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OTA

TRAIN FOR A CAREER AS AN



Occupational Therapy Assistant

ASSOCIATE OF OCCUPATIONAL
SCIENCE DEGREE PROGRAM



Overview

➤ The students in the Occupational Therapy Assistant program are educated to practice as Occupational Therapy Assistant (OTA) professionals. The OTA works under the supervision of the Occupational Therapist (OT). Throughout the curriculum, OTA students are exposed to traditional areas of practice where occupational therapy professionals deliver their services.

These areas of practice include, but are not limited to the following:

- Working with children and youth in clinical inpatient and clinical outpatient services, as well as in schools.
- Working with adults in clinical inpatient and clinical outpatient services, as well as in work hardening programs.
- Working with older adults in hospitals, long-term care facilities, and in day care centers.
- Working with adults with mental health and behavioral challenges who receive OT services in behavioral clinics, acute care community hospitals, and state hospitals.

The students will also have direct exposure to emerging practice areas, specifically to the driver rehabilitation program.

The OTA program teaches students to implement occupational therapy treatment care plans, train and educate clients and their caregivers, collaborate with clients in designing therapeutic activities, be sensitive to clients' different cultural backgrounds, embrace occupation-based practice as "the means and the end" of the OT practice, and to collaborate with other healthcare professionals to provide excellent, occupation-based and client-centered care.

The OTA program curriculum, in congruence with our philosophical belief that humans are active beings, encourages students to become active in their own process of learning. The curriculum is organized following a human developmental model (biological and psychological) as the conceptual curriculum framework, and the three domains of Bloom's Taxonomy of Learning Domains as the categories of educational activities. The human developmental model is used to guide students in learning and understanding the impact of challenges on occupational performance during

the life span of individuals, as well as in developing their clinical skills. The three domains of Bloom's Taxonomy (knowledge, skills, and attitude) are applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills as students begin to recognize facts, procedural patterns, and concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum.

Personal attitude is very important in the delivery of healthcare. As such, OTA students' awareness of their own behavioral strengths and weaknesses and how that affects their attitude is strongly emphasized from day one of the program. This is accomplished through self-assessment of behavior using a modified form of the Generic Abilities Assessment tool.

The program consists of 98 quarter credits to be completed in approximately 20 months. The last four months of the program are dedicated to a full-time fieldwork experience (clinical education under the supervision of an OTA or OT professional).

LOCATION	Orange County Campus
DURATION	Approximately 20 months
ENROLLMENT REQUIREMENTS	<p>Each program has entrance requirements, including an entrance exam. Some of the admissions requirements include:</p> <ul style="list-style-type: none"> • Must be at least 18 or have a parent or guardian's signature • Must have a high school diploma or the equivalent • All applicants must take and pass entrance exams before admission <p>Be sure to consult with an Admissions Advisor to get all the information on admission into the Occupational Therapy Assistant program.</p>
EQUIPMENT LIST	<p>Here are some of the exciting tools you will get hands-on experience with: fully equipped functioning kitchen, two fully equipped bathrooms, functioning washer-dryer station, typical bedroom for practice, adaptive equipment for bathing, dressing, grooming, feeding and cooking, anatomical charts and models, skeleton, balance equipment for adults and children, ICU simulation lab with high/medium fidelity mannequins, hand evaluation kits with dynamometer, pinch meters, and goniometers, sensation tests, electrotherapy, cryotherapy, ultrasound, hydrocollator, paraffin modalities, resistant equipment, bars, balls, bands for hand and arm exercise, handwriting training supplies and adaptive equipment, software training programs, projectors, computers, and monitors for presentations, pulse oximeters and blood pressure kits, sensory modulation supplies for adults and children, fully equipped children's therapy area including a swing with attachments, toys and games for children, transfer boards, tub benches, commode chairs, treatment tables, mats, bolsters, wedges, mirrors, wheelchairs with position equipment, a variety of walkers and canes, computer games, Wii games, computerized assessments for driving and cognition screening, fully equipped splinting center, wide variety of developmental, sensory, motor, cognitive, and functional assessments, games, workbooks, arts and crafts supplies, educational DVDs and popular videos, patient education reference materials, and home safety cards</p>

