that will be initiated in the next school year. Our goals are to create opportunities for all of our stakeholders to give meaningful input on how our District can best serve its students and families. This will include parent participation on additional District committees, more access to information that is needed to support students' acquisition of academic and social and emotional skills, and more opportunities to volunteer in meaningful ways in classrooms and across the District.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Rancho Santa Fe Elementary:

The Rancho Santa Fe School District is a single district serving K-8 students. Students are identified for targeted support if they are at risk of not meeting the challenging state academic content standards.

Targeted support will be provided through Tier 2 classroom intervention, e.g. individual and small group work. Tier 3 interventions will be provided through reading and math specialists. Professional development for classroom teachers and specialists will be provided so that they can expertly identify needs, plan targeted instruction to meet those needs, monitor progress, and determine alternative methods and instructional materials if students have not made expected gains. In addition, iReady pathways will be provided to targeted students to support their needs at home and at school. The program creates an individualized pathway for students in areas of needed growth.

We do not have agreements with the juvenile justice system. We are part of the NCCSE (North Coastal Consortium for Special Education) and the District would work with NCCSE to provide alternative school programs serving children and youth involved with the juvenile justice system.

SWP: N/A

Neglected or delinquent: N/A

APPROVED BY CDE**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Rancho Santa Fe Elementary:

The Rancho Santa Fe School District is a single district serving K-8 students. Students are identified for targeted support if they are at risk of not meeting the challenging state academic content standards using one or more of the following criteria:

- Students in grades 3-8 who scored below grade level expectations on end of year standardized testing (SBAC).
- Kindergarten - 8th grade students take the iReady assessment three times in the year. This diagnostic assessment is highly correlated with the state standards at each grade level in reading and mathematics, as well as the state standardized testing given at the end of the school year (grades 3-8). Classroom teachers work with individual students on the student's identified areas of need, however, they receive targeted support program services if they do not make progress in the identified areas after a specified time (generally four weeks) of classroom intervention.
- Kindergarten - fifth grade students who are reading below grade level expectations on our Literably assessment (individual reading assessment) are brought to the team (teachers and Principal) to determine if targeted support is needed based on classroom performance (guided reading group, Reading Workshop performance).
- Students in grades K-2 are given a Dyslexia screener if they are not making the expected reading progress after interventions have been put in place for a specified time (generally four weeks).
- Students who do not make expected gains in mathematics as evidenced by exit slips, unit tests, etc. are brought up at progress monitoring meetings. If interventions, e.g., small group

work in the classroom are not successful, students are given targeted support services.

- Teachers or parents can bring concerns with reading or mathematics progress to our progress monitoring team and students may receive targeted supports if parents and/or teachers feel that their performance at school and at home demonstrate a need for such support.

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Rancho Santa Fe Elementary:

The Rancho Santa Fe School District is committed to providing resources for homeless children and youths to support them in their right to enroll, attend, participate fully, and succeed in school.

We have several ways of identifying families who may be experiencing homelessness. When families enroll their children, they report their living conditions to the administrative assistant working with enrollment. They may self-identify that they are experiencing homelessness. A second way that we identify students is through our designated homeless liaison. We have designated our K-8 school counselor as the homeless liaison. She is trained to identify signs of homelessness and provides training for teachers and staff members on identifying the signs of homelessness. We will also begin utilizing the Housing Questionnaire (HQ) with the enrollment for new students for the next school year. This will be an additional tool for identifying students and youths who are homeless. All students identified as homeless are granted immediate enrollment in the District's schools (Elementary School/Middle School).

If students are identified as homeless via self-identifying, the HQ, or through staff identification, they will be referred to the school counselor for follow up. The counselor will meet with the students' teachers to give them information on the student(s) and to support the teacher as he/she works to meet the academic and social and emotional needs of the student(s) experiencing homelessness. The counselor will provide services to the identified students. The counselor will meet with families to provide resources at school and in the community that may be of value to the family.

Resources at school that will be provided to our students experiencing homelessness are as follows:

- If a student requires transportation to and from school, it will be provided through an outside

vendor. Transportation is also provided for students who qualify for Special Education services that are not able to be provided by the Rancho Santa Fe School District. In these cases, the District provides transportation from where the student is living to and from the site of the alternative program.

