

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: OCSA

CDS Code: 30103063030723

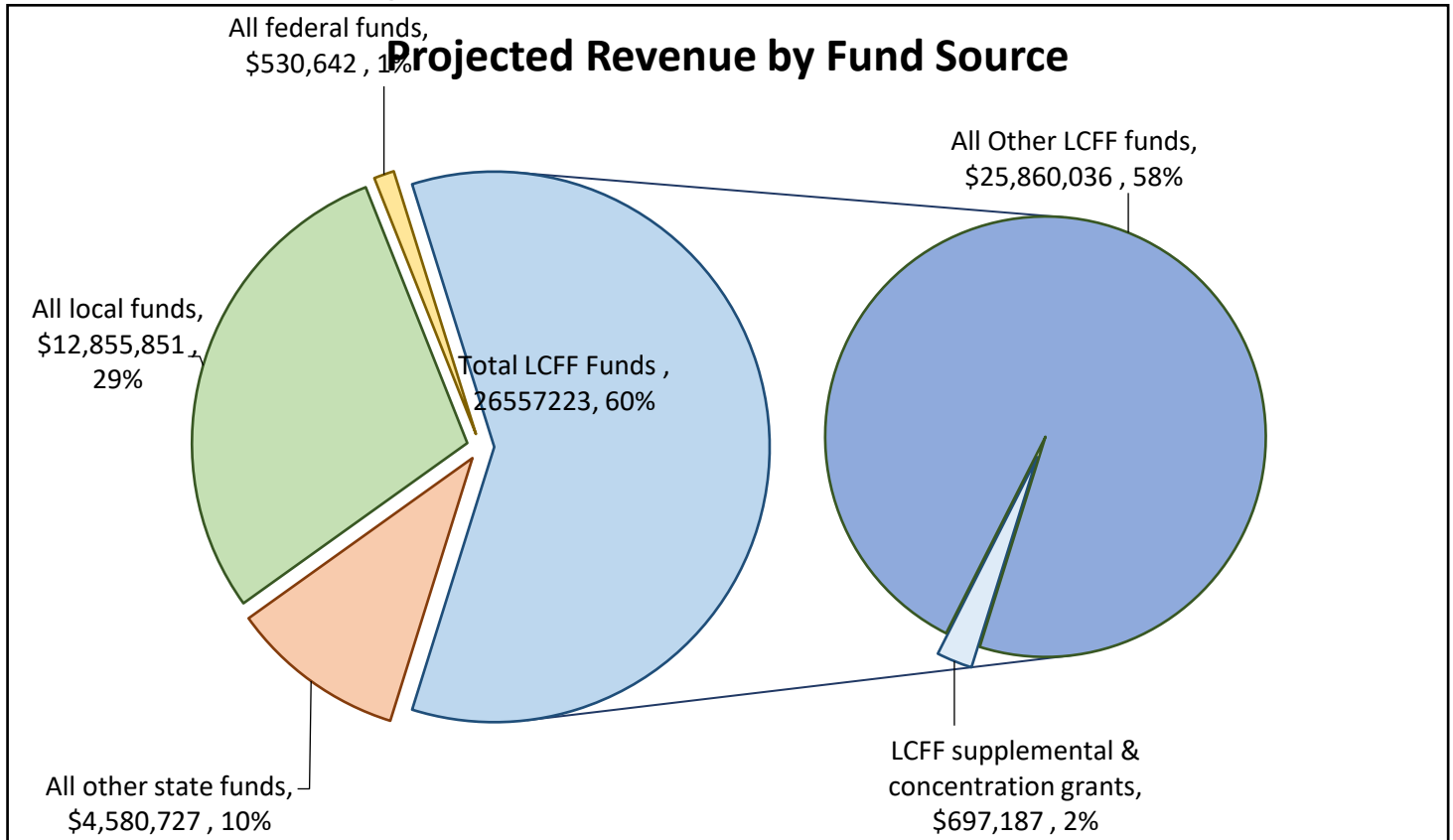
School Year: 2023-2024

LEA contact information: Michael Ciecek, Principal (714) 560-0900 michael.ciecek@ocsarts.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