Program Outline

General Education Courses:			
Course Number	Course Title	Clock Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	2.0
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	2.0
ENGL100	Written Communications I**	40	4.0
MATH100	College Mathematics I*	40	4.0
PSYC100	Introduction to Psychology**	40	4.0
Subtotal – General Education Courses		180	16.0
Occupational Therapy Assistant Core Courses:			
ANAT206	Anatomy and Physiology for Rehab Professionals*	60	4.0
OTA130	Conditions in Occupational Therapy I*	60	4.0
OTA170	Conditions in Occupational Therapy II*	60	4.0
HP215	Professional Communication for Health Professionals*	60	4.0
HP220	Interprofessional Collaborative Practice and Cultural Competence in Healthcare*	40	3.0
HP230	Business Concepts in Healthcare	20	2.0
OTA100	Principles of Occupational Therapy	20	2.0
OTA200	Therapeutic Use of Occupations	60	4.0
OTA210	Human Structure and Function in Occupational Therapy*	60	4.0
OTA220	Group Dynamics and Leadership*	30	2.0
OTA245	Occupational Performance from Birth to Adolescence*	80	5.0
OTA225	Introduction to Fieldwork	20	1.0
OTA230	Level I Fieldwork*	80	3.0
OTA250	Occupational Therapy Services in Psychosocial Settings*	60	4.0
OTA260	Occupational Performance in Adulthood*	80	5.0
OTA270	Occupational Performance in the Elderly*	80	5.0
OTA280	OTA Clinical Competency	30	2.0
OTA290-A	Level II Fieldwork A	350	12.0
OTA290-B	Level II Fieldwork B	350	12.0
Subtotal - Core Occupational Therapy Assistant Courses		1600	82.0
Grand Total for All Required Courses		1780	98.0

* Courses delivered in a blended format, a combination of online and on-ground.

**Courses delivered online only.

GENERAL EDUCATION COURSES:

ANAT200

Introduction to Anatomy and Physiology*

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system, and senses.

Prerequisite: None

Corequisite: ANAT200-L

ANAT200-L

Introduction to Anatomy and Physiology Lab*

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None

Corequisite: ANAT200

ENGL100

Written Communications I**

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

Prerequisite: None

MATH100

College Mathematics I*

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities.

Prerequisite: None

PSYC100

Introduction to Psychology**

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories.

Prerequisite: None

OCCUPATIONAL THERAPY ASSISTANT CORE COURSES:

ANAT206

Anatomy and Physiology for Rehab Professionals*

This course is a continuation of Anatomy 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system, and the skeletal and muscular systems in depth. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their origin, insertion, and innervation.

Prerequisite: ANAT200 and ANAT200L

OTA130

Conditions in Occupational Therapy I*

This course is the first in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on pediatric and mental health conditions. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to infection control and treatment techniques related to each condition will be emphasized.

Prerequisite: ANAT200 and ANAT200-L

OTA170

Conditions in Occupational Therapy II*

This course is the second in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on physical conditions. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to vital signs assessment and treatment techniques related to each condition will be emphasized.

Prerequisite: OTA130

HP215

Professional Communications for Health Professionals*

Professional Communications for the Health Professionals prepares students to produce verbal and written communications appropriate to practice environments and community. Emphasis is placed on communicating in a manner that is sensitive to age, gender, culture and/or socioeconomic status. The course further expands on the importance of communicating to the client and public the value of occupation in the achievement of health that was introduced in Principles of Occupational Therapy.

Documentation skills introduced in OTA200, HP200, and OTA210 are further developed, incorporating commonly accepted medical terminology and occupational therapy language.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, and ANAT206

HP220

Interprofessional Collaborative Practice and Cultural Competence in Health Care*

This course advances students' knowledge and skill in professional and legal communications used with a wide range of audiences involved in health services delivery. Emphasis is placed on effective interprofessional team skills and the specific roles of OT practitioners, as well as Occupational Therapy's contributions to health promotion. Students further examine cultural factors impacting service delivery. Additional topics include state and federal regulation, quality improvement, and supervision of nonprofessional personnel.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, OTA225, OTA230, OTA250, and OTA260

HP230

Business Concepts in Healthcare

This course is designed to introduce basic management concepts and an overview of federal and state systems and structures impacting OT practice. Students will explore responsibilities of practice managers with further identification of sociopolitical challenges specific to the healthcare setting. Topics such as advocacy for clients and the profession, credentialing and licensure, reimbursement, marketing, quality improvement, supervision of personnel and students, professional development, and liability issues will be covered.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, OTA225, OTA230, OTA250, and OTA260

OTA100

Principles of Occupational Therapy

This course presents an introduction to occupational therapy, including the historical development, philosophy, models of practice, theoretical concepts, and the influence of socioeconomic status and ethnicity on occupational performance. Emphasis is on the roles of the occupational therapy assistant. Topics include the role of occupations and activities in daily life and health and wellness; education and functions of Occupational Therapy Professionals in the US and abroad; an introduction to the Occupational Therapy Practice Framework III (OTPF III) as it applies to clients and influences practice; current health care environment and the emphasis on client participation.