- The District does not have a cafeteria or lunch program. We contract with an outside vendor for school lunches. Free lunches would be provided through the vendor for students experiencing homelessness.
- The District provides an intervention program to elementary school students who demonstrate academic need. Academic support would be provided through our intervention teachers to students experiencing homelessness regardless of academic need.
- The District provides one-to-one devices for all students, K-8. In grades 5-8, students take the devices from school to home. Students who are experiencing homelessness would be able to take the device from school to home regardless of their grade level. We also ensure that all students who are in need of internet access are given an internet access device (MiFi). The District funds their internet access.

We have set aside funds to support homeless students. The funds would be spent on the following:

- Items of clothing to meet the school's dress code;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program, including class projects, and field trips;
- Personal school supplies such as backpacks and notebooks;
- Lunches through the school's vendor;
- Extended learning time (before and after school) to compensate for homework support and to provide access to special programs offered after school, e.g., robotics.

The Rancho Santa Fe School District does not currently have students or families identified as homeless.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Rancho Santa Fe Elementary:

The Rancho Santa School District does not use funds for these purposes.

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Rancho Santa Fe Elementary:

N/A

APPROVED BY CDE**Additional Information Regarding Use of Funds Under this Part****ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Rancho Santa Fe Elementary:

N/A

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Donna S. Tripi

**Contact Phone
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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Rancho Santa Fe Elementary:

In the Rancho Santa Fe School District, we consider professional growth and improvement for our teachers, principals, and school leaders our highest priority. It is also the component of our work that has the most direct impact on student achievement. We have a comprehensive professional development (PD) plan as follows:

Teachers, principals, and school leaders are supported from the beginning of their careers. New teachers to the District are supported by their grade level teams/departments daily, and receive extensive District-provided PD throughout the year. If new to the profession, they are assigned a master teacher and participate in the Induction program. New principals are

mentored by the Superintendent, and, if new to the profession, enroll with the County Office of Education in a two-year program to clear their credential. This involves mentoring, goal-setting, etc. The Superintendent, Principals, and other District leaders (Technology Director, Special Education Director, Maintenance and Operations Director, Finance Director) attend workshops and conferences specific to their areas and needs, and are involved in their respective professional groups.

Teachers are given many opportunities for leadership throughout their careers. They can serve on the Instructional Leadership Team (ILT) for their school, on committees, and may run programs. We recognize and support aspiring administrators, mentor them, and provide them with opportunities to take on administrative responsibilities, e.g. 504 Coordinator.

Our professional development each year begins with the Principal working with each school's ILT to translate the goals and strategies for improvement developed in the LCAP into action plans for their grade level/department professional learning communities (PLCs). The ILT meets biweekly to plan the work of the PLCs, to discuss the progress the teams are making, to share strategies, and to plan PD. Our elementary teachers have time to collaborate each week while students are engaged in enrichment classes (music, art, drama). Our middle school teachers have time set aside at the end of the school day for grade level meetings and department meetings.

Our PLCs have worked to improve student achievement in the following ways:

- Collaborative time is used to align curriculum, instruction, assessments, and progress reporting with the California state standards in all subjects. Teachers spend time analyzing the standards, planning instruction based on the standards, and using District and teacher-made assessments to assess progress in reaching proficiency on the standards.
- The Principal and teachers use collaborative time each month to monitor individual student and grade-level progress toward achieving our goals. They utilize informal data, e.g., exit slips, exemplars, end of unit tests, and writing pieces, to monitor progress and plan instruction to reteach areas of need.
- The collaboratives have become an important part of our Response to Intervention (RTI) model. At monitoring meetings, teachers will bring up profiles of students who are not proficient in attaining academic content standards and a plan for intervention is created. Our strong, experienced teachers have tried many interventions and have much to share with each other and with newer teachers to their teams. Our intervention teachers attend monitoring meetings and, with the team, determine students who require intervention, create a plan to meet their needs, and monitor progress. Our intervention teachers have begun using the District system, Performance Matters, for tracking student interventions and their results. Our school counselor also works with the team to assist teachers in meeting the social and emotional needs of their students.
- Collaborative time is used for working with new technology, e.g., the new LMS (Schoology and Seesaw).

