

Orange County Educational Arts Academy

School Accountability Report Card Reported Using Data from the 2018–19 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 2019–20)

District Contact Information (School Year 2019–20)		School Contact Information (School Year 2019–20)	
District Name	Santa Ana Unified	School Name	Orange County Educational Arts Academy
Phone Number	(714) 558-5501	Street	825 North Broadway
Superintendent	Jerry Almendarez	City, State, Zip	Santa Ana, Ca, 92701-3423
Email Address	Jerry.Almendarez@sauds.us	Phone Number	714-558-2787
Website	http://www.sausd.k12.ca.us	Principal	Kristin Collins, Principal
		Email Address	info@oceaa.org
		Website	http://www.oceaa.org
		County-District-School (CDS) Code	30666700109066

Last updated: 2/24/2020

School Description and Mission Statement (School Year 2019–20)

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. Since then, ELA achievement has grown significantly in both the percentage of students meeting and exceeding standards and average scaled score/distance to standard.

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

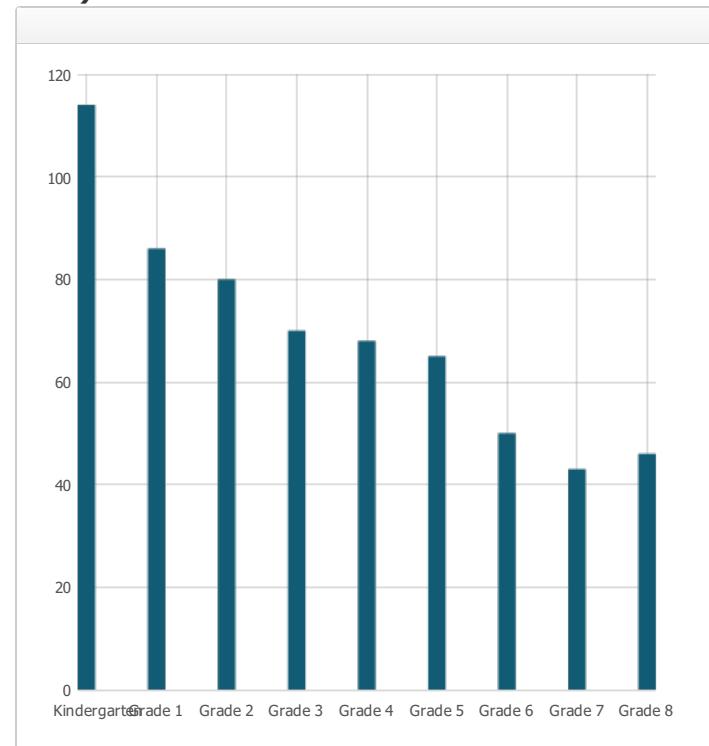
Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:

- 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: 2/24/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	114
Grade 1	86
Grade 2	80
Grade 3	70
Grade 4	68
Grade 5	65
Grade 6	50
Grade 7	43
Grade 8	46
Total Enrollment	622



Last updated: 2/24/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	%
Asian	0.60 %
Filipino	%
Hispanic or Latino	94.20 %
Native Hawaiian or Pacific Islander	0.20 %
White	3.90 %
Two or More Races	1.00 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.00 %
English Learners	47.30 %
Students with Disabilities	7.70 %
Foster Youth	%
Homeless	5.00 %

