

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

LEA name:

Orange County Educational Arts Academy

CDS code:

30-66670-0109066

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

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 III, 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.

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.

Orange County Educational Arts Academy (OCEAA) strategically aligns the use of federal funds with the goals, actions, and services outlined in its 2025-26 Local Control and Accountability Plan (LCAP) to supplement and enhance programs that support equitable outcomes for all students, particularly English Learners, low-income students, students with disabilities, homeless youth, and other historically underserved populations. Serving approximately 650 students in grades TK-8, including 64.1% socioeconomically disadvantaged students, 34.8% English Learners, and 14.3% students with disabilities, OCEAA utilizes federal funding to strengthen academic achievement, student engagement, family partnerships, and educator effectiveness.

OCEAA's LCAP is organized around five goals: (1) Conditions of Learning, (2) Academic Achievement, (3) High-Quality Learning Outcomes, (4) School Climate and Student Engagement, and (5) Parent Involvement and Engagement. Federal funds are strategically leveraged to complement state and local investments by providing targeted supports that accelerate student learning and remove barriers to success. These supplemental investments include professional development for teachers and staff, support for English Learners and their families, implementation of a Multi-Tiered System of Supports (MTSS), academic interventions, expanded access to technology and instructional resources, attendance and engagement initiatives, counseling and social-emotional supports, and meaningful family engagement opportunities.

OCEAA's educational program is grounded in its Dual Language Immersion model and its partnership with EL Education, which emphasizes academic achievement, character development, and high-quality student work. Federal funding supports the continued implementation of evidence-based practices that advance biliteracy, bilingualism, and college and career readiness while ensuring all students have access to rigorous instruction, inclusive learning environments, and personalized supports. Through ongoing analysis of local and state performance data, stakeholder feedback, and student needs assessments, OCEAA prioritizes the use of federal resources to strengthen outcomes

for student groups identified for additional support and to advance the school's mission of nurturing creative and critical thinkers through the integration of arts, technology, language, and culture.

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 | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

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

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Orange County Educational Arts Academy (OCEAA) recognizes parents and families as essential partners in student success and implements a comprehensive strategy to promote meaningful parent and family engagement in accordance with ESSA Section 1116. OCEAA actively engages families in the planning, implementation, and evaluation of programs through the School Site Council (SSC), or the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Families Supporting OCEAA (FSO), annual needs assessment surveys, monthly Coffee with the Executive Director and Principal meetings, and other stakeholder engagement opportunities.

Parents of Title I students are informed of their rights and opportunities for involvement through the Parent and Family Engagement Policy, School-Parent Compact, Family Handbook, school website, ParentSquare communications, and regular home-school communications provided in both English and Spanish. OCEAA provides multiple opportunities for families to participate in decision-making processes related to student achievement, school improvement, and the development, implementation, and annual evaluation of the Local Control and Accountability Plan (LCAP).

To support student learning, families participate in annual Back-to-School Night, Student-Led Conferences (SLCs), English Learner progress meetings, Multi-Tiered System of Supports (MTSS) and intervention meetings, arts performances, exhibitions of student work, family education workshops, and community-building events. Parents of students receiving additional academic, behavioral, or social-emotional support are engaged through ongoing communication and collaborative planning meetings to monitor student progress and identify appropriate interventions.

OCEAA regularly gathers and analyzes stakeholder feedback to improve programs and services. During the 2025-26 Needs Assessment, responses were received from both English Learner and non-English Learner families, including representation from 36% of English Learner families and 31% of non-English Learner families. Survey results identified strengths in school safety, family inclusion, communication accessibility, counseling services, Crew and Habits of Character, and OCEAA's Dual Language Immersion program. Families also expressed interest in additional communication regarding student progress, expanded parent workshops and resources, increased opportunities for volunteer involvement, greater understanding of EL Education and academic programs, and continued support for students' academic and social-emotional growth. OCEAA uses this feedback to inform LCAP actions, Title I programming, family engagement activities, and schoolwide continuous improvement efforts.

