

# OCASA College Prep

## Local Control and Accountability Plan

### Mid-Year Update



January 2025

Local Educational Agency (LEA Name)	Contact Name and Title	Email and Phone
OCASA College Prep	Kapil Mathur, Executive Director	(949) 269-3291 kcmathur@ocasa.org

## Introduction

The Local Control and Accountability Plan Mid-Year Update (LCAP-MYU) serves as a progress report on the goals and actions outlined in the initial plan. This update allows for a thorough assessment of the plan's effectiveness and identifies any adjustments or improvements that may be necessary to achieve desired outcomes. Additionally, it allows stakeholders to provide input and feedback on the progress made so far. The purpose of this mid-year update is to ensure transparency, accountability, and continuous improvement in achieving educational equity and meeting the needs of all students in the community. It also allows for timely intervention if any areas of concern need immediate attention. Overall, this update plays a crucial role in promoting collaborative decision-making and ensuring that all resources are being utilized efficiently towards achieving academic success for all students.

# Goal 1

Goal #	Description
1	OCASA students will engage in rigorous, differentiated instruction to ensure each student can achieve his/her fullest potential.

## Goal 1 Mid-Year Status

The focus for OCP efforts towards this goal are centered around strong curriculum implementation including:

- Engaging teachers in professional development and professional learning communities
- Professional development related to the implementation of curricula, including Gradient Learning (previously Summit) and Project Lead the Way
- Implementing and using assessment (STAR 360)
- Implementing a full inclusion SPED program, supported by weekly touch points with Ed Specialist

## Goal 1 Actions

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
1	Professional Development	Professional Development is provided to all teachers in professional learning communities: <ul style="list-style-type: none"> <li>• Multi Tiered System of Supports</li> <li>• Data driven decision making</li> <li>• Curriculum and Instruction Customization for each student</li> <li>• Weekly teacher collaboration meetings</li> <li>• Summit Learning Platform PD</li> <li>• Backwards mapping; unpacking standards</li> <li>• Mission-aligned language and actions in all that we do&gt;leaders&gt;teachers all in service of preparing our students for a successful college</li> </ul>	\$ 26,257	\$32,349

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
2	Instructional Model	<ul style="list-style-type: none"> <li>● Summit Learning Platform (materials)</li> <li>● Cognitive Skills 70% Project-based application skills</li> <li>● Conceptual Math</li> <li>● Non-Cog Skills (30%) content knowledge</li> <li>● all online curriculum through Google or Summit</li> <li>● Direct, project based, collaborative</li> <li>● SDL Class (usually 4 per week)--self-directed learning and small group support non-cognitive skills focus (small workshop setting where teacher can pull small groups for targeted instruction and rest of group moves forward on projects)</li> <li>● STEAM through Project Lead the Way</li> <li>● Arts embedded in core classes. Future plan to add an art pathway</li> </ul>	\$237,761	\$52,453
3	Assessment	<ul style="list-style-type: none"> <li>● NWEA MAP Assessments</li> <li>● Project Read, Read Live, Bridges Math (Education Specialist will train, coach, and mentor teachers)</li> <li>● Summit Learning Platform Project Rubrics</li> <li>● Project Lead the Way (Science and Engineering Elective)</li> </ul>	\$ 7,800	\$38,512

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
4	Intervention	<ul style="list-style-type: none"> <li>• Tier 1: Core Instructional Model with Office hours provided for additional support after school</li> <li>• Tier 2 Individually with paraprofessional or education specialist providing support Project Read, Read Live, and Bridges (Office hours provided by invitation or voluntarily for additional support after school)</li> <li>• Tier 3: Special Education Project Read 1-2 students</li> <li>• Implementation of MTSS and PBIS strategies related to intervention and Universal Design for Learning.</li> <li>• SST Process</li> </ul>	\$ 89,946	\$93,992
5	Special Education	<ul style="list-style-type: none"> <li>• Weekly meetings with Education Specialists and teachers to review services and progress on goals.</li> <li>• Inclusion model with Education Specialist, paraprofessionals, or instructional aides providing support to students in general education classrooms.</li> </ul>	\$ 195,661	\$27,109
6	English Language Development	<ul style="list-style-type: none"> <li>• Designated ELD: English Teacher is providing support during SDL</li> <li>• Integrated ELD: ELA Teacher provides support and resources for all teachers to integrate ELD into the curriculum and SDL time.</li> </ul>	\$ 161,288	\$76,366



## Goal 2

Goal #	Description
2	OCASA will create a positive school climate.

