

# Orange County Educational Arts Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Santa Ana Unified
<b>Phone Number</b>	(714) 558-5501
<b>Superintendent</b>	Stefanie Phillips
<b>E-mail Address</b>	<a href="mailto:stefanie.phillips@sausd.us">stefanie.phillips@sausd.us</a>
<b>Web Site</b>	<a href="http://www.sausd.k12.ca.us">http://www.sausd.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Orange County Educational Arts Academy
<b>Street</b>	825 North Broadway
<b>City, State, Zip</b>	Santa Ana, Ca, 92701-3423
<b>Phone Number</b>	714-558-2787
<b>Principal</b>	Kristin Collins, Principal
<b>E-mail Address</b>	<a href="mailto:info@oceaa.org">info@oceaa.org</a>
<b>Web Site</b>	<a href="http://www.oceaa.org">http://www.oceaa.org</a>
<b>County-District-School (CDS) Code</b>	30666700109066

Last updated: 1/8/2018

## School Description and Mission Statement (School Year 2017-18)

OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners to provide a well-rounded education to the students of Orange County. As a public charter school serving approximately 580 students grades TK-8, OCEAA is funded directly from the state based on student attendance and is subject to the same accountability measures as other public schools. We continue to proactively refine our curriculum and instruction to ensure students are challenged with rigorous studies, leading to continued achievement and growth.

Knowing that students do better when their families are involved, we strive to create a school culture where teachers and parents are partners in the educational process. We not only encourage parent participation at OCEAA, but it is part of the community that we foster.

OCEAA offers families a choice of two program options: an English Mainstream/Structured English Immersion Program (EM/SEI) and a Two-Way Immersion Program (TWI). During the 2011-12 school year, the OCEAA Board of Directors voted to gradually phase out the EO/SEI program option. In 2016/17, EM/SEI is available only in Grades 6-8.

### ***Two-Way Immersion Program***

OCEAA follows one of the most effective models for second-language acquisition (Collier & Thomas; Lindholm-Leary) which is the 90:10 two-way model. Initially, 90% of the day is taught in Spanish; as students progress through the program, the language of instruction balances to 50% English and 50% Spanish by the time students reach 5th grade. All students are initially taught literacy in Spanish with English literacy being added on in 3rd grade. Content is equally divided between the two languages as well. The goals of the program are for students to be bilingual/billiterate, demonstrate academic excellence in Spanish and English, and develop positive cross-cultural competencies.

### ***English Mainstream/Structured English Program***

Students in the EM/SEI program receive all of their instruction in English. Teachers use research-based instructional strategies for their English learners to facilitate language acquisition. These include visuals, multi-sensory activities and incorporating students' prior knowledge in their primary language. The goals of the program are academic excellence in English and positive cross-cultural competencies.

### ***Arts & Technology***

OCEAA incorporates art rotations for discipline-specific instruction in grades TK-6. 7th and 8th grades choose a discipline to specialize in: dance, theater, visual arts and media arts are currently offered.

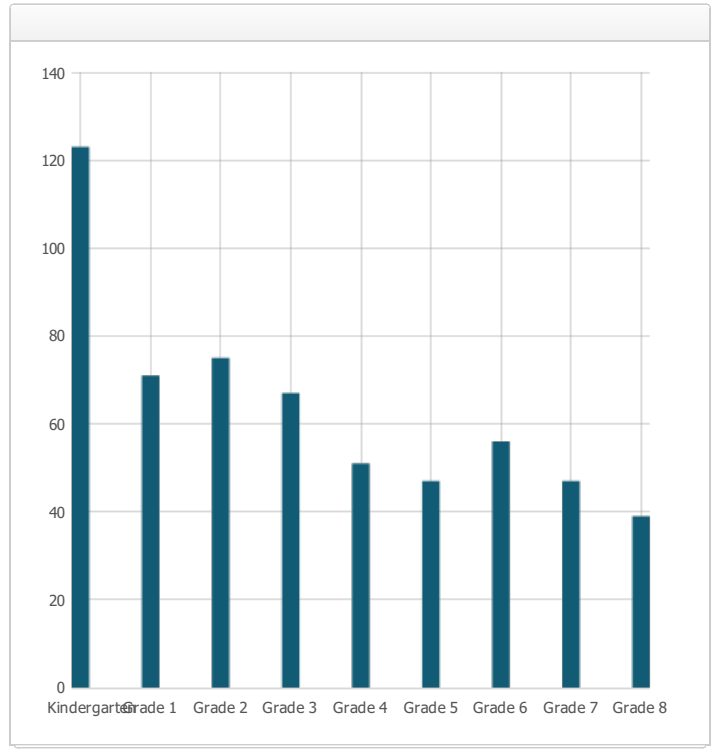
In addition, teachers integrate art during core instruction to support students in learning and demonstrating their knowledge of essential content standards.

