

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum**

**LEA name:**

Rancho Santa Fe School District

**CDS code:**

37-68312-0000000

**Link to the LCAP:**

*(optional)*

[Provide link.]

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

Title 1, Part A, Title II, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# 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 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.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**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 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, 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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to 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.

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

**Goal 1: Academic Achievement:** 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. Growth will be demonstrated through local assessments, progress reporting, and standardized testing.

**Goal 2: Social and Emotional Learning:** Students will acquire the knowledge, skills, and attitudes they need to form healthy identities, respect and value the strengths and contributions of others, achieve personal and collective goals, establish and maintain supportive relationships, and make responsible decisions. Our parent community will be provided education and support through increased services and opportunities. Teachers will be supported in their social and emotional needs and professional learning will be provided for teaching SEL competencies and integrating that instruction throughout the day for our students.

**Goal 3: Parent and Community Engagement:** Create a robust school community where parents and community members are involved in decision-making opportunities, partnering with the school to support the academic achievement and social/emotional development of our students, and providing enriching academic and social experiences.

The Rancho Santa Fe School District developed these three very comprehensive LCAP goals based on an analysis of state and local performance data and input from educational partners. We used end of year SBAC data as well as local performance data, including the results of our iReady testing administration in reading and mathematics (aligned to California standards), the CRA independent reading assessments at grades K-5, mathematics unit tests and district benchmarks, progress monitoring meetings through the year with all teachers, and intervention logs/progress monitoring kept by the intervention teachers who serve students who are one or more years below grade level expectations in reading and mathematics. Input from educational partners was obtained through Superintendent's Chats, Principal's Chats, Board Members' Chats, staff meetings, meetings with the RSF faculty association, and parent, teacher/staff, and student 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.
- Inconsistent materials and instruction to teach foundational skills (phonological awareness, phonics and word recognition, fluency, and handwriting from grade to grade.
- Improved processes to identify students working below grade level expectations in reading and mathematics K-8, and the need to increase intervention staff to provide services for these students. New structures are needed to provide intervention support to our middle school students.
- Differentiation of instruction to meet the needs of all learners in all curricular areas.
- Social studies curriculum for K-5 aligned to the new state social studies framework.
- Increased support for English learners with explicit ELD instruction, and support within their classrooms. Professional learning for staff providing explicit and integrated ELD instruction.
- Increased support for Special Education students in the general education classes at middle school.
- Explicit social and emotional learning curriculum K-8 to teach social and emotional learning competencies.
- 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 and software provided with new curriculum adoptions.
- Utilizing the iReady diagnostic assessment results to inform instruction and the iReady individualized pathway program to increase student acquisition of content and skills.
- Professional learning for teachers:
  - to support curriculum adoptions in academic areas (math, science, History/Social Sciences),
  - to support new adoptions and instructional strategies in ELA, foundational skills,
  - to provide Tier 2 interventions,
  - to provide social and emotional learning strategies and curriculum, and
  - to support the Learning Management Systems 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 English Learners (EL), Special Education students, and students at risk of not meeting the state academic standards. Federal funds will provide targeted supplemental supports to meet the specific needs of 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. The District will be able to provide additional supports for EL students, Special Education students, and struggling learners as a result.

**For Goal 1:** 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, a diagnostic assessment tool and individualized learning program, and consultants for professional learning to enable us to better meet the needs of our English learners, students with disabilities, and students at risk of not meeting the state academic standards.

**For Goal 2:** 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 to better identify student needs, a K-8 District counselor to work with students, staff, and families, and professional learning for staff and paraprofessionals targeted to meet the needs of English learners, students with disabilities, and students who are struggling with social and emotional needs.

**For Goal 3:** 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.

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 educational partners 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.

## 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.

The LCAP is updated annually based on an analysis of state standardized testing and local data, as well as the results of staff, parent, and student surveys and meetings with educational partners. The LCAP includes three comprehensive goals and an account of all 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, 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 largely provide targeted supplemental services for our English learners, struggling learners, and students with Special needs.

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

**Goal 1: Academic Achievement:** 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. Growth will be demonstrated through local assessments, progress reporting, and standardized testing.