A. Conditions of Learning

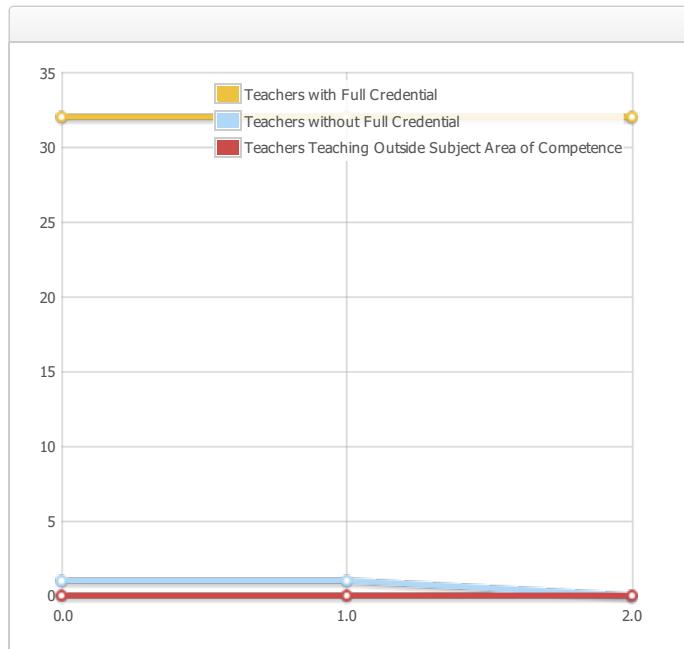
State Priority: Basic

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

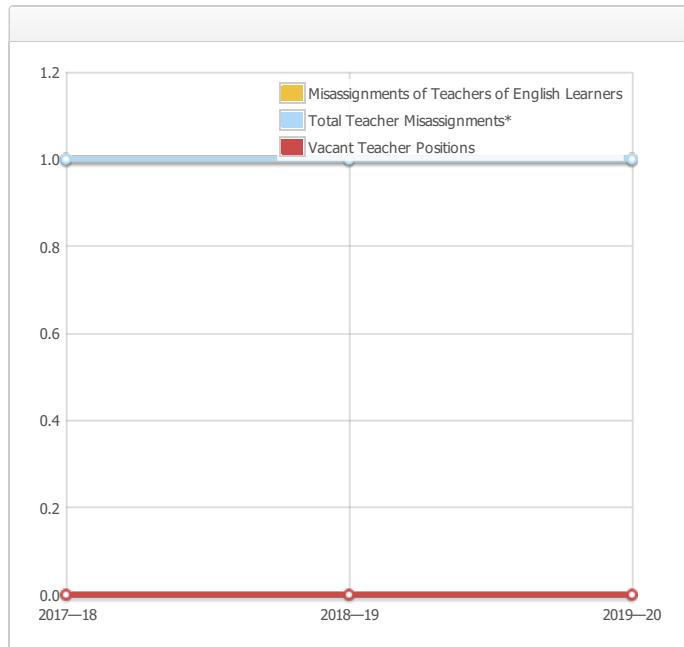
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	32	32	32	1946
Without Full Credential	1	1	0	17
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/24/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	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: 2/24/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark <i>Adelante</i> Spanish Literacy, Adopted 2017 and EL Education ELA Modules (EngageNY), Adopted 2015	Yes	0.00 %
Mathematics	Eureka Math	Yes	0.00 %
Science	Science Alive, STEMscopes	Yes	0.00 %
History-Social Science	Houghton Mifflin, McDougal Littell, History Alive, The DBQ Project	Yes	0.00 %
Foreign Language	Benchmark <i>Adelante</i> Spanish Literacy & trade novels	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/24/2020

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 3 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 interior facilities over the summer
- New carpeting installed in some classrooms and common 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 services
- Brought in contractor to fix oven thermostat
- Added UV protection film to exterior windows
- Funds to pay for these projects were provided by General Funds and by Prop 39 funds

Modernization Projects

- 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

- Looking at sourcing a new water heater

Last updated: 2/24/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We have undergone regular maintenance on the older HVAC units. At this point they are doing well. The gas line also went through some general maintenance work.
Interior: Interior Surfaces	Good	No current repairs are needed but during winter of 2018 we had flooding issues at the annex building, which we implemented several tactics to fix the issue long term. Which were tested December 2019, and seem to be holding up well.
Cleanliness: Overall Cleanliness, Pest/Vermilion Infestation	Good	From time to time we get minor challenges with pests, but those are addressed instantly for safety.
Electrical: Electrical	Good	We have a few projectors for the dance room and dining hall. Those are technology modernization projects that we will look at for school year 2020-2021.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	It's all working well at this point as we did some minor plumbing work.
Safety: Fire Safety, Hazardous Materials	Good	No needs here.
Structural: Structural Damage, Roofs	Fair	We made some progress here with the roofs, the Annex roof was redone by the owner and the main building has gone through some maintenance. We still have a few areas to address. As the rains come, that will test that work.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We do have plans to revisit the annex and main playgrounds for refurbishments.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 2/24/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	54%	51%	32%	31%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	35%	39%	26%	25%	38.0%	39.0%

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: 2/24/2020

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

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 2019–20)

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

Last updated: 2/24/2020

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

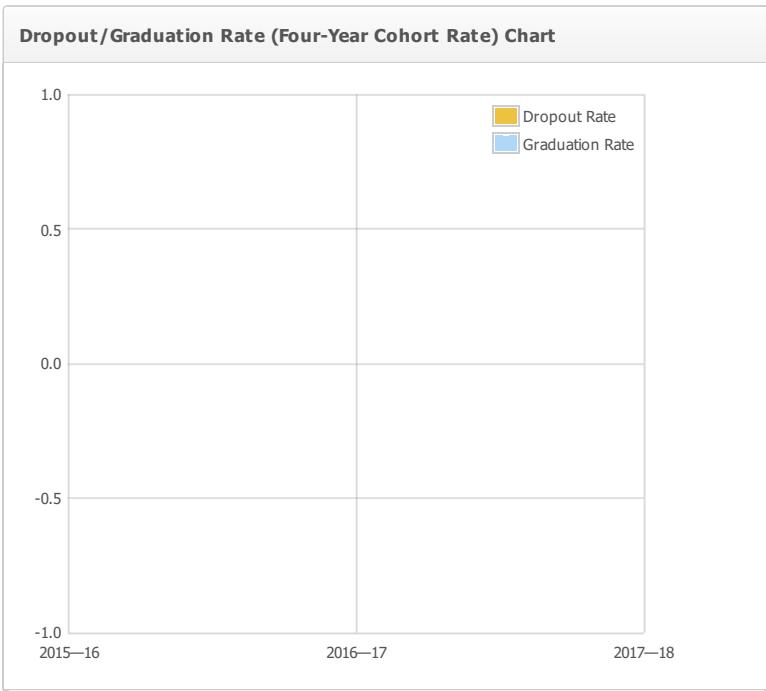
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	4.30%	9.70%
Graduation Rate	--	91.60%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	4.30%	5.50%	9.10%	9.60%

Graduation Rate	--	--	91.50%	89.00%	82.70%	83.00%
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For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/24/2020

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 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	1.30%	0.50%	0.50%	3.10%	3.10%	3.20%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 2/24/2020

School Safety Plan (School Year 2019–20)

OCEAA leadership and stakeholders last reviewed and updated the safety plan in Fall of 2019.

We reviewed current plan and updated the plan with recent changes in legislation. The plan covers areas including but not limited to evacuation, lockdown, accidents, fire, earthquakes and so on. The plan can be viewed on the OCEAA website under Planning And Accountability section, this was board approved on October 9, 2019. The plan was also updated to reflect OCEAA's leadership chain of command, as a point of reference for users.

Last updated: 2/24/2020

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.