OCEAA's technology goal is for our students to access, process and communicate information through the use of various technological media.

*Last updated: 1/8/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	123
Grade 1	71
Grade 2	75
Grade 3	67
Grade 4	51
Grade 5	47
Grade 6	56
Grade 7	47
Grade 8	39
<b>Total Enrollment</b>	<b>576</b>



*Last updated: 1/8/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.3 %
Asian	0.7 %
Filipino	0.0 %
Hispanic or Latino	92.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	3.6 %
Two or More Races	1.0 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.8 %
English Learners	52.6 %
Students with Disabilities	7.1 %
Foster Youth	0.0 %

*Last updated: 1/8/2018*

## A. Conditions of Learning

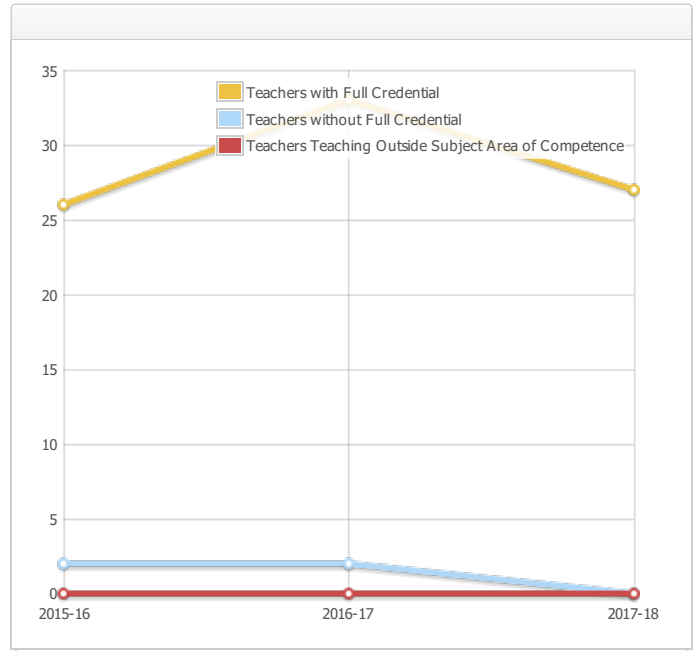
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