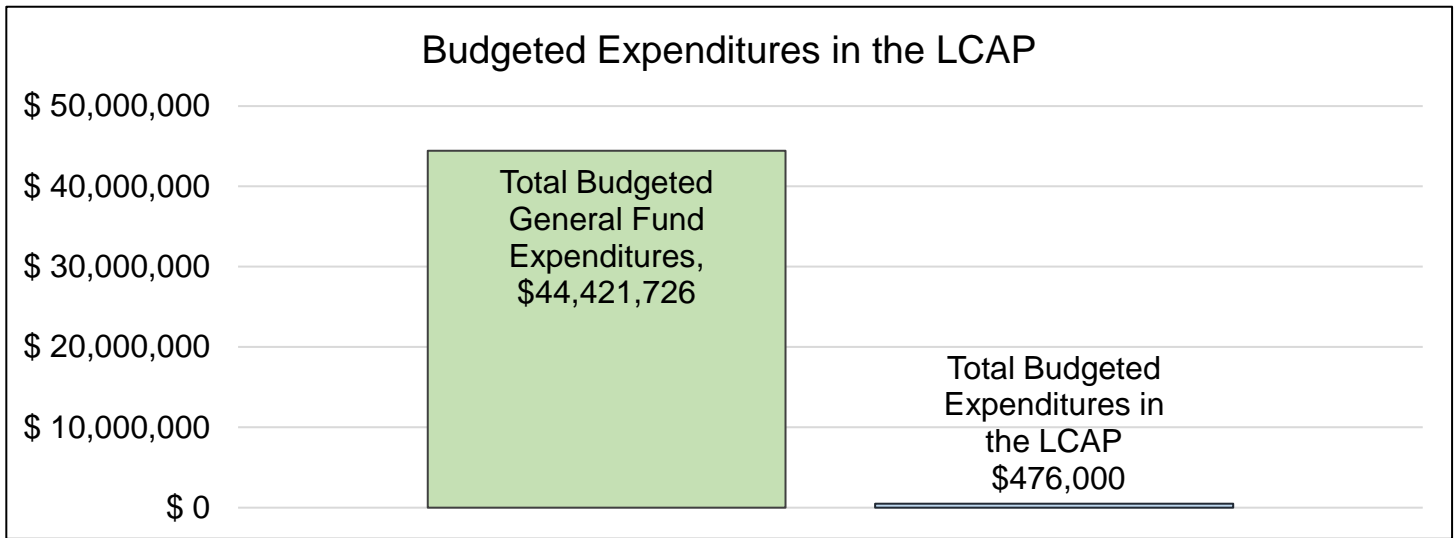


This chart shows the total general purpose revenue OCSA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for OCSA is \$44,524,443.00, of which \$26,557,223.00 is Local Control Funding Formula (LCFF), \$4,580,727.00 is other state funds, \$12,855,851.00 is local funds, and \$530,642.00 is federal funds. Of the \$26,557,223.00 in LCFF Funds, \$697,187.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much OCSA plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: OCSA plans to spend \$44,421,726.00 for the 2023-2024 school year. Of that amount, \$476,000.00 is tied to actions/services in the LCAP and \$43,945,726.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facilities rent & other expenses related to operations (utilities, security, maintenance, custodial), student transportation, yearbook, legal, OCDE oversight, consulting, depreciation expense.

