

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 & Attendance Improvement: To enhance academic achievement and reduce chronic absenteeism for all students.

Our K-8 District will implement a comprehensive plan focusing on a curriculum adoption cycle, pedagogy alignment, student well-being, real-world experiences, and meaningful interventions. We recognize that consistent attendance is essential for academic success; therefore, we will prioritize initiatives that promote student engagement and well-being to address chronic absenteeism. Through targeted support and interventions, we will work collaboratively with students, families, and community partners to identify and address barriers to attendance. Professional development opportunities will be offered to educators to strengthen their understanding and implementation of Multi-Tiered System of Support (MTSS) monitoring, including strategies for identifying and supporting students at risk of chronic absenteeism.

Strategy of why Goal 1 was selected: Our academic goals are deeply rooted in our vision to continuously enhance the educational experience and outcomes for all students at R. Roger Rowe Elementary School and R. Roger Rowe Middle School.

Drawing insights from a comprehensive review of SBAC scores, iReady diagnostic tool, and invaluable feedback from teachers, parents, and administrators, we have crafted a targeted plan designed to meet the evolving needs of our student population. As high-performing schools, we celebrate past successes while remaining committed to proactive measures to address emerging challenges.

The data from the CA School Dashboard in 2024 revealed trends in chronic absenteeism among multiple student groups, including Hispanic, Low SES, Caucasian, and Students with Disabilities. The 2025 Dashboard showed improvement through proactive measures. Attendance improvement strategies included grade-level competitions, student-led committees (e.g., Lighthouse Leadership Team), and the establishment of Rowe Families. Targeted outreach to families of students in historically underrepresented groups (Hispanic, SWD, low SES, and White students) emphasized personalized support plans. An MTSS-aligned digital system (Branching Minds) helped track student progress during SST meetings. Additionally, the district adopted a

revised independent study board policy, and the school implemented it faithfully, resulting in improved attendance.

Goal 2: School and Community Climate: To create and foster an engaged, unified, warm, and rich sense of community through healthy relationships within and between students, staff, parents, and the School Board.

By offering meaningful opportunities for stakeholders to engage in the planning process, we ensure that all voices are heard and valued. This approach fosters a sense of belonging and ensures that diverse perspectives are considered in the decision-making process. This inclusivity not only strengthens community bonds but also leads to more informed and equitable outcomes that benefit all stakeholders involved. Together, we will establish a shared vision, mission, and core values.

Strategy of why Goal 2 was selected: Rancho Santa Fe is a small, highly educated, affluent, and tight-knit community located in an idyllic part of San Diego County. Parents play a crucial role in our school community. Most are highly engaged and deeply invested in the community with a sincere desire to serve the students and school. Our staff are highly educated professionals who care deeply for their students, families, and each other. A comprehensive plan that includes the voices of all stakeholders is needed to create a truly aligned and unified community with a shared sense of direction and purpose. Leadership teams, educational programs, professional development, community events, and frequent surveys and polls will sharpen our focus and support our efforts.

We hired a school counselor to focus on the needs of our unduplicated students and families. As needs have risen across our entire school community, we have expanded our counseling resources to serve our entire population of students, staff, and families by hiring a school psychologist. The parent, teacher, and student input we received indicates that, while we have made some progress in meeting the social and emotional needs of our students, staff, and families, social and emotional learning should remain a high priority.

Since the successful implementation of *Leader in Me* in Fall 2024, we have been supporting all our students with tools, leadership skills, and strategies through an explicit curriculum focused on social-emotional competencies and conflict resolution. The District has also prioritized a fair and consistent discipline procedure, expanded professional development for teachers and staff, and enhanced counseling services. In addition, our Positive School Culture Committee began collaborative work with staff to develop the initial version of our new Positive School Culture program. This important work continued throughout the 2025–2026 school year to further strengthen our efforts to create a supportive, inclusive, and engaging school environment. For the 2026-2027 school year, we will continue our *Leader in Me* efforts in building collaborative educator groups designed to distribute leadership, improve school culture, and drive student success. Our leadership “Action Teams” ensure that our campus continues to promote leadership by incorporating the *Leader in Me* curriculum. Action Teams will actively work with all teachers to plan and implement activities that promote positive school culture. By giving educators an active voice in decision-making, we are increasing job satisfaction and morale.

We are proud to have established a healthy leadership culture for students, staff, and parents. Students have developed the knowledge, skills, and attitudes they need to lead themselves and others. More specifically, students are demonstrating leadership skills and healthy identities, showing respect for and valuing others' strengths and contributions, achieving personal and collective goals, building supportive relationships, and making responsible decisions. We remain committed to measuring and sustaining this positive growth through a meaningful assessment tool.