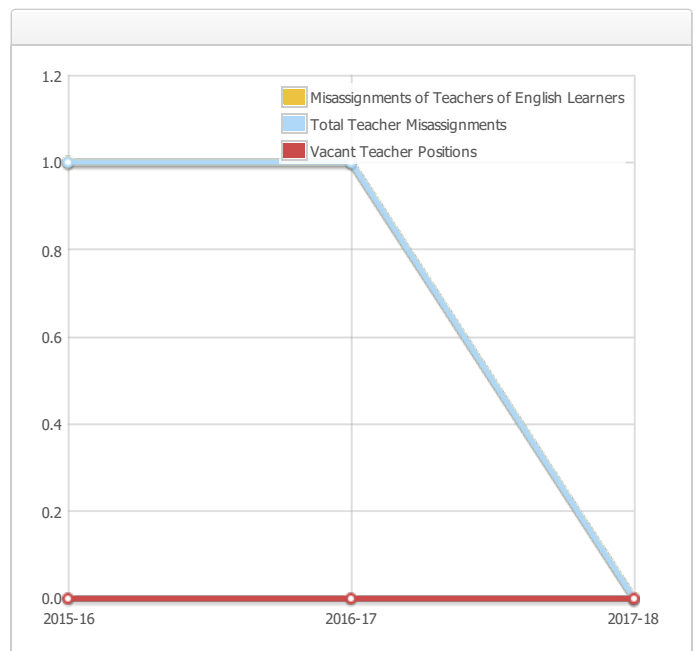
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	33	27	
Without Full Credential	2	2	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: July 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<p>OCEAA uses textbooks as a resource for reading/language arts. Teachers develop curriculum in Spanish language arts aligned with Lucy Caulkins' Units of Study and 6 Traits writing; both are based on authentic literature that is tailored to the unique mission and vision of our school and that meets the individual needs of our students.</p> <p>Bien Dicho is used to support grammar instruction in Spanish in grades 2-8.</p> <p>Grades 1 and 3 are piloting Benchmark Adelante's integrated Spanish language arts curriculum in 2016-17.</p> <p>In Grades 4-8, English Language Arts is taught using EL Education's ELA Curriculum Modules, which are based on rigorous texts.</p>	No	0.0 %
Mathematics	<p>OCEAA uses the following textbooks as a resource. Teachers develop curriculum that is tailored to the unique mission and vision of our school and that meets the individual needs of our students.</p> <p>TK-K EngageNY</p> <p>1-8 Harcourt's Go Math!</p>	No	0.0 %
Science	<p>OCEAA uses the following textbooks as a resource. Teachers develop curriculum that is tailored to the unique mission and vision of our school and that meets the individual needs of our students.</p> <p>K-3 Houghton Mifflin Science (2000)</p> <p>4-5 Pearson Science (2012)</p> <p>6-8 Pearson Science (2009)</p>	No	0.0 %
History-Social Science	<p>OCEAA uses the following textbooks as a resource. Teachers develop curriculum that is tailored to the unique mission and vision of our school and that meets the individual needs of our students.</p> <p>K-4 Houghton Mifflin history-social science (2007).</p> <p>5-8 Teachers Curriculum Institute History Alive! and McDougal Littell history-social science (2005 and 2006)</p>	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

## School Facility Conditions and Planned Improvements

### General

OCEAA takes great efforts to ensure that the facility and grounds are a safe, clean, functional place for children, staff, and site visitors at all times of operation. The school uses the Facility Inspection Tool (FIT) survey developed by the Office of Public School Construction to determine if the school facility is in "Good Repair" as defined Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. The results of this survey are available at the school's office and on the internet at [www.oceaa.org](http://www.oceaa.org)

The building has enough classrooms and teaching and learning space for the activities we provide. We have one full-time facilities coordinator that manages the cleaning, minor repairs, and general preventative maintenance on a daily basis. We also outsource to an outside custodial service and have access to multiple contractors and service personnel for repairs that cannot be completed by staff onsite.

Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe and functional learning environment

### Layout

OCEAA has 29 classrooms, one library/multiple use location, one dance room, one music room, a staff lounge, one computer lab, and support rooms for copier, RSP, speech, psychologist, Literacy Specialist, Arts Coordinator, Technology Director, business offices, and storage. It also has a fully functional kitchen and dining hall. The dining hall also serves as a multipurpose room for school functions.

### Cleaning, Maintenance, and Repair

Custodial duties are completed in 3 shifts that conduct cleaning and maintenance activities. Regular meetings are held with the administration, the Facilities Coordinator and outsourced custodial contractors to ensure that cleaning and maintenance is conducted on time and in the least invasive way possible. The Facilities Coordinator is qualified to conduct minor repairs to plumbing, electrical, and other site systems. As needed, OCEAA calls upon a number of local contractors who provide additional repair and construction services.

### Other minor repairs and improvements included:

- Repair of telephone line in elevator
- Installation of tile in health office
- Replace plywood on outdoor stage
- Replace chain on playground equipment
- Replace doors in lobby leading to playground
- New carpeting installed in some classrooms and common areas
- Ran Air Conditioning Ducts in new office areas
- General Repairs & Maintenance to HVAC, including Forced Air Unit Motors, Fan Blades and Thermostat Replacements
- Repairs to kitchen sink plumbing
- Repair kitchen ice maker
- Walls were painted in some classrooms, hallways and offices
- New breakers were installed in one classroom
- Sprinkler repairs
- Hallway light fixture repairs
- Pest control

Funds to pay for these projects were provided by General Funds

### Modernization Projects

- New ceiling fixtures were added to the main building through the use of Prop. 39 funds. The new fixtures uses LED lights and significantly reduced the cost of energy for the school.

- Improvements to HVAC units.
- Modifications to classrooms to make them bigger.