OCEAA's family engagement strategy is designed to build strong school-family partnerships, increase family capacity to support learning at home, promote regular attendance and student engagement, and ensure equitable access to information and resources for all families. Through these efforts, OCEAA strengthens connections between home and school while advancing the academic, social-emotional, and developmental success of all students. Individual conversations between the Principal and families of students with attendance issues during registration open up a conversation around the reasons to provide support.

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.

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:

OCEAA will operate a Schoolwide Program (SWP). The required components are listed

below:

OCEAA operates a Title I Schoolwide Program (SWP) designed to improve educational outcomes for all students, with particular attention to students who are academically at risk, English Learners, students with disabilities, socioeconomically disadvantaged students, homeless youth, and other historically underserved student groups. OCEAA does not operate a Targeted Assistance Program and does not serve students in local institutions for neglected or delinquent children.

1. **Comprehensive Needs Assessment:** OCEAA annually conducts a comprehensive needs assessment utilizing multiple measures of student, family, and staff data. Sources include the California School Dashboard, CAASPP results, English Learner progress data, attendance and suspension data, local assessment data, Panorama student and staff surveys, annual family needs assessment surveys, ELAC recommendations, School Site Council input, and stakeholder feedback collected through LCAP engagement activities. As a school where more than 64% of students are socioeconomically disadvantaged, OCEAA uses this data to identify strengths, prioritize needs, and allocate resources to improve outcomes for all students.
2. **Effective Schoolwide Reform Strategies:** OCEAA implements a comprehensive educational program grounded in research-based practices, including a 90:10 Two-Way Dual Language Immersion model, EL Education's nationally recognized school improvement framework, arts integration, Multi-Tiered System of Supports (MTSS), inclusive educational practices, restorative approaches, social-emotional learning, and project-based learning experiences. In 2024-25, OCEAA earned full EL Education Credential status, becoming the first Dual Language Immersion school in the nation to achieve this distinction.
3. **Instruction by Qualified Teachers:** OCEAA prioritizes the recruitment, retention, and development of highly qualified educators. Teachers hold appropriate California credentials and authorizations, including English Learner authorizations, and receive ongoing coaching, support, and professional development aligned with schoolwide goals and student needs.
4. **High-Quality Professional Development:** Professional learning is aligned with LCAP Goal 2 and includes ongoing training in Dual Language Immersion instructional practices, English Learner supports, data analysis, MTSS implementation, inclusive practices, social-emotional learning, EL Education implementation, and standards-based instruction. OCEAA's instructional leadership structure includes specialized roles such as the Dual Language Immersion Curriculum and Instruction Coordinator, School Culture and Character Coordinator, Assessment and Intervention Coordinator, and school leadership team, who support continuous improvement and educator effectiveness.
5. **Strategies to Attract and Retain Qualified Staff:** OCEAA recruits highly qualified educators through EdJoin, university partnerships, professional organizations, educational networks, and community outreach efforts. The school utilizes a rigorous selection process designed to identify candidates who align with OCEAA's mission, Dual Language Immersion model, and commitment to equity, inclusion, and high academic expectations. OCEAA strives to build capacity and a positive climate to improve retention.
6. **Strategies to Increase Parent and Family Engagement:** OCEAA promotes strong school-family partnerships through School Site Council (SSC), or the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Families Supporting OCEAA (FSO), Student-Led Conferences, Coffee Chats, family workshops, community events, and ongoing two-way communication. ParentSquare serves as the school's primary communication platform, providing accessible communication in multiple languages. Annual needs assessment surveys and stakeholder engagement activities guide continuous improvement efforts and help ensure family voice informs school decision-making.