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 a data analysis of state standardized testing and local data, as well as the results of staff and parent surveys and stakeholder meetings.

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 they are used to provide the actions/services 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.

•**Title 1:** The District receives slightly under \$40K from Title I funds, which will be used toward the salary of an intervention teacher 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.

Goal 2: Social and Emotional Learning: Students will acquire the knowledge, skills, and dispositions 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

•**Title 2:** The District receives slightly under \$4.5K from Title II funds, which will be used toward teacher professional development for the “Leader in Me” program, which will cost approximately \$19,000.

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.

The Rancho Santa Fe School District has an active and engaged parent community. Parents have opportunities to be involved in decision-making and 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. The Board meets monthly for regular Board meetings. The Board sets District priorities, goals, and actions and monitors their attainment. The Board receives presentations on curriculum areas and programs, progress monitoring, communication, social and emotional learning programs, facilities, and budget. All meetings are public and in person. Parents often attend meetings and make public comments on areas of interest.

The Superintendent and a Board of Education member sit on our Education Foundation. The Education Foundation is composed of nineteen 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 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.

During the 2025-26 school year, the district launched a Site Council to support parent engagement, chronic absenteeism issues, and support of our School Plan for Student Success (SPSA) and Comprehensive School Safety Plan (CSSP). Our parent "PowerSquad" met approximately every 6 weeks allowing for collaboration and conversation between the parents and administration.

An annual parent survey is distributed each year, with questions about key aspects of education and safety. Additionally, the Superintendent and the principal meet with parents throughout the school year to gain feedback on issues important to our parent community.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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).
- Students in grades K- 5th whose iReady diagnostic assessment indicates a below-grade-level standard. This diagnostic assessment is highly correlated with the state standardized testing at the school year's end. The District is in the process of evaluating and recommending other assessment tools to replace iReady
- 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 (guided reading group, Reading Workshop performance, etc.)
- 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 receive targeted support services.
- Students who meet any of the above academic conditions, in addition to students who need social-emotional support, may be referred to the SST (Student Success Team) process. A meeting is held with families, teachers, and support staff to implement a support plan that enables student growth and progress. A follow-up SST is also conducted to evaluate and adjust supports as needed.
- Our school-wide data analysis tool (Branching Minds) facilitates communication and collaboration between all educators and support staff by providing a shared MTSS platform for data access and analysis. Branching Minds has helped foster a team approach to student success, in which students' strengths and gaps are discussed. This was especially noteworthy during our Student Success Team meetings, where we monitored student progress and made adjustments to interventions as needed, and celebrated student growth. 100% of our intervention data is placed in our MTSS Branching Minds warehouse tool. We will continue to train classroom staff to access Branching Minds for grade-level meetings and decision-making to further focus units of study and differentiate instruction.

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 school registrar (Assistant to the Principal) will provide the information to the Middle School Principal (Homeless liaison) so they can follow up with the identified homeless families. Our middle school principal and counselor will meet with families to provide resources at school and in the community that may be of value to homeless families.

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, professional growth for our teachers and school leaders is our highest priority, supported by the State's Educator Effectiveness Funds. It is the component of our work that has the most direct impact on student achievement.

We had success in the 25-26 school year with our professional development plan and initiatives.

- K-5 elementary math teachers received professional development in Cognitively Guided Math instruction to support their newly adopted math curriculum—OpenUp Resources. For 26-27, we will continue our professional development related to Cognitively Guided Math instruction and refine our implementation of the Open Up Math curriculum.
- The MS elective pathway utilizing the Project Lead the Way curriculum (Computer Science, Green Architecture, Medical Detectives, Flight/Space & Technology) was well received by students, teachers, and families. For 26-27, we will continue our offerings of popular electives.
- We had continued success with the implementation of the SEL “Leader in Me” curriculum across the K-8 school, which expanded leadership opportunities for both students and staff. For 26-27, we will enter Year 3 of our professional development and implementation utilizing the Leader in Me curriculum.
- For the 26-27 school year, we will continue to partner with Mossflower Reading and Writing project to refresh our professional development and classroom practices related to Reading and Writing workshops across the K-8 school.

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 for programs and professional development that are specific to the needs of English learners, Special Education students, and students who are at risk of not 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 continually monitor student progress. 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), Literably reading lexile assessment in 5th-8th grade, and an on-demand writing sample. As lessons are taught, units are completed, writing pieces are completed, etc., teachers assess student growth and plan instruction to meet their needs, either in small groups or through individual work. iReady is given mid-year and at the end of the school year to assess growth and determine ongoing needs.

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