### Goal 2 Mid-Year Status

We have focused on developing PBIS by specifically re-establishing student expectations after site move and focusing on positive reinforcement. Continued field trips have occurred for all grades.

### Goal 2 Actions

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
1	PBIS	PBIS Team continue training staff and developing PBIS	\$ 26,114	\$
2	Mental Health and Well-Being	Mental Health and Well-being* 1) School Psychologist provides mental health support 2) provide for basic needs such as school supplies, food, uniforms, and referrals to community resources	\$103,035	\$3,150
3	Social Emotional Learning	<ul style="list-style-type: none"> <li>• Social-Emotional Learning</li> <li>• Habits of Success (embedded throughout the curriculum)</li> <li>• Second Step curriculum</li> </ul>	\$ 8,900	\$
4	Facilities, Health and Safety	<ul style="list-style-type: none"> <li>• Annual Update of safety plan</li> <li>• School Facilities</li> <li>• Maintenance and cleaning: cleaning crew during the day and sanitation at night</li> <li>• Health protocols to prevent the spread of COVID-19</li> </ul>	\$ 27,400	\$35,848

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
5	Student Activities	<ul style="list-style-type: none"> <li>● After school tutoring</li> <li>● ASB</li> <li>● Team Sports: LaCrosse</li> <li>● Arts Club</li> </ul>	\$ 26,000	\$
6	Attendance Initiatives	Attendance is recorded daily. Teachers reach out to families via email and or phone when a student does not attend. Our office staff monitors student attendance. Both the teachers and office staff notify the principal of attendance and work completion concerns. Our principal meets jointly with parents, teachers and students to problem solve around attendance and acceptable work completion.	\$613,824	\$245,128

## Goal 3

Goal #	Description
3	OCASA will engage and involve parents.

### Goal 3 Mid-Year Status

PTSA continues to meet monthly and school counselor invites families for monthly meetings as well. Focus has been put on a more detailed and consistent parent newsletter (Week at a Glance). We have engaged an outside partner in communication with the community via the website and social media use.

### Goal 3 Actions

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/23
1	Parent Communication	<ul style="list-style-type: none"><li>• Parent Square, websites, social media FB, IG LinkedIn, YouTube posts recordings of parent meetings, ChatBot on FB and Website</li><li>• Recruiting and Enrollment (software lottery and tracking interactions with prospective parents, labor, events)</li></ul>	\$ 11,000	\$
2	Parent Committee Opportunities	Parent Committee Opportunities <ul style="list-style-type: none"><li>• Parents on the Board</li><li>• SSC</li></ul>	\$ 15,900	\$



Action #	Title	Description	Total Funds	Funds Spent as of 12/31/23
3	Family Events	<ul style="list-style-type: none"> <li>• Monthly meetings with Q &amp; A</li> <li>• Calendy or office staff to create appointments with principal</li> <li>• Round table meetings with families as needed to problem solve</li> <li>• Parent Teacher conferences, Arts Exhibition, performances</li> <li>• PTSA facilitates social events</li> <li>• Orientation, Back to School Night, Open House</li> </ul>	\$ 3,000	\$187

## Budget Summary

The Budget Summary of the LCAP mid-year update provides a detailed breakdown of the financial resources allocated towards achieving the goals and priorities outlined in the plan. It includes a comparison of the actual expenses incurred during the first half of the year against the projected budget, highlighting any significant variances. This summary is crucial in ensuring transparency and accountability in the use of funds to achieve OCASA College Prep's educational goals. It allows stakeholders to assess whether resources are being utilized effectively to support student achievement and make informed decisions for future budget planning. Additionally, it outlines any adjustments made to the budget based on changes in circumstances or priorities, providing a comprehensive overview of the financial status of the Local Control Accountability Plan.

The subsequent table delineate the year-to-date expenditures directed towards the LCAP goals and actions of OCASA College prep. The figures encompass actuals up to December 2024.

Budget Item	Original Forecast 2024-25	Current Forecast 2024-25	Difference
Total LCFF funds	1,349,406	968,770	-380,636

LCFF supplemental and concentration grants	97,591	81,029	-16,562
All other state funds	97,591	589,235	491,644
All local funds	578,466	67,992	-510,474
All federal funds	0	489,282	489,282
Total projected revenue	2,025,463	2,115,279	89,816
Total budgeted general fund expenditures	2,374,382	2,340,452	-33,930