Prerequisite: None

OTA200

Therapeutic Use of Occupations

This course builds on foundational concepts introduced in OTA100. The OTPF III is explored as a tool to understand occupation, occupational performance, and engagement. Occupational and activity analysis methods are introduced and applied to occupations representing lifespan periods. Teaching-learning principles and techniques and the role of practice models, frames of reference, and evidence-based practice are incorporated into learning activities. Introduction to professional documentation

and official documents informing OT practice are covered.

Prerequisite: OTA100

OTA210

Human Structure and Function in Occupational Therapy*

This course uses the knowledge gained from anatomy and physiology and applies it to the physiological and mechanical principles of movement, specifically during occupational performance. This will include the study of the function of the skeletal, muscular, and neuromuscular systems during normal performance and how pathology of these systems impacts the performance of occupations. The OTPF III will be emphasized as it pertains to client factors.

Prerequisite: ANAT200 and ANAT206

OTA220

Group Dynamics and Leadership*

This course emphasizes experiential learning and understanding of group dynamics. The focus is placed on group process, group roles, and the relationship of the self to the group. Concepts taught include group development, roles and functions of groups, decision making, followership, leadership, conflict resolution, negotiation, and relational communication. Students will learn about frames of reference and practice models used to plan and lead therapeutic groups designed for varied client populations.

Prerequisite: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, and OTA210

OTA245

Occupational Performance from Birth to Adolescence*

The first in a sequence of courses addressing the emergence of occupational behaviors, skills, and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the pediatric population at home, at work, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, and OTA210

OTA225

Introduction to Fieldwork*

This course is designed to prepare students for their fieldwork experiences. Lab instruction will include topics relevant to safe and ethical occupational therapy practice in any setting, including patient confidentiality and HIPAA, OT Code of Ethics, diversity, and interdisciplinary teamwork. Students will earn CPR and basic first aid certificates, and will be guided through the process of being medically cleared for client contact in a practice setting. Students will also learn and practice skills relevant to professional communication (written and verbal) and collaboration, legal and ethical issues in fieldwork and practice, and will address supervisory issues relevant to practice settings with or without occupational therapy services, in order to best prepare for Level 1 Fieldwork experiences.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, and OTA210

OTA230

Level I Fieldwork*

This is a health-related, work-based learning experience in which emphasis is placed on development of professional behaviors, communication skills, and beginning intervention skills within a practice setting. Structured assignments will be focused on identifying supports and barriers to occupational performance within the site's population, and on identifying strategies and interventions to enhance occupational performance. Students will work directly with clients (adults and/or children) with a variety of diagnoses and needs. Throughout the experience, students will address the psychological and social needs of the site's population. Students will complete several standardized assessments and develop and lead psychosocially-oriented groups. Students will gain experience with documentation and intervention planning.

Direct supervision will be provided by a qualified professional at the site. FWI provides students with opportunities to apply general skills learned in previous courses and specific skills learned in co-requisite OT courses. An accompanying lab allows students to share and process their experiences as a group and to develop and practice relevant skills.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, and OTA225

OTA250

Occupational Therapy Services in Psychosocial Settings*

This course will examine the occupational therapy process in relation to individuals with psychosocial disorders and disruptions. Topics include assessment/evaluation tools and techniques, frames of reference, group processes and group dynamics, psychiatric diagnosis based on the current Diagnostic and Statistical Manual, effective documentation skills, and intervention strategies specific to this population. Using the OTPF III as a guide, students build their abilities to plan, implement, and evaluate interventions for persons representing the full lifespan. Personal and professional development as a professional responsibility is included.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, and OTA225

OTA260

Occupational Performance in Adulthood*

The second in a sequence of courses addressing the emergence of occupational behaviors, skills, and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of adults at home, at work, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, and OTA225

