

Orange County Educational Arts Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Santa Ana Unified
Phone Number	(714) 558-5501
Superintendent	Stefanie Phillips
E-mail Address	stefanie.phillips@sausd.us
Web Site	http://www.sausd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Orange County Educational Arts Academy
Street	825 North Broadway
City, State, Zip	Santa Ana, Ca, 92701-3423
Phone Number	714-558-2787
Principal	Kristin Collins
E-mail Address	kcollins@oceaa.org
Web Site	http://www.oceaa.org
County-District-School (CDS) Code	30666700109066

Last updated: 8/24/2019

School Description and Mission Statement (School Year 2018—19)

Founding, Mission and High Impact Partnership

An independent public charter school serving approximately 600 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well- rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

In 2018, OCEAA parents, teachers and board members overwhelmingly approved to partner fully with EL Education, a nationally recognized school reform model with a deep experience in raising student achievement. EL Education was born in 1991 from a partnership between Harvard Graduate School of Education and Outward Bound, USA. EL Education joined the character-infused philosophy of Outward Bound founder Kurt Hahn, which focuses on teamwork, courage, and compassion with an active approach to learning crafted by leading Harvard scholars.

OCEAA's relationship with EL Education began in 2015, through professional development to support 4th-8th grade teacher implementation of EL Education's English language arts curriculum. ELA achievement has grown significantly in both the percentage of students meeting and exceeding standards and average scaled score/distance to standard since 2015.

Vision

OCEAA is committed to the bold, holistic and expanded vision of excellence described in EL Education's Dimensions of Student Achievement. Based on the belief that when students have completed their academic career and entered adult life, they'll be judged not by performance on standardized tests—but rather, by the quality of their work and the quality of their character, the Dimensions of Student Achievement combine mastery of knowledge and skills, character, and high-quality work in equal measure because lifelong success is built on strong character qualities, and character is shaped through engaging and challenging academic work that contributes to a better world. OCEAA graduates demonstrate excellence, in both Spanish and English, across EL Education's three Dimensions of Student Achievement.

Program Description and Educational Philosophy

OCEAA implements a Two-Way Bilingual Immersion Program (TWBI), a federally recognized best practice. 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 instructional day 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 in 3rd grade. Academic content is divided equally between the two languages. OCEAA uses the Guiding Principles for Dual Language Education to assess and refine the program model.

OCEAA's educational philosophy is aligned with key design principles from EL Education which emphasize values of:

- Empathy and Caring
- Collaboration and Competition
- Diversity and Inclusion
- Service and Compassion

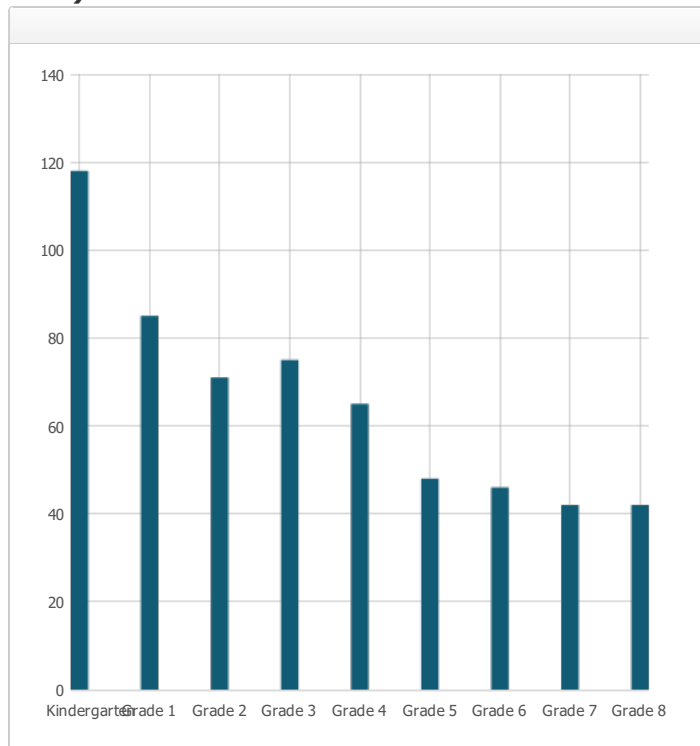
Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:

- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world.
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- Curricula that prepare students for global citizenship are interdisciplinary and include developing knowledge of diverse cultures, languages, and political systems, as well as knowledge of the physical terrains, ecosystems, and natural forces of the planet.
- Fully integrating global skills and knowledge into the curriculum is tied closely to environmental stewardship and social justice as students are challenged to grapple with the most complex problems facing the world.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives, and regions of the world.
- Teachers invite students to make artistic choices and design opportunities for students to make independent decisions that are purposeful and meaningful. Students work through diverse arts traditions to reshape the arts, the world, and themselves.
- Teachers ask students to discover and attend to how others see themselves, their histories, and the world's problems that is, to hear and analyze multiple perspectives along the way to determining what young people can do to make a difference.

