



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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 2021-22 Local Control and Accountability Plan (LCAP).

Throughout the LCAP development process, the Rancho Santa Fe School District received input on the educational, social/emotional, and support programs and services the District provides to students. This year, due to increased funding through the Budget Act of 2021, more of the input could be considered in determining actions and services to achieve our LCAP goals. In addition, the District has engaged educational partners during the 2021-2022 school year on funding sources received after the creation of the LCAP as follows:

- A public meeting was held on November 18, 2021 regarding the proposed Educator Effectiveness Block Grant expenditures. The Educator Effectiveness Block grant funding may be used from now through the 25-26 school year, and thus will enable the District to provide ongoing professional development work in reading, mathematics, and social/emotional learning – all areas of identified need in our LCAP. The Rancho Santa Fe Board of Education approved the plan on December 16, 2021.
- If the District is able to utilize the Expanded Learning Opportunities Program funds, the SSC will give feedback on the needs that would be addressed through this source. A public meeting would then be held on March 10, 2022.

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.

The Rancho Santa Fe School District did not receive concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the development of the LCAP, the Rancho Santa Fe School District received input from our educational partners on the educational, social/emotional, and support programs and services the District provides to students. The District was able to address an increased number of expressed needs in the LCAP due to the additional funding received through state and federal programs. All of the input received from our educational partners informed our goals, actions, and expenditures in the LCAP.

- In the development of the ESSER III Plan, the District also utilized the input received when developing the District's 2021-2022 Safe Return to In-Person Instruction and Continuity of Services Plan.
- The District utilized the input from all educational partners on the use of ESSER II funding. The District had technology needs that had become more pressing due to the pandemic. The ESSER II funding was used to refresh the District's technology. The District was able to replace one-to-one devices for students and staff and provide new technology for our teacher workstations through ESSER II funding. Technology enhances the work of students during in-person instruction, but is also needed for distance learning in the event of illness and quarantine, and for the independent study students.

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 Rancho Santa Fe School District's highest priority is to provide high quality instruction and continuity of services, while ensuring the health and safety of its students and staff. The District has implemented many of the actions and services outlined in the plan as follows:

Continuous and Safe In-Person Learning:

- \*Several mitigation strategies outlined in the plan are supported through ESSER III funding, e.g. testing with community partner UCSD, an upgrade to MERV13 filters in all indoor spaces.
- \*Additional technology purchase needed for increased enrollment.
- \*An additional Special Education teacher was hired to provide services for students with special needs as well as intervention students at middle school. This can be continued for an additional two years.
- \*A school counselor was hired for the 2021-2022 school year and will be continued for the 2022-2023 school year.
- \*Professional development on targeted reading skills has been provided throughout the year to all K-5 teachers.
- \*Instructional materials have been purchased to support the new small group reading work for grades K-5.
- \*Middle school teachers received professional development on the implementation of new history/social science curriculum.
- \*The District has provided professional development for administrators.

Lost Instructional Time:

- \*The District used funding to support the iReady reading and mathematics assessments and individualized student pathways.
- \*The District used funding to support resources for individual and guided reading groups.
- \*The District will use funding to sustain support for an additional math intervention teacher for the 2022- 2023 school year.

ELO Funding:

- \*The District had some challenges with using the ELO funding in the way it was allocated for summer support. We thought we would be able to offer summer school to targeted students who were just below grade level, however, it was difficult to staff after a long and difficult year of in-person and distance learning instruction.

IPI:

- \*The District allocated an increase of 2% to teachers and staff in order to retain our expert staff.

The District also had some challenges in terms of SEL curriculum. Due to delays related to COVID, the curriculum that the elementary school was going to pilot in grades K-5 will not be ready for all grades until sometime in the spring. The professional development for the implementation of the work could not take place without the curriculum.

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 Rancho Santa Fe School District created a very comprehensive plan to meet the academic, social/emotional, and parent involvement needs of our school community. The District is using its fiscal resources received for the 2021-2022 school year to support the District’s goals, actions, and services outlined in its LCAP. When additional funds are received, we are able to utilize them to fund more of the needs outlined in the plan. In cases where the District is able to utilize one-time funds in future years, the District has allocated these funds to sustain the increased services provided to students in the first year of the plan.

The majority of the federal funding has been allocated to achieve our first LCAP goal: K-8 students will experience high quality standards-based instruction designed to engage them in collaborating with others, thinking critically across subjects, communicating their reasoning, and using creativity to solve problems and innovate. Particular focus and attention will be paid to meeting the needs of our English learners, students at risk of not meeting grade level standards, and students with special needs through comprehensive intervention strategies.

Examples of how the additional funds are aligned in the LCAP follow:

The ELA action/services in reading utilized a variety of funding sources:

\*Professional Development to support teachers with diagnosing the learning needs of students, and targeting instruction to meet the needs of the students came from Title II and ESSER III funding.

\*The instructional materials that were purchased to support this work came from ESSER III and ELO funds.

The Reading Intervention actions/services were funded from the following sources:

\*Reading diagnostic tools to identify students who would benefit from services were funded through ELO.

\*One of the reading specialists/intervention teachers was funded through Title I.

The Special Education actions/services were funded through the following sources:

\*An additional resource specialist was hired through ELO and will be able to be sustained through ESSER III for two future years.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## Introduction

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. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and 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.

**Prompt 1:** *“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).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the 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.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“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.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “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.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
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