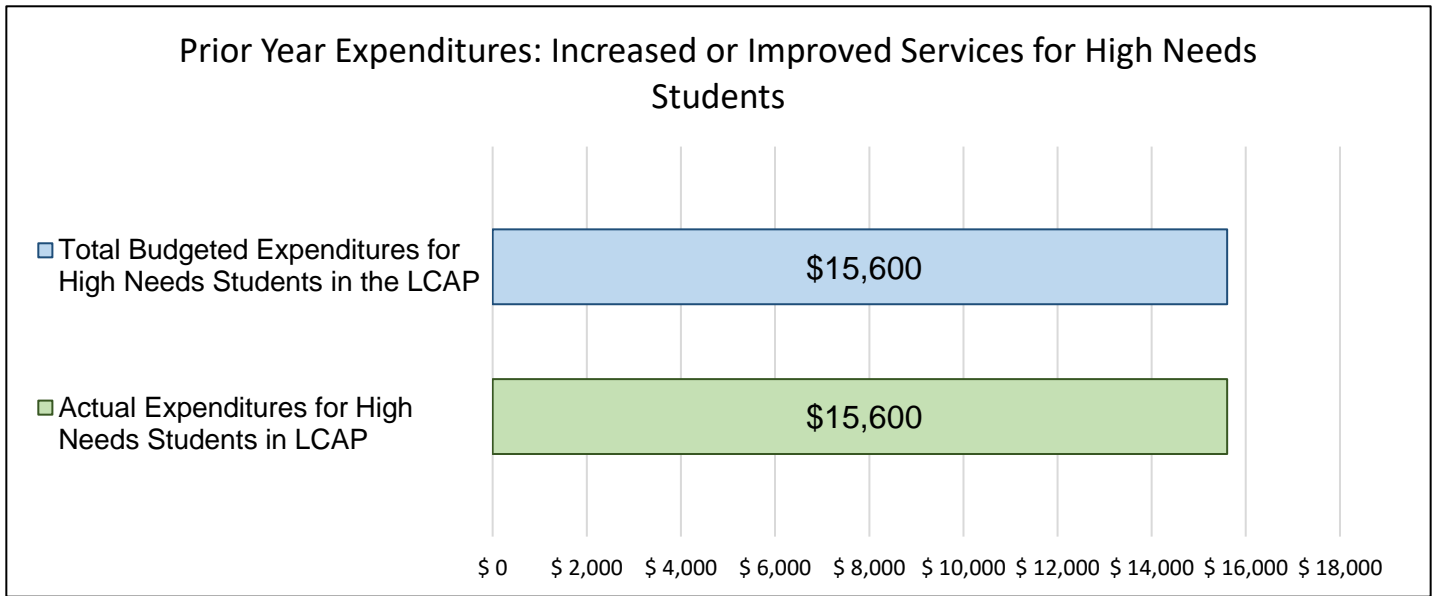
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, OCSA is projecting it will receive \$697,187.00 based on the enrollment of foster youth, English learner, and low-income students. OCSA must describe how it intends to increase or improve services for high needs students in the LCAP. OCSA plans to spend \$20,000.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

OCSA's curriculum serves all students equally, including high needs students. Due to existing infrastructure of staff and services as well as the statistically low numbers of these students on the OCSA campus, the amount designated should be able to improve services for targeted students. The remainder of revenue can be applied to services that are utilized by high needs students in addition to other

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what OCSA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what OCSA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, OCSA's LCAP budgeted \$15,600.00 for planned actions to increase or improve services for high needs students. OCSA actually spent \$15,600.00 for actions to increase or improve services for high needs students in 2022-2023.

Orange County School of the Arts

Local Control and Accountability Plan 2023-2024

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County School of the Arts	Michael Ciecek, Principal	michael.ciecek@ocsarts.net (714)560-0900

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Orange County School of the Arts (OCSA), an independent public charter school located in the heart of Santa Ana, California, provides a six-year comprehensive academic and conservatory arts program to students in grades 7-12. Established in 1987, OCSA is one of the premier arts schools in the nation, where aspiring young artists have the opportunity to refine their skills and flourish in one of 16 pre-professional arts conservatories.

OCSA serves a culturally diverse student body of nearly 2,300 students from more than 100 cities throughout Southern California. Based on the belief that creative artistry is fueled by intellectual insight, OCSA provides a rigorous college-preparatory academic program that produces high-achieving, motivated scholars. Students attend five hours of academic classes in addition to three hours of arts instruction daily. Over the past three decades, the school has impacted thousands of students, molding generations of creative thinkers, leaders, artists, innovators, and entrepreneurs.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard

OCSA's academic performance, as reported by the California Dashboard, is very high. Overall, in English Language Arts, OCSA students scored 110.2 points above standard, and overall in mathematics, students scored 53.8 point above average. OCSA's overall graduation rate for 2022 was 98.8%.

Asian, Hispanic, and White student subgroups all showed increased performance in English language arts according to the Dashboard. English learners and socially disadvantaged student subgroups also demonstrated increased performance in English Language Arts.

Asian, Hispanic, and Filipino student subgroups all showed increased performance in mathematics according to the California Dashboard. English Language Learners and socially disadvantaged student subgroups also demonstrated increased performance in mathematics.

Local Data

Every year in April, OCSA administers a schoolwide climate survey to students, parents, and staff. A summary of the successes noted in this survey are listed below.