7. **Plan for Student Transitions:** OCEAA's MTSS framework includes universal academic, behavioral, and social-emotional screening to identify and support students during key transition periods. Incoming students and families receive orientation and transition supports to facilitate successful entry into OCEAA's Dual Language Immersion program. Students with disabilities receive transition planning and support through OCEAA's partnership with El Dorado Charter SELPA, where OCEAA recently completed its fifth year of participation with strong outcomes. OCEAA also provides secondary transition support for promoting eighth-grade students through high school information sessions, college and career exploration activities, individualized student conversations regarding future pathways, and family engagement opportunities.
8. **Teacher and Stakeholder Input on Instructional Programs:** OCEAA values shared leadership and stakeholder participation in decision-making. Teachers, administrators, specialized instructional support personnel, parents, and advisory committees provide input through the Instructional Leadership Team, MTSS Team, Teacher Forum, School Site Council/ PAC, ELAC, professional learning communities, and LCAP development processes. This collaborative approach supports continuous improvement and ensures instructional programs remain responsive to student needs.
9. **Timely Assistance for Students Experiencing Difficulty:** OCEAA utilizes multiple measures to identify students in need of additional support, including universal screeners, CAASPP results, local assessments, English Learner progress data, attendance monitoring, behavior data, teacher referrals, and Panorama survey results. Student progress is monitored through PowerSchool, Illuminate, and PowerSchool's "Analytics & Insights" data warehouse system, allowing staff to analyze trends and respond quickly to academic, behavioral, attendance, and social-emotional concerns. Through MTSS, students receive targeted interventions, progress monitoring, counseling support, English Learner services, and special education support as appropriate.

Recent student outcome data demonstrates the effectiveness of these schoolwide efforts. In 2025, OCEAA's CAASPP English Language Arts results increased by 11.7 points, with no student groups identified in the red or orange performance levels. Students with disabilities demonstrated substantial growth compared to baseline performance, including a 155% increase in ELA achievement and a 55% increase in mathematics achievement since 2018-19. Chronic absenteeism declined by 3.5 percentage points, suspension rates remained exceptionally low at 0.3%, and English Learners demonstrated continued academic growth in both ELA and mathematics. These results help guide OCEAA's ongoing continuous improvement efforts and resource allocation decisions.

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:

Orange County Educational Arts Academy (OCEAA) recognizes the right of all students experiencing homelessness to enroll in, attend, and fully participate in the school's educational program. OCEAA has adopted a Homeless Education Policy that complies with the McKinney-Vento Homeless Assistance Act and ensures that homeless children and youth have equal access to the same free, appropriate public education provided to all students.

OCEAA designates a McKinney-Vento/Foster Youth Liaison who works closely with school leadership, families, community agencies, and Families Supporting OCEAA (FSO) to identify, monitor, and support students experiencing homelessness. The liaison maintains ongoing communication with families to assess needs, remove barriers to enrollment and attendance, connect families to available resources, and ensure students have access to academic, social-emotional, nutritional, health, transportation, and school participation supports.

Students experiencing homelessness receive immediate enrollment, even when records typically required for enrollment are unavailable. OCEAA assists families in obtaining educational, immunization, and other records while ensuring students continue uninterrupted access to instruction and school services. Homeless students are provided equitable access to all academic programs, special education services, English Learner services, extracurricular activities, fieldwork opportunities, counseling supports, nutrition services, and family engagement activities.

Through OCEAA's Multi-Tiered System of Supports (MTSS), attendance monitoring processes, counseling services, and school-family partnerships, staff regularly review student progress and intervene when additional support is needed. Title I and McKinney-Vento reserved funds, when applicable, are used to address barriers that may impact school attendance, engagement, and academic success. OCEAA's goal is to ensure that students experiencing homelessness have the stability, resources, and opportunities necessary to achieve academic success and fully participate in the life of the school.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

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:

OCEAA supports successful student transitions through a comprehensive system of academic, social-emotional, and family supports. OCEAA's Multi-Tiered System of Supports (MTSS) includes universal academic, behavioral, and social-emotional screening to proactively identify students who may need additional support during key transition periods. Incoming students and families participate in orientation activities, and OCEAA hosts a Kindergarten Round-Up and family information sessions to support successful entry into the school's Dual Language Immersion program.

