

OCASA Elementary

Local Control and Accountability Plan

Mid-Year Update



January 2025

Local Educational Agency (LEA Name)	Contact Name and Title	Email and Phone
Orange County Academy of Sciences and Arts	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

All students at OCASA have engaged in rigorous, differentiated instruction based upon their individual needs. Student assessment data including STAR 360, student work samples, curriculum embedded assessments from Benchmark Advance and classroom observations support teacher decision making regarding instructional strategies used. All students engage in small group instruction tailored to meet their needs and support growth towards their individualized learning goals.

Goal 1 Actions

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
1	Professional Development	Professional Development in professional learning communities <ul style="list-style-type: none"> ● Teachers and Instructional Assistants differentiated instruction and rigor PD ● Weekly teacher collaboration meetings ● Data driven decision making ● Continuum of learning across the developmental processes ● Teachers being able to span two years of content ● Backwards mapping; unpacking standards ● Adoption of Benchmark Advance ● Mission-aligned language and actions in all that we do>leaders>teachers all in service of 	\$ 20,200	\$5,228

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
		<p>preparing our students for a successful college prep experience</p> <ul style="list-style-type: none"> • Writing Process: Steps in Writing Process, Ideas, voice, etc. 		
2	Instructional Model	<p>Instructional Model</p> <ul style="list-style-type: none"> i. Conceptual Math interdisciplinary project-based learning: Multi-age instructional practice with PBL, ILP for all students, STEAM ,Hands-on, small group instruction ii. Wonders ELA strategies and scope and sequence iii. Foss Kits and Curriculum 	\$ 421,431	\$98,292
3	Assessment	<ul style="list-style-type: none"> • UCI Math Project • Wonders ELA • Newsela • NWEA MAP Assessments • Project Read, Read Live, Bridges Math (Education Specialist will train, coach, and mentor teachers and instructional assistants. • BPST Basic phonic skills, running records • CBM Math • FOSS Maps (K-5) 	\$ 69,223	\$113,922

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
4	Intervention	<p>Multi Tiered System of Supports</p> <ul style="list-style-type: none"> ● Tier 1: Core Instructional Model with Office hours provided for additional support after school ● Tier 2: SST Process and then intervention in a small group setting: Project Read, Read Live (digital version of Read Naturally), Bridges, pragmatic language skills in a small group setting (IA's- many of whom are licensed teachers) 3-5 students ● Tier 3: Special Education Project Read 1-2 students ● Implementation of MTSS and PBIS strategies related to intervention and Universal Design for Learning. ● SST Process 	\$ 398,968	\$170,233
5	Special Education	<ul style="list-style-type: none"> ● Weekly meetings with Education Specialists and teachers to review services and progress on goals. ● Inclusion model with Education Specialist, paraprofessionals, or instructional aides providing support to students in general education classrooms. 	\$ 355,718	\$82,190
6	English Language Development	<ul style="list-style-type: none"> ● Integrated ELD is provided by CLAD certified teaching core content using SDAIE strategies each day ● Designated ELD is provided to students in small group setting by classroom teachers or Instructional Assistants (Many of whom are licensed teachers) 	\$90,759	\$42,145

Goal 2

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

Goal 2 Mid-Year Status

Establishing and building a positive school climate is the responsibility of all members of the school community. A positive school climate is evident across our campus. We continue to use Positive Behavior Interventions and Supports (PBIS). Our entire staff is trained in Restorative Practices (RP) and use RP and the Zones of Regulation to develop a culture of emotional awareness and opportunities to work through problems through reflection. Staff run weekly classroom “circles” with students to establish a positive classroom climate. Staff participate in circles several times a year to support positive professional interactions and support for each other. OCASA also utilizes the Second Step for our whole school Social Emotional learning materials. We focus on teaching students specific character traits through assemblies, ongoing classroom activities and through explicit sportsmanship instruction. These traits include: trustworthiness, respect, responsibility, fairness, caring and citizenship. We have a full time school counselor that provides both supplemental and intensive supports for our students as needed.

Goal 2 Actions

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
1	PBIS	PBIS Team will continue training staff and developing PBIS matrix	\$ 109,460	\$50,113
2	Mental Health and Well-Being	Mental Health and Well-being* <ul style="list-style-type: none"> i. School Psychologist provides mental health support ii. provide for basic needs such as school supplies, food, uniforms, and referrals to community resources 	\$ 153,955	\$

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/24
3	Social Emotional Learning	<p>Social-Emotional Learning</p> <ul style="list-style-type: none"> • Habits of Success (embedded throughout the curriculum) • Second Step curriculum 	\$ 22,040	\$
4	Facilities, Health and Safety	<ul style="list-style-type: none"> • Annual Update of safety plan • Maintenance and cleaning: cleaning crew during the day and sanitation at night • School Facilities • Health protocols to prevent the spread of COVID-19 	\$ 62,196	\$134,665
5	Student Activities	<ul style="list-style-type: none"> • Journalism Club; Instrumental Music; Student Performance all occur as a part of our Independent Student Work Time • Beyond the Stars, our aftercare program, provides assistance with schoolwork and tutoring • Field Trips 	\$ 227,195	\$69,426
6	Attendance Initiatives	<p>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.</p>	\$ 1,173,151	\$855,007

Goal 3

Goal #	Description
3	OCASA will engage and involve parents.

Goal 3 Mid-Year Status

Families are encouraged to engage in the OCASA community as much as possible. Involvement begins with supporting the development of their child's personalized learning plan each semester. Parent volunteerism is encouraged, and a room parent assists with coordinating volunteerism. Each classroom teacher publishes a weekly newsletter to assure parents are informed. In addition, all staff members utilize our parent communication portal, ParentSquare, for individual communication with families. With the support of our PTSA, parents are encouraged to attend multiple family events including a visual arts experience, science night, and literacy night. Finally, the principal has a monthly "Coffee with the Principal" event, and our parents were invited to attend our holiday concert, Inquiry ARC Expo, Art Fairre, and OCASA's Got Talent.

Goal 3 Actions

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/23
1	Parent Communication	<ul style="list-style-type: none">• Parent Square, websites, social media FB, IG LinkedIn, YouTube posts recordings of parent meetings, ChatBot on FB and Website• Recruiting and Enrollment (software lottery and tracking interactions with prospective parents, labor, events)	\$ 31,540	\$1,093

Action #	Title	Description	Total Funds	Funds Spent as of 12/31/23
2	Parent Committee Opportunities	Parent Committee Opportunities <ul style="list-style-type: none"> ● Parents on the Board ● SSC 	\$41,940	\$0
3	Family Events	<ul style="list-style-type: none"> ● Monthly meetings with Q & A ● Calendy or office staff to create appointments with principal ● Round table meetings with families as needed to problem solve ● Parent Teacher conferences, Arts Exhibition, performances ● PTSA facilitates social events ● Orientation, Back to School Night, Open House 	\$49,155	\$0

Budget Summary

The Budget Summary of the LCAP-MYU 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 Elementary'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 tables delineate the year-to-date expenditures directed towards the LCAP goals and actions of OCASA Elementary School. The figures encompass actuals up to December 2024.

Budget Item	Original Forecast 2024-25	Current Forecast 2024-25	Difference
Total LCFF funds	3,081,649	2,678,360	-403,289
LCFF supplemental and concentration grants	138,403	129,603	-8,800
All other state funds	942,858	971,975	29,117
All local funds	0	312,900	312,900
All federal funds	475,907	527,382	51,475
Total projected revenue	4,500,414	4,490,617	-9,797
Total budgeted general fund expenditures	4,489,296	5,088,240	598,944