

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

School Year

2025-2026

Date of Board Approval

June 10, 2026

LEA Name

Southern California Flex Academy (SCFA)

CDS Code:

36 75051 0138107

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

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 I, PART A TITLE II, PART A TITLE IV, 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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Southern California Flex Academy (SCFA) utilizes federal funds, including Title I, Title II, and Title IV, to supplement and enhance state and local priorities in alignment with LCAP goals. These funds are used to improve academic achievement, particularly for low-income students and other at-risk student groups, through targeted interventions, progress monitoring using NWEA and state assessment data, and increased access to instructional support. SCFA implements structured teacher-student engagement through daily and weekly touchpoints to support academic progress and attendance. Funds also support initiatives that promote a positive school climate and student well-being through family engagement, community partnerships, and student/family engagement coordinators. These efforts aim to increase attendance rates, academic growth, and meaningful family involvement. SCFA regularly evaluates the effectiveness of these strategies using measurable outcomes, including assessment growth, attendance data, and community partner feedback, to ensure continuous improvement and equitable access to resources for all students.

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.

To improve academic achievement and student engagement, Southern California Flex Academy (SCFA) utilizes federal funds, including Title IV, to supplement state and local services by ensuring strong technology access and connectivity for students. This allows students to consistently be engaged with instruction, group learning opportunities, and school support partners. These efforts are designed to increase student participation, academic growth, and access to instructional support, particularly for students performing below grade level. To support high attendance and a positive school climate, SCFA utilizes funds to support an attendance associate who supports student, teacher, and family engagement and monitors attendance. These efforts aim to improve attendance rates and reduce chronic absenteeism. Additionally, SCFA utilizes funds to support a student and family engagement coordinator and team that connects families with community resources, facilitates communication, and gathers community partner feedback. These efforts increase family involvement and ensure that student needs are addressed in a timely and responsive manner. SCFA regularly evaluates the effectiveness of these strategies using measurable outcomes, including NWEA growth, attendance data, and engagement metrics, to ensure continuous improvement and alignment with LCAP goals. These combined efforts result in improved academic outcomes, increased attendance, and stronger school-family partnerships.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

Southern California Flex Academy uses the Household Income Form as the poverty criteria to select school attendance areas in the Consolidated Application Reporting System.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

Equity in connectivity remains a priority for all students at Southern California Flex Academy (SCFA). Federal funds are utilized to supplement and enhance state and local efforts by ensuring all students have access to the technology and connectivity necessary to fully engage in the instructional program. These resources support consistent student-teacher engagement through daily and weekly instructional touchpoints. Instructional support and teacher engagement are delivered through the online learning platform and are aligned with data derived from diagnostic and benchmark assessments. This data is used to inform instructional practices, monitor student progress, and evaluate the effectiveness of academic interventions, ensuring continuous improvement in student achievement outcomes. Review academic achievement for all students based on local and state assessments results and provide targeted intervention: 1. Align instructional support with the data provided by the diagnostic and benchmark assessments. 2. Direct and small group instruction. 3. Measure the effectiveness of instruction and student academic growth.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

Teacher, student, and family engagement continues to be an integral component of pupil outreach and support at Southern California Flex Academy (SCFA). Teachers foster a strong sense of community through consistent online engagement, including synchronous instruction, targeted outreach, and scheduled office hours to provide academic support. These engagement strategies establish and sustain ongoing communication between the school and families, ensuring that students remain connected to their instructional program. This proactive approach supports the identification and intervention of pupils at risk of learning loss, promoting improved academic outcomes and overall student success.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents and guardians are a vital component of the online learning experience at Southern California Flex Academy. They actively participate in evaluating the school's program through ongoing meetings, surveys, and structured feedback opportunities throughout the year. This continuous collaboration between families, teachers, and staff fosters open communication focused on student engagement, academic achievement, and overall school improvement. Teachers work closely with students to promote academic inquiry, skill development, and intellectual curiosity through personalized instruction and targeted support. Teachers, parents, guardians, and students meet regularly both in person and virtually to review student progress, adjust learning plans as needed, and provide enhanced learning opportunities that support individual student success.

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.