Last updated: 8/24/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	118
Grade 1	85
Grade 2	71
Grade 3	75
Grade 4	65
Grade 5	48
Grade 6	46
Grade 7	42
Grade 8	42
Total Enrollment	592



Last updated: 8/24/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.3 %
Asian	0.8 %
Filipino	%
Hispanic or Latino	93.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	3.7 %
Two or More Races	1.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.6 %
English Learners	48.3 %
Students with Disabilities	6.3 %
Foster Youth	%

A. Conditions of Learning

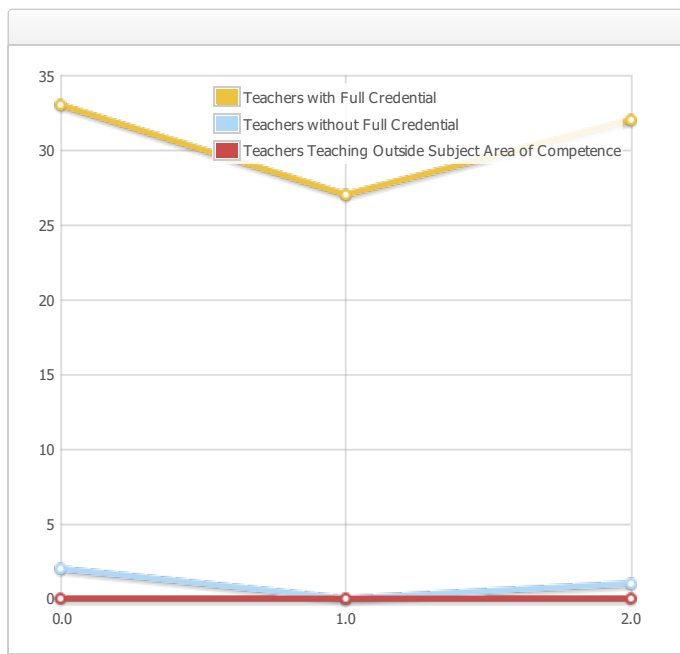
State Priority: Basic

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

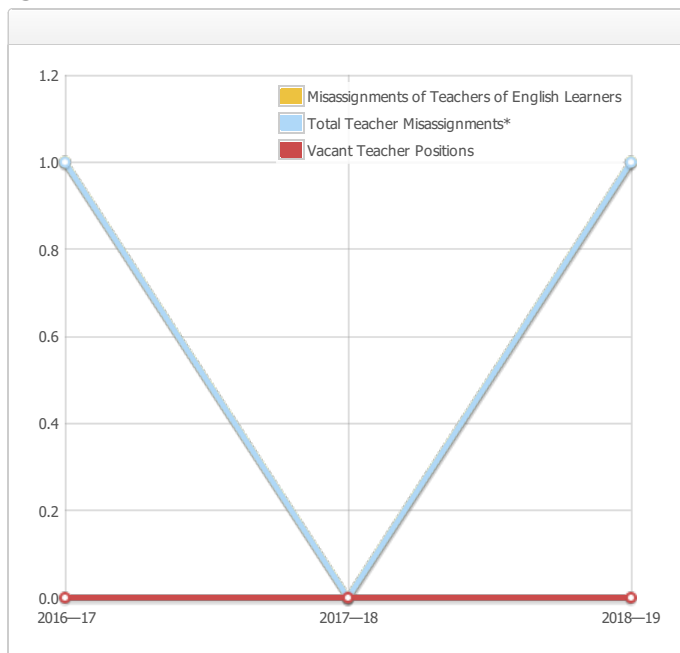
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	33	27	32	32
Without Full Credential	2	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 9/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	0	1
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: 9/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante Spanish Literacy, Adopted 2017 and EL Education ELA Modules (EngageNY), Adopted 2015	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	STEMscopes	Yes	0.0 %
History-Social Science	Houghton Mifflin, McDougall Littel, History Alive, The DBQ Project	Yes	0.0 %
Foreign Language	Benchmark Adelante Spanish Literacy & trade novels	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			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: 8/24/2019