Regarding instruction:

- Students feel that their classes are rigorous, relevant, and productive. 83% of students say their classes are relevant and meaningful, over 90% say their classes challenge them to think, and 90% say their classes are safe, creative, and productive learning environments.
- The Schoolwide Learner Outcomes (SLOs) are effectively embedded into instruction (even if they are not always explicitly pointed out within the lesson). Over 95% of teachers are confident that their classes are aligned to each of the SLOs. The vast majority of parents and students also agree that OCSA is preparing students for the SLOs.
- A pandemic positive to celebrate: over three-fourths of teachers reported that their instructional practices have improved as a result of distance learning.
- Nearly 90% of teachers are satisfied with the resources and feedback they receive regarding their instruction.
- Approximately three-quarters of teachers are satisfied with the support they receive to support students with accommodations (IEPs, 504s, SSTs), and over 80% are satisfied with the support they receive to implement culturally and linguistically relevant teaching (CLRT).
- Over three-fourths of special education students feel they are well supported with their IEP/504 needs.

Regarding school culture:

- Approximately 85% of students, 87% of teachers, and 93% of parents agree that OCSA is a safe, welcoming, and inclusive place for students and staff.
- Approximately 85% of teachers describe a spirit of collegiality among OCSA staff.
- Approximately three-quarters of teachers are satisfied with the support they receive in handling student disciplinary issues.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There were no OCSA student subgroups whose overall performance indicator were in the red or orange from the California Dashboard. All student subgroups, in both English language arts and mathematics, scored above standard according to the Dashboard data.

According to the California School Dashboard OCSA did not meet standards in the following areas:

- Teachers/Instructional Materials/Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

OCSA asserts that the failure to meet these standards is due to a data reporting error. All of OCSA courses are aligned with current California academic standards, and all students have access to a broad course of study; which is supported by our course listing in our [2022-2023 Curriculum Handbook](#).

OCSA has a robust system of parent and family engagement through a parent support organization, a Foundation Board and other parent and family education and feedback opportunities throughout the school year.

OCSA institutes its annual climate survey in April to all students, parents and staff, and regularly sees a completion rate of over 85%.

OCSA has identified a number of needs for its students moving forward.

- While students with disabilities score above standard in English language arts, and maintained their performance in 2022, they still scored in the yellow zone and could use targeted interventions to support further success.
- Students with disabilities 34.4 points below standard in mathematics and saw a decrease in performance in 2022.
- 9.9% of OCSA students were reported as chronically absent in 2022.

In spring of 2023, OCSA completed its WASC accreditation visit, and was renewed for another six years. Our Schoolwide Action plan identified a number of areas of growth. This year's LCAP reflects a number of those areas of growth in its goals, including:

- The need to establish further programs and policies that help students build resilience, balance and a greater sense of emotional safety.
- Expanding professional growth opportunities for teachers.

OCSA's annual survey results reflected the following issues addressed in the LCAP. These issues were also echoed in our annual LCAP discussion with parents through our parent support organization:

- One third of students surveyed expressed dissatisfaction with the level of social/emotional support they are offered on campus.
- Parents expressed a desire to bolster achievement in mathematics
- Parents and staff expressed a need to help students achieve balance, manage stress, and develop emotional resilience.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

All four of the established goals from the 2022-2023 LCAP are carried forward for 2023-2024. Goals one and two have been reformulated to add significant subgroups that demonstrated a need for further support. Goals four and five are maintenance goals and remain the same form last year's LCAP.

In spring of 2023, OCSA completed its WASC accreditation visit, and was renewed for another six years. The resulting schoolwide action plan supported the need to add an additional goal to the 2023-2024 LCAP relating to students' social emotional well-being, which is goal two. This goal is a broad goal, and is in support of OCSA's six-year vision related to its WASC action plan.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OCSA engages the entire school community in a process of soliciting feedback on academic and arts education and curriculum, school climate and culture through an annual survey. The survey is administered each year in April. Students, parents and staff are surveyed, and the results are reported back to all stakeholders. The results of these surveys were used to inform the development of this plan.

In March of 2023, OCSA administration team spent time with the People Supporting OCSA (PSO) parent support organization to solicit their feedback. In that meeting, parents were presented with the LCFF State Priorities and asked for feedback on how they felt OCSA was meeting student needs. Their feedback was collected, and the results were used to help develop this year's LCAP.

The formulated goals were shared with OCSA's staff in regularly scheduled PLC meetings in the fall, and staff has endorsed this plan. The formulated goals were also shared with OCSA's bargaining unit and the Special Services Team. Because OCSA is its own LEA, it was not shared with any SELPA administrators. OCSA does not have an established ELPAC, as EL students make up just 1.3% of OCSA's total student population.