In addition to the weekly collaboration time, both elementary and middle school teachers are given release time to work with new curriculum adoptions and to engage in PD. Consultants have been brought in to work with teachers for workshop sessions and lesson studies.

The ILT works with the Principal to evaluate the success of the PD for the year in terms of the professional growth of the teachers and improved academic achievement and SEL skills of our students. The Principal makes adjustments through the year and for the following year based on this feedback.

Observations and the evaluation process also provide insight on the efficacy of our professional development for teachers, staff, principals, and school leaders. Additionally, a staff survey is done each year to gain feedback and determine staff needs. All data is used to continually improve the PD provided to all staff.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Rancho Santa Fe Elementary:

The District is composed of two schools, the elementary school (K-5) with 348 students, and the middle school (grades 6-8) with 219 students. The schools serve the same population of students from the same demographic area.

The funding for each school is based on the number of students that are identified at risk of not meeting the rigorous state standards. The elementary school has the greatest needs at this time due to the following and is currently receiving the most funding:

- highest percentage of English learners
- highest percentage of students with disabilities
- highest percentage of students identified at risk of not achieving grade level standards

The funding is utilized for supporting the programs and activities that will enable these targeted students to achieve grade level standards, including: intervention teachers, instructional materials, professional development, and parent support.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Rancho Santa Fe Elementary:

The District continually utilizes data to monitor and evaluate the effectiveness of its programs and makes adjustments based on this feedback in the following ways:

The Principal holds progress monitoring meetings with all teachers monthly to determine the effectiveness of the Title II, Part A activities on student growth and achievement. The teachers assess student performance utilizing iReady assessments (fall, winter, spring assessments), Literably K-5 (individual reading assessment administered periodically), writing samples, frequent math assessments, teacher-created assessments, etc. to continually track the growth of their students on targeted needs. Teachers provide feedback to the Principal on the effectiveness of the intervention strategies, programs, instructional materials and the amount and type of personnel needed to improve the Title II, Part A activities throughout the year. At the end of the year, SBAC results are also utilized to evaluate the success of the program and to determine areas of program improvement.

The Principal meets with the Intervention Team (three teachers who provide specialized support in reading and language arts, and one teacher who provides support in mathematics) bi-monthly to review the progress of the students receiving support services and to receive feedback on the Title II, Part A activities. The Principal shares this feedback at the weekly cabinet (administrative team) meetings to determine needed program improvements.

The Director of Special Education meets with the Special Education team (teachers, paraprofessionals, OT, APE, SLP) to evaluate the effectiveness of its programs and activities based on student growth as evidenced by the attainment of IEP goals and progress toward grade level academic standards. The Director of Special Education brings the feedback from the Special Education team to the District's weekly cabinet meetings to determine needed program improvements.

Teachers receive feedback from parents on the effectiveness of the District's programs for their children through continual communication via parent conferences, email communication, and calls. Teachers make appropriate adjustments to the program, but will advise the Principal of areas of needed improvement.

The Superintendent (bi-monthly), Principal (monthly), and the District's Board of Education Members (bi-monthly) hold "chats" with parents and community members to gain feedback on the District's programs. The insights shared are recorded and used to inform program improvements for the following year. They have been done virtually this year.

The District provides a parent and teacher/staff survey each year to obtain meaningful information from its stakeholders. The District's parents and teachers are extremely committed and involved in the education of the District's children and provide meaningful responses. Participation for the parent survey this year was 67% and 80% from teachers and staff.

The Superintendent leads the District in analyzing student achievement data, feedback from stakeholder groups, and observations of classroom instruction and student performance. This information is utilized by the SSC to continually improve the programs and services provided to our targeted students.

The District coordinates its Title II, Part A activities with other District activities and programs through the LCAP process. The needs of the targeted students are determined and strategies, programs, and activities to meet those needs are planned across funding sources. These are aligned in the LCAP document.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