Students with disabilities receive individualized transition planning and support through OCEAA's partnership with El Dorado Charter SELPA. School staff collaborate with families and service providers to ensure continuity of services and appropriate supports as students transition between grade levels and educational settings.

Consistent with LCAP Goal 4, School Climate and Student Engagement, OCEAA implements College Awareness and Engagement activities that help students explore future educational and career pathways. Students participate in age-appropriate college and career awareness experiences, leadership opportunities, service learning, fieldwork, and structured reflection activities that help them identify their interests, strengths, and long-term goals. All eighth-grade students engage in individualized conversations regarding high school options and future aspirations to support informed decision-making.

To facilitate the transition from middle school to high school, OCEAA invites local public, charter, private, and specialized high school programs to present enrollment options and academic pathways to students and families. School staff provide guidance regarding high school selection and available educational opportunities. Through its Dual Language Immersion program, EL Education partnership, arts integration, and focus on the Habits of Character, OCEAA equips students with the academic skills, bilingualism, leadership, collaboration, and critical thinking abilities necessary for success in high school, postsecondary education, and future careers.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

OCEAA's system of professional growth and improvement is aligned to the goals and actions outlined in the Local Control and Accountability Plan (LCAP) and is designed to strengthen educator effectiveness, instructional quality, and student outcomes across the Three Dimensions of Student Achievement: Mastery of Knowledge and Skills, Character, and High-Quality Work. Professional learning opportunities are informed by student achievement data, implementation reviews, stakeholder feedback, and schoolwide continuous improvement goals.

OCEAA provides ongoing professional development through annual preservice days, student-free professional learning days, weekly professional learning community (PLC) collaboration time, instructional coaching, and job-embedded learning opportunities. Professional development focuses on evidence-based instructional practices, Dual Language Immersion pedagogy, English Learner

supports, inclusive practices, Multi-Tiered System of Supports (MTSS), student-engaged assessment, social-emotional learning, and implementation of the EL Education model.

As a credentialed EL Education school, OCEAA partners with EL Education to provide coaching, implementation support, leadership development, and continuous improvement processes grounded in data analysis and reflection, through Plan-Do-Study'Act, data informed iterative protocols. Professional learning is supported through a shared leadership structure that includes the Administrative Leadership Team (ALT), Instructional Leadership Team (ILT), grade-level representatives, and instructional coordinators responsible for advancing the Three Dimensions of Student Achievement. These leadership opportunities provide teachers with meaningful roles in schoolwide decision-making, program implementation, and continuous improvement efforts.

OCEAA supports new teacher development through mentoring, coaching, and participation in the Orange County Department of Education's BTSA/Induction Program. Teachers receive ongoing feedback through coaching cycles, collaborative planning, classroom observations, and professional reflection processes. Professional development effectiveness is regularly evaluated through participant feedback, implementation reviews, and student outcome data to ensure continuous growth and responsiveness to educator needs.

Through these systems of professional growth, leadership development, and collaborative inquiry, OCEAA builds the capacity of teachers, administrators, and school leaders to meet the diverse needs of all students while advancing the school's mission and strategic 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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

OCEAA is a single school LEA.

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:

OCEAA uses data and ongoing stakeholder consultation to continuously evaluate and improve activities supported through Title II, Part A. Consistent with EL Education's continuous improvement framework, school leaders and staff review CAASPP results, English Learner progress data, local

assessments, attendance and behavior data, Panorama surveys, implementation reviews, and professional development feedback to identify priorities and monitor progress.

Professional learning effectiveness is evaluated through coaching cycles, learning walks, implementation reviews, and participant feedback. Data is regularly reviewed by the Administrative Leadership Team (ALT), Instructional Leadership Team (ILT), MTSS Team, and grade-level teams to inform professional development priorities and instructional support.