*Last updated: 1/8/2018*

### School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roof in Main Building needs repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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*Last updated: 1/8/2018*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

###### Academic Performance Index

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and 2015 Growth APIs for elementary, middle, and high schools, and local educational agencies (LEAs). Since the first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, Base to Growth comparisons will be reported in 2015-16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

Assembly Bill (AB) 484 amended California Education Code (EC) sections 52052(e)(2)(F) and 52052(e)(4). As a result, schools and LEAs that do not have an API calculated in 2013-14 and 2014-15 shall use one of the following to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	45%	45%	31%	31%	48%	48%
Mathematics (grades 3-8 and 11)	30%	33%	25%	25%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	309	306	99%	45.1%
Male	149	148	99.3%	35.81%
Female	160	158	98.8%	53.79%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	288	285	99%	42.46%
Native Hawaiian or Pacific Islander				
White	13	13	100%	76.92%
Two or More Races				
Socioeconomically Disadvantaged	223	222	99.6%	36.94%
English Learners	144	144	100%	21.53%
Students with Disabilities	34	32	94.1%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	308	305	99.03%	32.79%
Male	148	147	99.32%	34.01%
Female	160	158	98.75%	31.65%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	287	284	98.95%	31.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	13	100.00%	38.46%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	222	221	99.55%	26.70%
English Learners	187	187	100.00%	26.20%
Students with Disabilities	33	31	93.94%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	33.0%	39.0%	40.0%	41.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	14.6%	27.1%	52.1%
7	50.0%	31.6%	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

OCEAA promotes parent involvement on a variety of levels, from volunteering at school events to working side-by-side with staff in developing policy and procedures in various committees. Parents are encouraged to be advocates for their child's education through our monthly meetings with administration, parent conferences, Board meetings, parent education workshops, weekly assemblies, and our open door policy. In addition, OCEAA annually seeks feedback from parents through surveys, which OCEAA then uses to refine and improve the instructional program and services provided to our students and their families.

OCEAA has several active parent committees and councils:

1. Families Supporting OCEAA (FSO) is comprised of parents, guardians, and staff representatives. FSO is governed by bylaws adopted by the parents involved in the committee. Meetings are held throughout the year allowing parents to participate in their child's education and help raise funds for the school. The FSO serves as a venue to facilitate open and ongoing communication between the school staff and home, and also acts in an advisory capacity to OCEAA's Board. Contact the FSO President at [fso@oceaa.org](mailto:fso@oceaa.org) for more information.
2. School Site Council (SSC) is comprised of teachers, staff and parents who are elected according to the Council's bylaws and who operate in accordance with state and federal guidelines to develop the annual Single School District Plan for Student Achievement. Meetings are held monthly and open to the public. Contact Kristin Collins, School Director and SSC Chair, at [kcollins@oceaa.org](mailto:kcollins@oceaa.org) for more information.
3. English Learner Advisory Committee (ELAC) is comprised of parents of English Learners and the EL Program Coordinator, and advises the school director and staff on programs and services for English learners and the School Site Council on the development of the Single School District Plan for Student Achievement. Meetings are held monthly and open to the public. Contact Claudia Sachs, EL Coordinator, at [csachs@oceaa.org](mailto:csachs@oceaa.org) for more information.