In spring of 2023, OCSA completed its WASC accreditation visit, and was renewed for another six years. The resulting school-wide action plan, which was produced in collaboration with all OCSA stakeholders, students, staff, parents and other community members, is the inspiration for all of the goals and actionable items in this plan.

A summary of the feedback provided by specific educational partners.

In spring of 2023, OCSA completed its WASC accreditation visit, and was renewed for another six years. Our Schoolwide Action plan identified a number of areas of growth. This year's LCAP reflects a number of those areas of growth in its goals, including:

- The need to establish further programs and policies that help students build resilience, balance and a greater sense of emotional safety.
- Expanding professional growth opportunities for teachers.

OCSA's annual survey results reflected the following issues addressed in the LCAP. These issues were also echoed in our annual LCAP discussion with parents through our parent support organization:

- One third of students surveyed expressed dissatisfaction with the level of social/emotional support they are offered on campus.
- Parents expressed a desire to bolster achievement in mathematics
- Parents and staff expressed a need to help students achieve balance, manage stress, and develop emotional resilience.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Parents, students and staff indicated concern about students' mathematics achievement in our meetings with them, and that feedback informed the math goal.

Parents and students, through surveys, meetings and the WASC process, indicated concern over students' social/emotional well-being, and this feedback informed both the attendance goal and the social emotional goal in the plan.

Goals and Actions

Goal

Goal #	Description
Goal #1 Maintenance	Improve CAASPP mathematics scores by 5% for students with disabilities, and 7-8 grade students. (LCFF indicators 2,7)

An explanation of why the LEA has developed this goal.

According to the California Dashboard, OCSA students with disabilities scored 34.4 point below standard based on 2022 CAASPP results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP mathematics scores students with disabilities	2022 33% of all students with disabilities met or exceeded standards	2024 38% will meet or exceed standards	2025 43% will meet or exceed standards	2026 48% will meet or exceed standards	5% increase in scores
Raise grade 7 CAASPP mathematics by 5%	2021 CAASPP 71% meet standards	2022 72% meet standard	2023 76% meet standard	2024 80% meet standard	76% meet standard
Raise grade 8 CAASPP mathematics by 5%	2021 CAASPP 68% meet standards	2022 71% meet standard	2023 76% meet standard	2024 81% meet standard	76% meet standard

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Assessment	Revise math placement assessment based on essential skills for each course.	\$ 0.00	N

Action #	Title	Description	Total Funds	Contributing
Action #2	Placement and Curriculum	Expand continuum of offerings, particularly in math, to ensure students are appropriately challenged and supported.	\$ 0.00	N
Action #3	Academic PLC Meetings	Teachers identify essential skills/understandings in weekly PLC meetings.	\$ 0.00	N
Action #4	Academic PLC Meetings	Teachers begin developing common assessments in PLCs.	\$ 0.00	N

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2021-2022, this goal was focused on 7-8 grade students, regardless of subgroup. Students in grade 7 raised their scores by 4%, students in grade 8 raised their score by 2%. OCSA is further focusing this goal to address specific subgroups—students with disabilities—that demonstrate a need for increased achievement based on the California Dashboard.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

Students demonstrated a growth in achievement in 2021-2022 towards this goal. As mentioned above, OCSA is further focusing this goal to address specific subgroups—students with disabilities—that demonstrate a need for improvement.

Goal

Goal #	Description
Goal #2 Maintenance	Improve CAASPP English language arts scores by 5% for students with disabilities and English learners. (LCFF Indicators 2,7)

An explanation of why the LEA has developed this goal.

While OCSA students with disabilities scored 10.9 points above standard, and English learners scored 40.5 points above standard, these subgroups have capacity to improve their achievement data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA scores students with disabilities	2022 51% of all students with disabilities met or exceeded standards	2023 56% will meet or exceed standards	2024 61% will meet or exceed standards	2025 66% will meet or exceed standards	5% increase in scores
CAASPP ELA scores English learners	2021 36% of EL students meet CAASPP ELA Standards	2022 38% of all EL students met or exceeded standards	2023 43% will meet or exceed standards	2024 53% will meet or exceed standards	5% increase in scores

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Academic PLC Meetings	ELA staff will define essential skills and understandings to drive their common assessments and definitions of mastery.	\$ 0.00	Y
Action #2	Academic PLC Meetings	ELA staff will continue to refine their common assessments to provide data pointing toward student achievement progress.	\$ 0.00	Y
Action #3	Curriculum Development	OCSA will adopt a state-approved EL curriculum and teaching materials.	\$ 20,000	Y