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

- Title 1: Additional standards/framework aligned supplemental instructional materials, district-wide iReady diagnostic assessment and individualized pathway, additional intervention teachers to provide targeted instruction to meet the needs of students at risk of not meeting academic content standards, students with Special needs, and English learners.

- Title 2: Professional learning for teachers and support staff on content standards/frameworks and new instructional practices in all areas, support for new adoptions, differentiating all curriculum to meet the needs of all learners, and supporting ELD instruction in the classroom.

**Goal 2:** Social and Emotional Learning: Students will acquire the knowledge, skills, and attitudes they need to form healthy identities, respect and value the strengths and contributions of others, achieve personal and collective goals, establish and maintain supportive relationships, and make responsible decisions. Our parent community will be provided education and support through increased services and opportunities. Teachers will be supported in their social and emotional needs and professional learning will be provided for teaching SEL competencies and integrating that instruction throughout the day for our students.

- Title 1: Professional learning for teachers, paraprofessionals, and support staff on supporting the social and emotional needs of our students.

- Title 2: Administering an assessment tool to evaluate the needs of our student population and growth in acquiring the social and emotional learning competencies over the course of the year.

**Goal 3:** Parent and Community Engagement: Create a robust school community where parents and community members are involved in decision-making opportunities, partnering with the school to support the academic achievement and social/emotional development of our students, and providing enriching academic and social experiences.

- Title 1: New website and communication tools to meet the needs of our parent population, particularly those of English learners, and students with Special needs.

- Title 2: Meaningful parent workshops designed to assist parents in supporting their students at home.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages 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 this addendum**.

As previously stated, 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, 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.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Rancho Santa Fe School District is a single school district with two small schools on a single school site: an elementary school (K-5), and a middle school (6-8). Both schools serve the same population of students from the same geographic areas.

### 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).

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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 Rancho Santa Fe Board of Education is composed of five parents elected by the community. They meet monthly for regular Board of Education meetings and hold many Special Board of Education meetings throughout the year as needed. The Board sets District priorities, goals, and

actions and monitors their attainment. At Board of Education meetings, presentations on curriculum areas and programs, progress monitoring, communication, social and emotional learning programs, facilities, and budget are made. All meetings are public, in person, and are live-streamed. Parents often attend meetings and make public comments on areas of interest.

Additionally, the Superintendent (bi-monthly), Board members (bi-monthly), and the principals of each school (bi-monthly) have “chats” throughout the school year to gain feedback on issues important to our parent community. The Superintendent hosts an additional parent meeting in late winter to gain input on District programs and initiatives to inform LCAP goals and priorities.

The Superintendent and a Board of Education member sit on our Education Foundation. The Education Foundation is composed of eighteen Board members. The Education Foundation facilitates events, meetings, and activities for parents and students that build community and support parents as they partner with the District toward their children’s academic and social and emotional growth. The Superintendent and Board member receive valuable feedback on the needs of the parents and students at each meeting. The Superintendent also meets with the Foundation’s leadership team each month where important District information is discussed and their feedback is provided.

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, our social and emotional learning program, and our school climate. This year, we did a teacher and staff survey and received a 20% return. We did a student survey of students in grades 4-8 and had a 95% return because it was done during the school day. The District was involved in a Superintendent Search this year and many town hall meetings were conducted by McPherson and Jacobson, LLC. to gain feedback on the district’s strengths and areas of need. A summary of this information was used in the LCAP plan.

Parents receive information regarding the content standards, curriculum, 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 newsletters or posts on the Learning Management System. If parents need assistance with understanding the standards, parent meetings are scheduled with teachers, and translation available if needed.

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 of each school also writes an informational piece in the newsletter about the curriculum, instruction, student monitoring, enrichment classes, etc. Parents email as needed when they have comments, questions, or concerns.

The District holds parent meetings on different areas of the curriculum when new adoptions occur. These are recorded and placed on the website.

Our teachers partner with our parents toward the success of their children. 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 principals are involved with progress monitoring and work 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 any needed 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 began work on a Strategic Plan in the 2021-2022 school year. Our goals are to create opportunities for all of our educational partners to give meaningful input on how our District can best serve its students and families. This will include parent participation on 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.