### State Priority: Pupil Engagement

*Last updated: 1/8/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

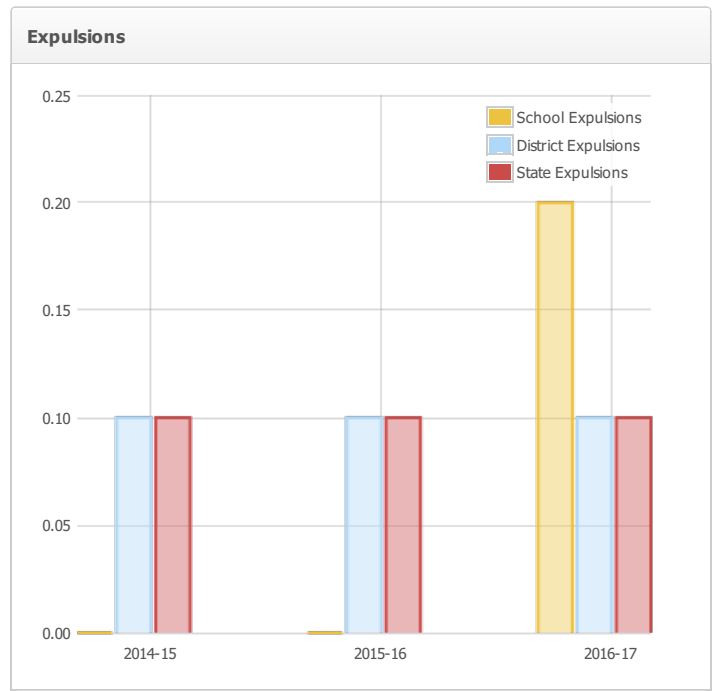
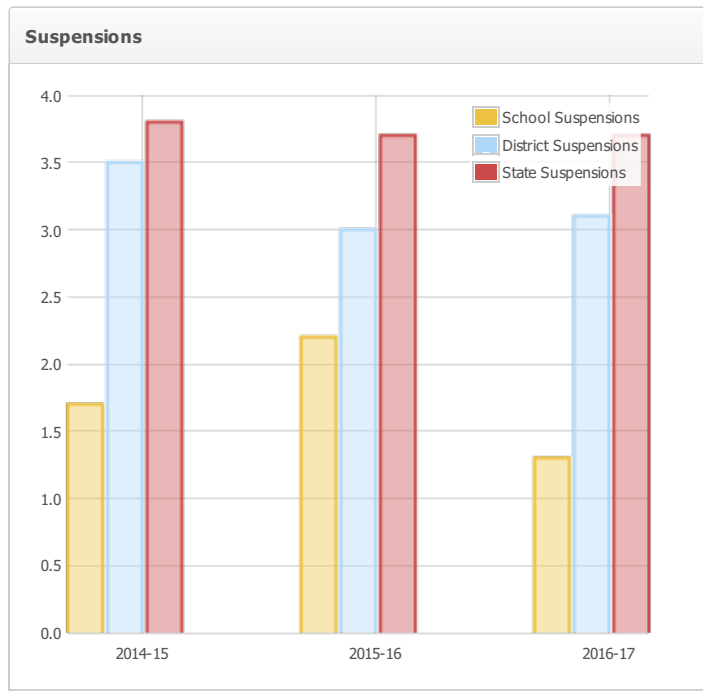
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7%	2.2%	1.3%	3.5%	3.0%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

### School Safety Plan (School Year 2017-18)

OCEAA has a school safety plan, which encompasses both day-to-day safety of students and employees, and major disaster planning. Administration acts as an ad-hoc School Safety Committee and is charged with reviewing the plan and developing procedures to avoid potential risks and proactively plan for worst-case scenarios.

Procedures For Background Checks.

OCEAA complies with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees prior to employment. All volunteers are required to sign in upon entering the school and are only permitted to work with students under the supervision of a certificated employee.

### Role Of Staff As Mandated Child Abuse Reporters

All staff are mandated child abuse reporters and follow all applicable reporting laws.

**Immunizations**

OCEAA adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Education.

**Emergency Preparedness**

The Charter School adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

*Last updated: 1/8/2018*



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	5	0	0	19.0	6	0	0	21.0	2	4	0
1	20.0	4	0	0	20.0	4	0	0	18.0	4	0	0
2	20.0	3	0	0	18.0	4	0	0	19.0	4	0	0
3	19.0	3	0	0	18.0	3	0	0	17.0	4	0	0
4	32.0	0	1	1	26.0	0	2	0	26.0	0	2	0
5	31.0	0	2	0	30.0	0	1	1	24.0	0	2	0
6	28.0	0	2	0	27.0	0	2	0	28.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/8/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	1	5	0	23.0	2	2	0	23.0	4	2	0
Mathematics	25.0	1	3	0	23.0	2	2	0	22.0	3	1	0
Science	25.0	1	3	0	23.0	2	2	0	22.0	3	1	0
Social Science	25.0	1	3	0	23.0	2	2	0	22.0	3	1	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12956.0	\$2250.0	\$10706.0	\$66519.0
District	N/A	N/A	\$0.0	\$90751.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-30.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	47.8%	-17.4%

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

**Types of Services Funded (Fiscal Year 2016-17)**

Every student is offered specialized education in the arts and technology through various sources. Most of the funding comes from our general operating budget that is subdivided into various program budgets such as Arts, Technology, After-School program, before and after school tutoring. Other sources of funding come from donations, partnerships with art grants, and technology grants or vouchers offered to state schools. Students are provided access to after school art and enrichment classes.