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

The building has enough classrooms and teaching and learning space for the activities we provide. We have one full-time facilities manager that manages the cleaning, minor repairs, and general preventative maintenance on a daily basis. We also two custodial staff members that do daily cleaning and maintenance. 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 8 shifts that conduct cleaning and maintenance activities. Regular meetings are held with the administration, the Facilities team ensures that cleaning and maintenance is conducted on time and in the least invasive way possible. The Facilities manager 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 performance arts stage
- Installation of new floor tiles
- Repainted facilities over the summer
- 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
- Applied for grant for new student refrigerators and kitchen sink, installed over the summer
- Landscaping services conducted
- Landlord on Annex building replaced roof, main building had patch work done
- Ceiling tiles replaced
- Flooding issues addressed
- Plumbing issues addressed
- Prop 39: 4 new HVAC systems and exterior lighting installed
- Rekeyed a few doors for safety concerns
- Install new remote opening doors for safety
- Pest control

Funds to pay for these projects were provided by General Funds and by Prop 39 funds

Modernization Projects

- We are wanting to add UV protection film to exterior windows for student user experience
- Need to review elevator for any additional upgrades
- Bids will be conducted to plan out the replacement of a new roof on the main building
- Looking at different ways on how to enhance our library for easier access
- The current lobby at the main building definitely needs to be modernized

Last updated: 9/9/2019

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: 9/9/2019

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 Percentage of Students Meeting or Exceeding the State Standard

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	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	54.0%	31.0%	32.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	35.0%	25.0%	26.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 8/24/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	316	99.06%	54.29%
Male	143	141	98.60%	44.29%
Female	176	175	99.43%	62.29%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	298	296	99.33%	52.20%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	12	92.31%	83.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	232	231	99.57%	48.70%
English Learners	194	193	99.48%	43.23%
Students with Disabilities	28	27	96.43%	7.41%
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: 8/24/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	316	99.06%	35.44%
Male	143	141	98.60%	32.62%
Female	176	175	99.43%	37.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	298	296	99.33%	33.78%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	12	92.31%	58.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	232	231	99.57%	29.87%
English Learners	194	193	99.48%	25.91%
Students with Disabilities	28	26	92.86%	7.69%
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: 8/24/2019

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 8/24/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 8/24/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

OCEAA welcomes parent engagement and provides opportunities for parents to volunteer and participate in leadership roles.

1. Families Supporting OCEAA (FSO) is OCEAA's parent run PTO organization. As described in OCEAA's [Family Handbook](#), FSO's purpose is:

- Fundraising, especially towards field trips and activities for all students
- Helping OCEAA families in need with our time, talents, and funds
- Encouraging family involvement by all families with the requested volunteer hours (3 hours per trimester (9 annually) per child).
- Disseminating information in a positive and responsible way
- Community building between school and families

2. The School Site Council (SSC) is a group of teachers, parents, and classified employees that works with the School Director to develop, review and evaluate school improvement programs and spending. The members of the SSC are elected by their peers. For example, parents elect the parent representatives and teachers elect teachers.

3. English Learner Advisory Committee (ELAC) is a group of English Learner parents and community members who advise and assist schools in making important decisions related to services for English Learners. ELAC's responsibilities include:

- Advising in the development and implementation of the school site plan for services and programs for English learners
- Reviewing the school's language census report and academic achievement results
- Helping make parents aware of the importance of regular school attendance