## **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.

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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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).
- K- 8<sup>th</sup> grade students take the iReady diagnostic assessment three times in the year. This diagnostic assessment is highly correlated with the state standardized testing given at the end of the school year. Classroom teachers work with individual students on the student's identified areas of need. Students 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.
- Students who are reading below grade level expectations using an individualized reading assessment (CRA) are brought to the team (teachers and principal) to determine if targeted support is needed based on classroom performance (e.g., 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 targeted supports.

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.

## **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.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Rancho Santa Fe School District does not currently have students or families identified as homeless. We have designated our K-8 school counselor as the homeless liaison, who will meet with families to provide resources at school and in the community that may be of value to the family. The majority of our families who would be considered homeless, are those who are "doubled up". They report their living conditions to the administrative assistant working with enrollment/registration. The administrative assistant provides the information to the teachers and our homeless liaison, the school counselor, for follow up. We have set aside funds to support homeless students.

## **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.

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

**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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **TITLE II, PART A**

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

- Our K-5 elementary principal and our middle school (grades 6-8) principal have both established an ILT (Instructional Leadership Team) at their schools. The ILTs are composed of teacher leaders representing grade levels at the elementary school and departments at the middle school. The ILTs work with the principals to translate the goals and strategies for improvement into action plans for the grade level (elementary school) or department (middle school) professional learning communities. The ILTs meet biweekly to plan the work of the professional learning communities, to discuss the progress the teams are making, to share strategies, and to plan professional learning opportunities.

- Our elementary teachers have time to collaborate in two-hour blocks each week while students are engaged in enrichment classes (music, art, drama). Our middle school teachers have grade level meetings and department meetings at the end of the school day. In addition, the District has late start Monday (one hour later) each Monday which is used for meetings and professional learning opportunities.

- **Our professional learning communities have worked to improve student achievement in the following ways:**

- Collaborative time is used for aligning our instruction, assessments, and progress reporting with the California state standards in all subjects. Teachers have spent 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 teachers and principals use collaborative time each month to monitor individual student progress toward achieving the standards. They utilize informal data, such as, exit slips, exemplars, end of unit tests, writing pieces, etc. to plan instruction for individuals and small group work.

- Our 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. An important part of deciding on the intervention and analyzing the results of the intervention is the grade-level collaborative process. Our strong, experienced teachers have tried many interventions and have much to share with each other and with newer teachers to their teams.

- Our teachers have spent collaborative time implementing new technology systems.

- 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 professional learning. Consultants have been brought in to work with teachers for workshop sessions and lesson studies.

- The District has late start Mondays (9:00 instead of 8:00 arrival time) each week. This time is used for school-wide committee meetings, e.g., Social and Emotional Learning Committee, that have representatives from each grade level or department across the two schools, or site-level meetings. Teachers can utilize this time for grade-level or department-level collaboration when meetings are not scheduled.

- The principals of each school work with the Superintendent and a small team of District administrators on planning goals and objectives for the district, actions and services to realize those objectives, and operational goals.

The principals of each school attend workshops and conferences specific to their areas of individual growth and the needs of the District.

- The District leadership team (Director of Technology, Director of Special Education, Director of Maintenance and Operations, Director of Finance) attend workshops and conferences specific to their areas and needs.

## **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).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Funding will be prioritized to programs and professional learning that are specific to the needs of English learners, Special Education students, and students who are at risk of meeting academic content standards.

## **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District utilizes informal and formal data to monitor student progress throughout the year. We begin the year with iReady assessments in reading and mathematics, CRA (individual reading assessment) for elementary students and students working below grade level in reading in middle school), and an on-demand writing sample. We plan to meet the needs of the students from the beginning of the school year. As lessons are taught, units are completed, writing pieces accomplished, etc., teachers assess student growth and plan instruction to meet their needs. This is sometimes small group or individual work.

iReady is also given in the winter and at the end of the school year to assess growth and determine ongoing needs.

Teachers use collaborative planning time to evaluate student progress and plan instruction to meet their needs. They also work with intervention teachers during that time to monitor progress.