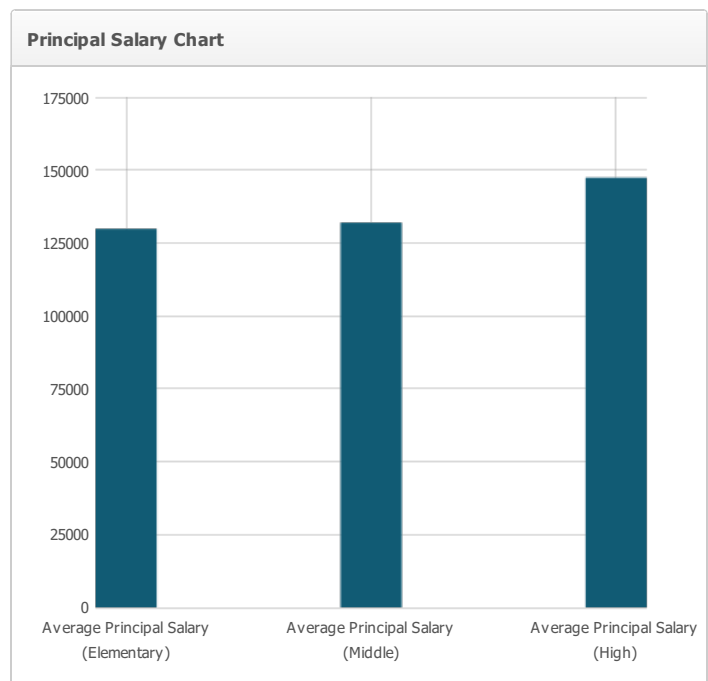
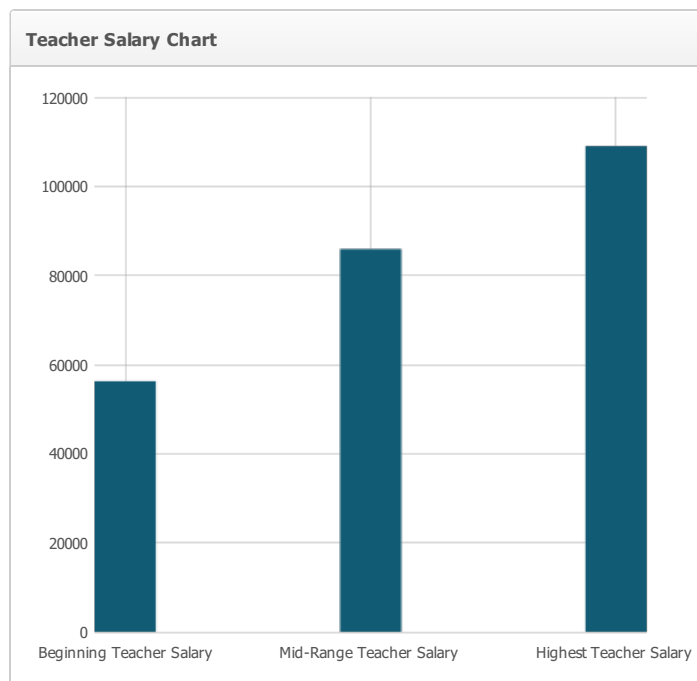
We also have Mild Moderate teachers and support staff members (Speech Pathologist, Psychologist, Counselor, Occupational Therapist) who are provided by the Santa Ana Unified School District.

*Last updated: 1/8/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,263	\$47,808
Mid-Range Teacher Salary	\$85,920	\$73,555
Highest Teacher Salary	\$109,017	\$95,850
Average Principal Salary (Elementary)	\$129,866	\$120,448
Average Principal Salary (Middle)	\$131,985	\$125,592
Average Principal Salary (High)	\$147,384	\$138,175
Superintendent Salary	\$330,743	\$264,457
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/8/2018*

## Professional Development

OCEAA offers Professional Development on an on-going basis for our teachers and staff. In the 2016-17 school year we had 8 full day and **36** half day professional development sessions and early release days offered for team planning, school wide program training, professional learning communities and student led conferences. Teachers also have release time weekly for grade level planning and preparation. In addition, staff participates in various conferences and professional development opportunities to enhance student achievement.

*Last updated: 1/8/2018*