State Priority: Pupil Engagement

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

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

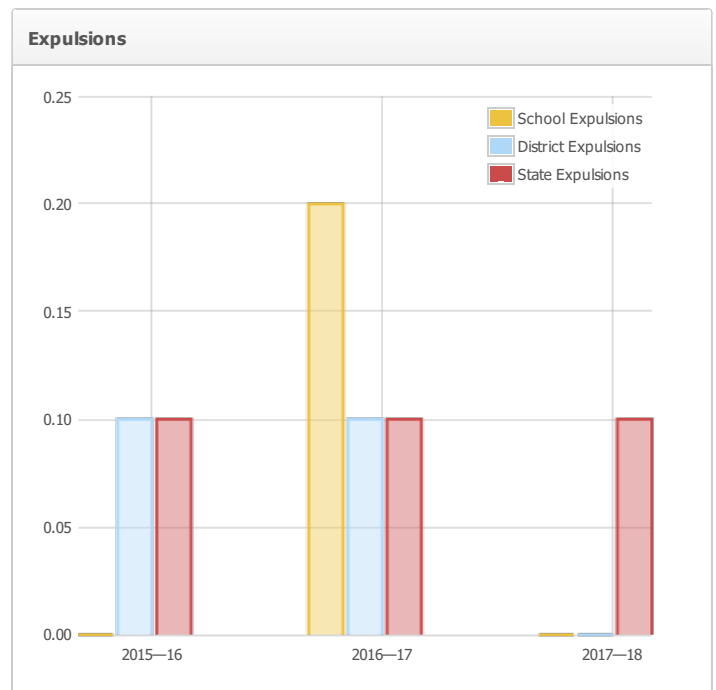
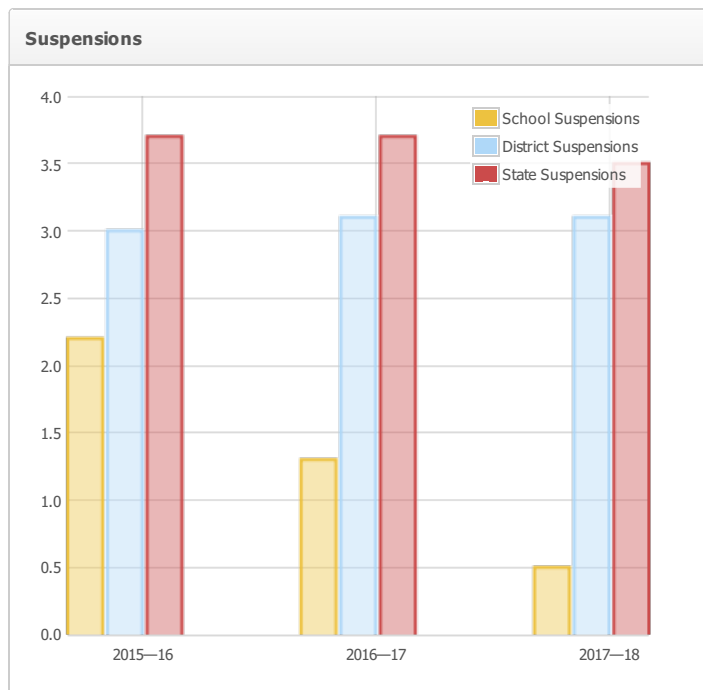
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.2%	1.3%	0.5%	3.0%	3.1%	3.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 8/24/2019

School Safety Plan (School Year 2018—19)

OCEAA has adopted and implemented a comprehensive safety plan which includes:

- An Emergency Handbook, last updated and board approved on 10/11/17, which outlines Universal Response Procedures (Evacuation, Drop, Cover and Hold, Lockdown, Shelter-in-Place), Emergency Response Actions (e.g. assault, gas leak, suicidal ideation, threat response) and Disaster Preparedness; safety drills for practicing Universal Response Procedures take place throughout the year
- Annual safety trainings for all staff including Bloodborne Pathogen Exposure and Youth Suicide Awareness and Prevention
- Employee policies and annual training including Mandated Reporting, Sexual Harrassment and Drug Free workplace

Last updated: 8/24/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	6		
1	20.0	4		
2	18.0	4		
3	18.0	3		
4	26.0		2	
5	30.0		1	1
6	27.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	4	
1	18.0	4		
2	19.0	4		
3	17.0	4		
4	26.0		2	
5	24.0		2	
6	28.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	21.0	1	3	
2	18.0	4		
3	25.0		3	
4	33.0		1	1
5	24.0		2	
6	25.0		10	1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 9/16/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	2	2	
Mathematics	23.0	2	2	
Science	23.0	2	2	
Social Science	23.0	2	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	4	2	
Mathematics	22.0	3	1	
Science	22.0	3	1	
Social Science	22.0	3	1	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	4	2	
Mathematics	21.0	3	1	
Science	21.0	3	1	
Social Science	21.0	3	1	

* 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: 9/16/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	5.0	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: 9/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$91640.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 9/16/2019

Types of Services Funded (Fiscal Year 2017—18)