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2021-2022, this goal was focused on EL students. EL students raised their scores by 1% in 2022. OCSA is further focusing this goal to address all specific subgroups that demonstrate a need for increased achievement, including EL students and students with disabilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

As mentioned above, OCSA is further focusing this goal to address specific subgroups that demonstrate a need for improvement

Goal

Goal #	Description
Goal #3 Broad (New Goal)	Help OCSA students achieve balance, manage stress, and develop emotional resilience. (LCFF indicators 1, 2, 3, 6, 7)

An explanation of why the LEA has developed this goal.

- According to the spring 2022 stakeholder survey, nearly one-third of students are dissatisfied with the support they receive for their social-emotional needs.
- According to the same survey, students struggle with the workload. Approximately half of students say they spend over 2 hours per day outside of class working on academics, and about 20% say they spend over 2 hours per day outside of class working on their art/conservatory work. Considering the long school day and the significant commute that many of our students face, this leaves little time for other non-school endeavors and makes it difficult for our students to achieve balance.
- According to the spring 2022 stakeholder survey, nearly one-fifth of students feel that OCSA is not preparing them for SLO #6 (Reflect: Practice self-awareness, empathy, and balance to encourage personal growth). This was one of the lowest rated SLOs in regards to effectiveness of practice.
- WASC Focus group B identified a need for proactive SEL programs and services.
- WASC Focus group E identified a need for schoolwide SEL practices and further awareness about bullying and harassment, both for students and for staff. This group also identified a goal to involve students more in conflict mediation and restorative practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Serenity Center Attendance rate	Serenity Center will be established 2023	2024 50% of counselor referrals to Serenity Center are resolved	2025 75% of counselor referrals to Serenity Center are resolved	2026 100% of counselor referrals to Serenity Center are resolved	Establish and staff a Serenity Center to further support students social/emotional needs
Teacher use of level one interventions	MTSS Level One interventions to be established in 2023	2024 50% of teachers will offer assessment-driven interventions at least once per year	2025 100% of teachers will offer assessment-driven interventions at least once per year	2026 100% of teachers will offer assessment-driven interventions at least once per year	Establish a multi-tiered system of support at OCSA
D/F rates on semester grades	Fall 2022: 315 students (14.2%) of OCSA students earned a D or F grade at the end of the semester.	2024 No more than 12% of OCSA students earn a D or F grade at the end of the semester.	2025 No more than 10% of OCSA students earn a D or F grade at the end of the semester.	2026 No more than 8% of OCSA students earn a D or F grade at the end of the semester.	Reduce D/F semester grades 2%
Student perception data from annual survey	Spring 2022: 66.91% of students agreed or strongly agreed with the statement: “I feel satisfied with the support I receive for my social/emotional needs.”	2024 At least 69% of students will report satisfaction with the social/emotional support they receive.	2025 At least 72% of students will report satisfaction with the social/emotional support they receive	2026 At least 75% of students will report satisfaction with the social/emotional support they receive.	Increase student perception data by at least 3%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Programs	Establish a drop-in Serenity center where all students can get in-the-moment mental health support.	\$ 50,000	N
Action #2	Professional Development	Fall PD on inclusive instructional strategies and defining essential skills/understandings.	\$ 30,000	N
Action #3	Professional Development	<p>For the 2023-2024 school year, professional development for academic/elective teachers will focus on principles of Universal Design for Learning (UDL). UDL is not a specific strategy, but a lens for identifying and removing barriers to student learning. UDL consists of three main research-based principles:</p> <ul style="list-style-type: none"> • Offer multiple means of engagement (the “why” of learning) • Offer multiple means of representation (the “what” of learning) • Offer multiple means of action and expression (the “how” of learning) <p>Academic and elective teachers will be engaged in action research around UDL as their professional growth goal for the 2022-2023 school year; each teacher has committed to trying a different strategy to expand access and gathering data on the effect of this strategy on a few chosen focus students.</p>	\$ 0.00	N

Goal

Goal #	Description
Goal #4 Maintenance	Reduce the number of students categorized as chronically absent by 5%. (LCFF indicators 3, 6, 7)

An explanation of why the LEA has developed this goal.

