



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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### Goal 1

Goal Description
<b>Improve academic achievement for all students through strong student/teacher engagement utilizing daily and weekly touchpoints. The instructional support and teacher engagement provided online to students will be aligned with the data provided by the diagnostic and benchmark assessments. Individual tutoring will be provided aligned to i-Ready assessments. This data will be used to measure the effectiveness of instruction and student academic growth.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
i-Ready Diagnostic Assessment	<p>2020-2021 - 75 students due to legislation cap 70% of students scored at grade level or higher in i-Ready assessments for ELA for school year 2020-2021. 57% of students scored at grade level or higher in i-Ready assessments for Math for school year 2020-2021.</p>	<p>2021-2022 - over 500+ new students enrolled 54% of students scored at grade level or higher in i-Ready assessments for ELA for school year 2021-2022. 44% of students scored at grade level or higher in i-Ready assessments for Math for school year 2021-2022.</p>	<p>2022-2023 - over 200+ new students enrolled 95% of students completed the iReady in both Math and Reading. 43% of students scored at grade level or higher in i-Ready assessments for ELA for school year 2022-2023. 35% of students scored at grade level or higher in i-Ready assessments for Math for school year 2022-2023.</p>	<p>2023-2024 The academic team recognized that additional support was needed to address the serious learning loss of newly enrolled students that were two to three years behind in grade level standards. NWEA was adopted for the 23-24 school to assist in gathering data on learning loss at the state standard level because NWEA aligns with the CAASPP testing. The academic team was concerned that prior assessment tools did not provide the accuracy of how students aligned with their grade levels. The NWEA data confirmed that the scores align more accurately with how students tested on the CAASPP, and what is needed to support the learning loss. 99% of students completed the fall NWEA assessments in ELA and Math. 37% of students scored at or above grade level for ELA. 30% of students scored at or above grade level for Math. 70% of the students are unduplicated and are receiving academic intervention for math and intervention support with a reading specialist to</p>	<p>70% of students score at grade level or higher in i-Ready assessments for ELA. 70% of students score at grade level or higher in i-Ready assessments for Math.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				continue toward academic growth.	

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Increase student academic achievement</b> Review academic achievement for all students based on iReady assessments results and provide targeted intervention:</p> <ol style="list-style-type: none"> <li>1. Align instructional support with the data provided by the diagnostic and benchmark assessments.</li> <li>2. Direct and small group instruction by teachers and also additional tutoring sessions.</li> <li>3. Measure the effectiveness of instruction and student academic growth.</li> </ol>	No Yes	Fully Implemented	We have supported the serious learning loss the newly enrolled students experienced prior to our school. We have worked toward improving academic achievement for all students through strong student/teacher engagement utilizing daily and weekly touchpoints. The instructional support and teacher engagement provided online to students is aligned with the data provided by the diagnostic and benchmark assessments. Using the results of these tests, individual tutoring is provided by teachers and intervention specialists on a daily basis. In the 2023-2024 school year, SCFA pivoted from iReady to NWEA in order to benefit student growth at the state standards level. NWEA data is used to measure the effectiveness of instruction and student academic growth and	At SCFA, every classroom displayed evidence of growth towards grade level proficiency from the fall to the winter NWEA diagnostic assessment. The following data is from the mid-year NWEA assessment. NWEA results from the fall to the winter diagnostic indicate that 83% of our TK and Kindergarten students tested made growth towards grade level proficiency in Math. The results also show that 70% of these TK and Kindergarten students made growth towards grade level	\$212,069.34	\$100,868.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				directly aligns with CAASPP testing preparation.	proficiency in Reading. In 3rd grade, 72% of students tested made growth towards grade level proficiency in Language from the fall to the winter assessment. In middle school, 57% of students tested made growth towards grade level proficiency in Math, and 63% made progress towards grade level proficiency in Reading. In high school, 57% of our 11th graders tested made progress towards grade level proficiency in Math.		

**Goal 2**

**Goal Description**

**We will support high attendance working toward a goal of 95% ADA and a Positive School Climate through strong teacher/student/family engagement. Through daily and weekly teacher touchpoints, and the Student Success Support Team touchpoints we will promote an Increased Attendance Attitude.**

**Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Average Daily Attendance	Average daily attendance for the school year 2020-2021 is 70%.	Average daily attendance for the school year 2021-2022 is 91%.	Average daily attendance for the school year 2021-2022 is 97%.	Average daily attendance at mid year is 98.7%	Average daily attendance for the school year 2023-2024 is 95%.