Southern California Flex Academy utilizes Title One monies on our students who qualify for the Free and Reduced lunch program.

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:

Within the independent study model, parents and guardians play an active and essential role in supporting their child's education at Southern California Flex Academy. Teachers collaborate closely with families to monitor and support each student's academic progress through consistent communication and ongoing engagement. In addition to regular daily touchpoints, Student Success Coaches provide targeted resources and support to families to strengthen student engagement and academic success. Through this collaborative approach, individualized learning plans are developed and adjusted based on student needs, incorporating tutoring, academic interventions, and supplemental instructional resources. This coordinated effort between teachers, families, and support staff ensures that students receive personalized instruction and the necessary supports to promote continuous academic growth.

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:

All students experiencing homelessness are enrolled immediately at Southern California Flex Academy and placed in age-appropriate courses, regardless of the availability of typically required enrollment documentation, in accordance with the McKinney-Vento Homeless Assistance Act. Each family is assigned a Student Success Coach who provides support throughout the onboarding process, including course placement and access to services such as tutoring and translation. To ensure equitable access to instruction, SCFA provides necessary technology resources, including Chromebooks and internet hotspots, to support student connectivity and participation in the educational program. Southern California Flex Academy maintains a designated McKinney-Vento liaison to support the identification and needs of students experiencing homelessness. Annual staff training is conducted to ensure compliance with federal requirements and to promote awareness of the rights and services available to these students.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Southern California Flex Academy does not operate an early childhood education program. Therefore, coordination and integration of services with LEA-operated early childhood programs is not applicable. However, the school supports a smooth transition for incoming kindergarten and elementary students through enrollment orientation, family onboarding,

individualized academic planning, technology distribution, and connections to student support services. Families receive information regarding school expectations, instructional programs, and available academic and social-emotional supports to ensure a successful transition into the independent study environment.

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:

Southern California Flex Academy ensures that high school students have ongoing access to a comprehensive support team, including a full-time academic guidance counselor, credentialed teachers, and a Student Success Coach. These staff members provide academic guidance, progress monitoring, and individualized support throughout the student's high school experience. Upon enrollment, all high school students participate in an onboarding process that includes meeting with staff to develop an individualized learning plan aligned to graduation requirements, as well as initiating college and career readiness planning, including postsecondary and vocational pathways. To support a smooth transition into high school, eighth-grade students and their families meet virtually with the academic guidance counselor prior to matriculation to begin individualized learning plan development and early college and career planning. Southern California Flex Academy facilitates effective transitions from middle grades to high school through a coordinated Student Success Team approach and a structured onboarding process, ensuring students are prepared for academic success and long-term goals.

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:

Southern California Flex Academy designates Student Success Coaches to provide consistent, ongoing support to students and families. Student Success Coaches ensure that students have access to appropriate academic, social-emotional, and engagement supports offered by the school. Student attendance and engagement are monitored to identify patterns of disengagement, including potential truancy concerns and impacts on academic progress. When concerns are identified, staff implement timely communication and tiered intervention strategies to re-engage students and support continued participation in the instructional program. All communication and intervention procedures are conducted in accordance with applicable state regulations, as well as policies adopted by the school's governing board and the California State Board of Education, ensuring compliance and consistency in addressing student attendance and engagement.

TITLE I, PART D**Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive Title I, Part D funds and does not operate programs for students who are neglected or delinquent as defined under Title I, Part D. Therefore, the requirements of this section are not applicable.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional development at Southern California Flex Academy is designed to support both teacher induction and ongoing professional growth for instructional staff and school leaders. Teacher mentors are provided to support new educators through the induction process, while leadership development opportunities are offered to strengthen the capacity of school leaders. Targeted professional learning opportunities are identified and delivered based on grade-level and subject-specific needs to ensure comprehensive support for all teachers. These opportunities are a continuous, collaborative model of professional growth aimed at improving instructional practices and student outcomes. Team meetings are structured to promote collaboration and continuous improvement, providing dedicated time for staff to discuss best practices, address grade-level and content-area needs, implement student success interventions, and engage in diagnostic, data-driven review cycles. This ongoing approach ensures that professional learning is embedded in practice and aligned with student achievement goals.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academic Intervention Team and Student Success Team utilize current data systems and assessment platforms to identify students in need of additional support in mathematics and literacy. Multiple measures, including diagnostic and benchmark data, are reviewed to ensure accurate identification of student needs. Based on this analysis, targeted supports are allocated and implemented in alignment with the school's intervention framework. These supports are coordinated through established intervention plans to ensure a systematic and responsive approach to addressing

learning gaps and promoting academic growth. This data-driven process ensures that interventions are timely, aligned to student needs, and monitored for effectiveness to support continuous improvement in student outcomes.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