OCEAA also consults with teachers, administrators, families, School Site Council (SSC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and EL Education partners through ongoing improvement processes and LCAP development activities to ensure Title II-funded activities remain responsive to student and staff needs.

Professional development is designed around found areas of growth identified by data, included in the workplan and the theories of action, and connected to data-informed improvement cycles.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OCEAA provides ongoing professional development to classroom teachers, administrators, instructional support staff, and school leaders to strengthen services for English Learners within its Dual Language Immersion program. The English Learner Coordinator, Dual Language Immersion Curriculum and Instruction Coordinator, and school leadership team provide training on ELPAC administration and analysis, designated and integrated ELD implementation, English Learner progress monitoring, language acquisition strategies, and the California ELA/ELD Framework.

Professional learning is embedded within OCEAA's broader continuous improvement system and includes coaching cycles, learning walks, collaborative planning, data analysis, and MTSS processes. Staff receive ongoing support in implementing evidence-based instructional practices that promote biliteracy, bilingualism, academic language development, student discourse, and equitable access to rigorous instruction. Professional development also includes training related to the Pathway to Biliteracy Awards Program and the effective use of assessment data to improve outcomes for English Learners.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OCEAA works with all its immigrant children and youth to support them intentionally. Our MTSS and COST teams support immigrant students and their families upon entry, and monitor their progress to determine when to fade or increase supports. Because our immigrant youth are typically from homes where Spanish is spoken, our dual immersion program supports immigrant youth by providing 50- 90% of instruction in the student's home language, easing the transition of students to the school community.

Title III Programs and Activities

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

It is a priority at OCEAA for all of our English Language Learners to advance each year in their language development and be redesignated. Based on their Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). OCEAA ensures ELs have access to early literacy through our two-way bilingual immersion model, which foundational literacy is taught in the home language of ELs. OCEAA will also support professional development for teachers, including training in language transfer and other strategies that are essential for developing biliteracy. The MTSS team, School Site Council/ PAC, and Instructional Leadership Team will monitor the effectiveness of instruction and intervention in meeting the needs of our English Learners. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language and math proficiency at home through monthly ELAC meetings and our Pathways to Biliteracy program.

The before- and after-school EL Enrichment program follows the Continuum of Literacy and provides targeted support to help students develop the receptive and productive language skills needed for academic success. Students work in small guided reading groups led by credentialed teachers several times each week, receiving regular instruction tailored to their language development needs.

English Proficiency and Academic Achievement

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The selected instructional programs and curricula at OCEAA were chosen because of their grounding in research and effectiveness with English Learners. OCEAA uses proven methodologies, including 90:10 two-way bilingual immersion, EL Education's core practices, and supplemental instruction for students who are acquiring English. Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency. Student mastery of the grade level content standards will be measured through multiple measures; assessment results are disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for two years after reclassification. ELs and RFEP students not making adequate ELD or academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OCEAA uses Title IV, Part A funds, when available, to support activities that provide students with a well-rounded education, promote safe and healthy learning environments, and enhance the effective use of technology. Depending on annual funding allocations and identified school needs, Title IV funds may be used to support educational technology, digital learning resources, instructional software, and other tools that increase student access to high-quality learning opportunities and support academic achievement.

OCEAA may also utilize Title IV resources to strengthen implementation of its EL Education model and other evidence-based programs that promote student engagement, character development, academic achievement, and high-quality work. These efforts align with OCEAA's Local Control and Accountability Plan (LCAP) goals and support the development of creative, critical thinkers through the integration of arts, technology, language, and culture.

Program effectiveness is evaluated through student achievement data, local assessments, implementation reviews, technology usage data, stakeholder feedback, and other indicators of student engagement and success. Results are reviewed as part of OCEAA's continuous improvement processes to ensure resources are effectively supporting student outcomes and schoolwide goals.