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Increased Attendance and Positive School Climate</b>                      We will support high attendance working toward a goal of 95% ADA and a Positive School Climate through strong teacher/student/family engagement. Through daily and weekly teacher touchpoints, and the Student Success Support Team touchpoints we will promote an Increased Attendance Attitude.</p>	No Yes	Fully Implemented	We have supported high attendance and exceeded the goal of 95% ADA and a Positive School Climate through strong teacher, student, and family engagement. We have accomplished this goal through daily and weekly teacher touchpoints, and the Student Success Support Team touchpoints. These ongoing efforts have created an overall Increased Attendance Attitude and student engagement.	Attendance reports and student and family feedback.	\$119,323.42	\$99,181.31

**Goal 3**

Goal Description
Increase stakeholder engagement through Parent Advisory Council groups. Hiring a student/family engagement coordinator to support group meetings, survey data collection, and facilitate communication for parents and school.

**Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Stakeholder Connectedness Survey Results	Daily/Weekly Teacher/student/family touchpoints for the school year 2020-2021 - parent response was minimal and	Daily/Weekly Teacher/student/family touchpoints for the school year 2021-2022 was 48% response from parents	Daily/Weekly Teacher/student/family touchpoints for the school year 2022-2023 was 78% response rate from	Our mental health counselor provides ongoing support to students with behavioral or mental health concerns.	Increase stakeholder engagement through Parent Advisory Council groups. Review through Stakeholder

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	impacted due to COVID-19.	through engagement surveys.	students through student climate surveys. Daily/Weekly Teacher/student/family touchpoints for the school year 2022-2023 was 151 responses from families through the parent engagement survey.	She meets with students on a daily and weekly basis to be sure that they have the resources and guidance they need. She is also a tremendous asset to our teachers and support team; assisting with SEL content for homeroom/morning meetings.	Connectedness Survey Results and Daily and Weekly Teacher/student/family touchpoints. Student/family engagement coordinator position is an integral support position to the infrastructure of the school.

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Increase Stakeholder Engagement</b> Increase stakeholder engagement through Parent Advisory Council groups. Review through Stakeholder Connectedness Survey Results and Daily and Weekly Teacher/student/family touchpoints. Student/family engagement coordinator position is an integral support position to the infrastructure of the school.	No Yes	Fully Implemented	SCFA administers three climate surveys per year to all of our stakeholders (fall, winter, spring). So far this year, we have administered the fall survey to our students, parents, and staff. We had a 50% participation rate for the fall student climate survey and a 90% participation rate with the fall staff survey. Results from the fall parent survey indicate that 90% of our families gave us a 5/5 rating for overall satisfaction.	Teachers provide back to school orientations to support new and returning students and strong start. Every student is required to attend. Our Student Success Coaches provide daily and weekly touchpoints for students by providing guidance and resources for academic and social success. Our mental health counselor provides	\$63,962.00	\$63,962.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					ongoing touchpoints with any student needs mental health support.		

## Goal 4

### Goal Description

Increase English Language Fluent Proficiency (FEP) and reclassification for all EL learners.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Initial, Summative, and Alternate English Language Proficiency Assessments for California (ELPAC)	ELPAC data for 2020-2021 exceeded the state in Level 4 performance by an estimated 18% compared to the state of California of 13.98%.	English Language Fluent Proficiency (FEP) for the school year 2021-2022 is an estimated 18%.	English Language Fluent Proficiency (FEP) for the school year 2022-2023 is an estimated 20%.	Based on the mid-year ELPAC Interim and benchmark assessments the participating students have shown steady progress toward mastery of ELD standards.	Reclassification of English Learners to increase by 5%. English Language Fluent Proficiency (Level 4) for the school year 2023-2024 to be at or above 20%.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Increase English Language Proficiency - English Learners</b> The English Language Learning Department will provide supplemental resources and programs available to English Language students to target increased English language acquisition/proficiency and academic achievement.	No Yes	Fully Implemented	Based on the mid-year ELPAC Interim and benchmark assessments the participating students have shown steady progress toward mastery of ELD standards.	ELPAC Interim Assessment AceReader scoring DELAC meetings	\$82,347.00	\$58,955.72

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-year Outcome Data</b>	<b>Other Data/Evidence (qualitative, quantitative, artifacts)</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>