Since the 2020 school year, OCSA has seen a steady increase of students reported absent for any reason more than 10 days. According to the California Dashboard, OCSA’s percentage of students chronically absent is 9.9%, which is defined by the Dashboard as “medium.”

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students absent 10 or more days	2021 9.9% of all students	2022 9.9% of all students	2023 4.9% of all students	2024 2% of all students	Decrease percentage 5%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Attendance Review Team (SART)	OCSA will implement a Student Attendance Review Team to consult and advise on chronic absence issues	\$ 2,000	N
Action #2	Reporting & Accountability	OCSA will continue to refine absence and tardy notifications sent regularly to families who indicate a pattern of chronic absenteeism as defined by the State of California.	\$ 0.00	N

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2021-2022, OCSA restarted their system for notifying families of concerning patterns of attendance. In 2023-2024, OCSA will continue to refine this system to support regular attendance. While a plan for a SART team was proposed for 2021-2022, it will be implemented in fall 2023.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

OCSA made little progress toward this goal in 2021-2022. OCSA has, like many California public schools, struggled with chronic absenteeism since students' return to in-person schooling after the pandemic. Although OCSA Administration and staff made chronic absenteeism a schoolwide focus in 2022-2023, there was no decrease in the percentage.

Goal

Goal #	Description
Goal #5 Maintenance	Continue to develop, refine, and improve CTE pathways within OCSA conservatory curriculum. (LCFF Priority 1, 2, 7)

An explanation of why the LEA has developed this goal.

OCSA has been developing CTE pathways in each of their conservatory offerings on campus. Additionally, OCSA has supported conservatory teachers in obtaining their CTE credentials through offering on-campus credentialing instruction, for the last three years, and will continue to offer that support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students completing CTE sequence or program of study.	2020 0 students	2021 10% of all students	2022 20% of all students	2023 75% of all students	75% of all students
Percentage of conservatory teachers completing CTE credential program	2020 0 teachers	2021 10% of all conservatory teachers	2022 20% of all conservatory teachers	2023 50% of all conservatory teachers	50% of all conservatory teachers

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development	Provide professional development support to Conservatory Directors to facilitate the creation and further development of CTE courses and pathways.	\$ 200,000	N

Action #	Title	Description	Total Funds	Contributing
Action #2	Instructional Equipment & Technology	Purchase instructional equipment and technology to support CTE curriculum goals in each conservatory.	\$ 69,000	N
Action #3	Professional Development	Provide continued CTE credentialing coursework to conservatory teachers to obtain CTE credential	\$ 105,000	N

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and implementations regarding this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

OCSA spent \$86,000 dollars more than anticipated in instructional technology in 2022-2023.

An explanation of how effective the specific actions were in making progress toward the goal.

OCSA has been very successful in implementing this goal. The target is to have 100% of conservatory teachers CTE credentialed and 100% of conservatory classes compliant with CTE pathways by 2025.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$697,187	\$104,578

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0%	0%	\$0	0%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In 2022-2023, OCSA had a total population of one foster youth. Because of this, no particular accommodations are needed for foster youth in this plan.

EL student needs are addressed in Goals 2 and 3. The actions in both of those goals will contribute to the overall academic success and social/emotional well-being of these students.

Low-income students at OCSA have not demonstrated a particular gap in achievement as compared with the entire school population. With that said, Goal 2 addresses the needs of these students by supporting their overall social/emotional needs on campus. With this support, it is believed that all students' academic achievement will increase.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Because of the low number of foster youth on campus (one student) there are no plans for increasing services. The targeted actions described in goals 2 and three will support low-income and EL students in further academic achievement.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	<p>OCSA’s EL population is 1.3%, it has one enrolled foster students, and no expelled students. Because of the low reported number of students, OCSA has no classified staff assigned to support these high needs groups.</p> <p>OCSA’s low-income population is 13%. OCSA’s low-income population has not demonstrated any particular gaps in academic progress. Because of this, there are no classified staff assigned to support.</p>	N/A
Staff-to-student ratio of certificated staff providing direct services to students	<p>OCSA’s EL population is 1.3%, it’s low-income population is 13%, it has one enrolled foster students and no expelled students. Because of the low reported number of students, OCSA has one teacher assigned to EL support but no other teachers assigned to support other high needs populations.</p> <p>OCSA’s low-income population is 13%. OCSA’s low-income population has not demonstrated any particular gaps in academic progress. Because of this, there are no certificated staff assigned to support.</p>	N/A