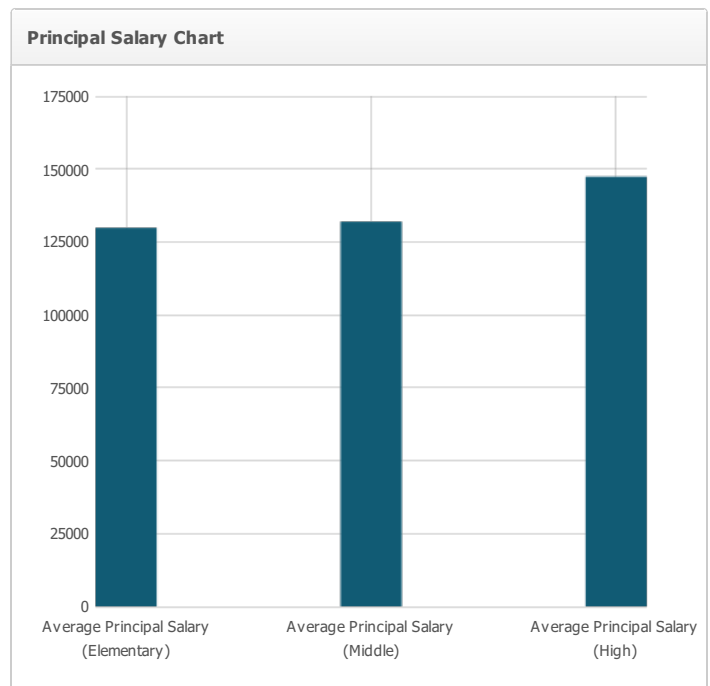
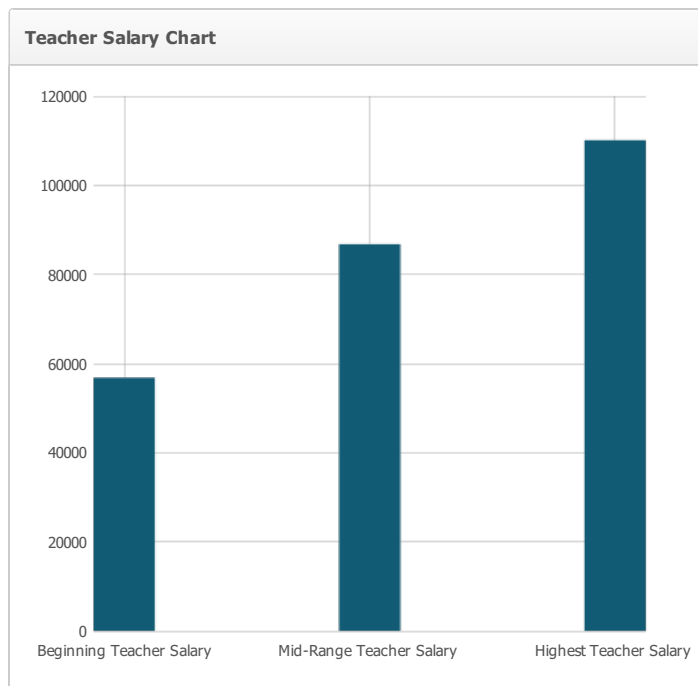
- Multi-Tiered System of Supports (MTSS) provides evidence-based academic and social emotional/behavioral interventions.
- Specialists in the arts, math, literacy and technology provide instructional coaching and co-teaching to support all students in progressing towards mastering core content.
- English Learner Coordinator organizes designated and integrated ELD instruction, reclassification, ELD tutoring, and Pathways to Biliteracy awards.
- Math and debate clubs prepare students for district-wide competitions.
- Kids Expanded Day School (KEDS) program funded by the After School Education and Safety (ASES) grant provides homework help and enrichment activities.

Last updated: 8/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,826	\$47,903
Mid-Range Teacher Salary	\$86,779	\$74,481
Highest Teacher Salary	\$110,107	\$98,269
Average Principal Salary (Elementary)	\$129,866	\$123,495
Average Principal Salary (Middle)	\$131,985	\$129,482
Average Principal Salary (High)	\$147,384	\$142,414
Superintendent Salary	\$327,000	\$271,429
Percent of Budget for Teacher Salaries	36.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 8/24/2019

Professional Development

OCEAA teachers participate in 15 student free professional development days annually and in weekly early release PD from 2:00-4:00pm on Wednesdays.

The primary areas of focus for staff in the 2018-19 school year were selected based on state and local assessment data and include:

- Math in grades TK-8
- Biliteracy curriculum mapping in grades 4-8
- Building capacity for MTSS

Methods of delivery include conference attendance, facilitation of PLCs by content specialists, coaching cycles, and data inquiry cycles.

Last updated: 8/24/2019