All teachers administer the NWEA benchmark assessment system three times per year to assess student academic progress and inform instructional planning. These assessments provide critical data used to identify student strengths, areas for growth, and needed supports in alignment with academic standards. The Academic Intervention Team and Student Success Team collaborates with teachers, students, and families to review assessment results and guide ongoing improvement. This collaborative process supports the development and adjustment of individualized learning plans, targeted interventions, and instructional strategies to promote continuous academic growth and student achievement.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive funding under Title III, Part A; therefore, this section is not applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive funding under Title III, Part A; therefore, this section is not applicable

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive funding under Title III, Part A; therefore, this section is not applicable

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy does not receive funding under Title III, Part A; therefore, this section is not applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Southern California Flex Academy partners with the following agencies:

- 1. Desert Mountain Charter SELPA to provide professional development trainings on a variety of topics related to Special Education.
- 2. County Office of Education to provide support for English Language support and family engagement.
- 3. Public School Works for harassment training and non-discrimination training.

Southern California Flex Academy partners with parents, staff, and other community partners to evaluate the effectiveness of these endeavors and use of funds. The school staff and community partners have ongoing conversations and engagement to provide outcomes and feedback for future planning.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Southern California Flex Academy received less than \$30,000 in Title IV, Part A funds; therefore, a comprehensive needs assessment is not required pursuant to ESSA Section 4106(d). The LEA determined use of funds based on existing local data sources, including student performance data, community partner input, and identified programmatic priorities aligned to improving student outcomes

What activities will be included within the support for a well-rounded education?

Southern California Flex Academy uses Title IV, Part A funds to support access to a well-rounded education through supplemental instructional materials, digital curriculum, and enrichment opportunities that enhance core academic areas.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Southern California Flex Academy evaluates the effectiveness of Title IV, Part A funded activities through assessment results, student progress, attendance and engagement rates, and participation in instructional programs supported by technology.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Southern California Flex Academy (SCFA) examines multiple data sources to identify areas of need within the Title IV, Part A priority content areas. Indicators include student performance data from benchmark assessments, course completion rates, and grades across core subject areas to assess access to a well-rounded education.

What activities will be included within the support for safety and health of students?

Southern California Flex Academy implements activities that support the safety and health of students by providing access to counseling services and the Student Success Team to identify and address academic and social-emotional needs.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Southern California Flex Academy evaluates the effectiveness of Title IV, Part A funded activities using multiple measures aligned to student outcomes and engagement. Indicators are reviewed throughout the school year to assess the effectiveness of funded strategies, identify areas for improvement, and inform future program planning, resource allocation, and alignment with LCAP goals.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Southern California Flex Academy utilized multiple data points to examine needs for improvement across Title IV, Part A priority areas. Indicators included NWEA benchmark assessment results, course completion rates, and grades to identify gaps in access to a well-rounded education. Attendance data, including chronic absenteeism, and student engagement metrics were analyzed to assess student connectedness and well-being. For technology, the LEA reviewed access to devices and internet connectivity, along with platform usage data, to identify gaps in student access and participation. Community Partner feedback from students, families, and staff was also used to identify areas of need and guide planning.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

As an online program, Southern California Flex Academy utilizes technology as the primary method of delivering instruction. Title IV, Part A funds will support the effective use of technology by providing access to digital curriculum, learning management systems, and instructional platforms that enable delivery of standards-aligned instruction and real-time monitoring of student progress.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Southern California Flex Academy will use data points to monitor program effectiveness, guide continuous improvement, and inform future planning and funding decisions to ensure equitable access and improved student outcomes.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

April 2026, aligned with ongoing data review cycles and LCAP development.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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