OTA270

Occupational Performance in the Elderly*

The third in a sequence of courses addressing the emergence of occupational behaviors, skills, and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the elderly at home, in work-related environments, in temporary and long-term institutional settings, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions, and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting. Students are exposed to specialized interventions such as low vision, fall prevention, and driver rehabilitation.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, OTA225, OTA230, OTA250, and OTA260

OTA280

OTA Clinical Competency

This course provides an opportunity for OTA students to advance and review key practice skills essential for successful OTA performance at fieldwork sites. Through a blended lecture and in-class lab, students will gain the knowledge, skills, and confidence to perform successfully in varied practice settings with a wide range of client populations. The primary focus will be to review and demonstrate competent performance in all essential skills for safe practice as an OTA student under the supervision of a licensed OT.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, OTA225, OTA230, OTA250, and OTA260

OTA290-A

Level II Fieldwork A

This is the first of two 350 hour culminating fieldwork experiences that provide students the opportunity to integrate and build on earlier knowledge, skills, and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, OTA225, OTA230, OTA250, OTA260, HP220, OTA270, OTA280, and HP230

OTA290-B

Level II Fieldwork B

This is the second of two 350 hour culminating fieldwork experiences that provide students the opportunity to integrate and build on earlier knowledge, skills, and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisites: ANAT200, ANAT200-L, ENGL100, OTA100, MATH100, OTA200, OTA130, ANAT206, HP215, OTA170, OTA210, PSYC100, OTA220, OTA245, OTA225, OTA230, OTA250, OTA260, HP220, OTA270, OTA280, HP230, and OTA290-A

*Courses delivered in a blended format, a combination of online and on-ground.
**Courses delivered online.

Occupational Therapy Assistant

Accreditation

ACC is institutionally accredited by the **Accrediting Bureau of Health Education Schools (ABHES)**.

ABHES: 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043 / Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org

The Occupational Therapy Assistant (Associate of Occupational Science) program is programmatically accredited by the **Accreditation Council for Occupational Therapy Education (ACOTE)** of the **American Occupational Therapy Association (AOTA)** ACOTE: 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449 / Phone: (301) 652-AOTA / www.acoteonline.org.

Campus Location		Orange County
ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS (ABHES)		
Retention Rates		
Based on the calculation required by ACC's accrediting body, ABHES. ABHES defines retention rate as the number of graduates plus students who enrolled as of June 30, 2019 divided by the number of students who were in school from July 1, 2017 to June 30, 2018 and were still enrolled as of July 1, 2018 plus new starts during the reporting period and students who reentered between July 1, 2018 and June 30, 2019.		82%
Placement Rates		
Based on the calculation required by ACC's accrediting body, ABHES. ABHES defines placement rates as the number of graduates who complete the program during the reporting period (July 1, 2018-June 30, 2019) who are graduates who were available for employment and found a job in their field of training.		82%
CALIFORNIA BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)		
On-time Completion Rates		
The number of students who completed the program within 100% of the published program length within 2018 divided by the number of students who began the program who were scheduled to complete the program within 100% of the published program length within 2018 and excludes all students who canceled during the cancellation period, minus the number of students who have died, been incarcerated, or been called to active military duty.		60%
Placement Rates		
The number of 2018 graduates gainfully employed in the field divided by the number of graduates available for employment. Graduates employed in the field means graduates who beginning within six months after a student completes the applicable educational program are gainfully employed, whose employment has been reported, and for whom the institution has documented verification of 35 days employment. For occupations for which the state requires passing an examination, the six months' period begins after the announcement of the examination results for the first examination available after a student completes an applicable educational program.		44%
Program Costs		
Includes tuition and fees for the entire program, and assumes normal completion. Tuition and Fees are subject to change.		\$57,425
Licensure Passage Rate		
The number of graduates who passed the exam divided by the number of graduates who took the reported licensing exam.		92%
O*Net Occupation Titles	SOC Code	Links to Occupational Profiles on O*Net
Certified Occupational Therapy Assistant (COTA), Certified Occupational Therapy Assistant-Licensed (COTA-L), Occupational Therapy Assistant (OTA), Certified Occupational Therapist Assistant (COTA), Occupational Therapist Assistant, Behavior Specialist, Certified Occupational Therapist Assistant/Licensed (COTA/L), Licensed Occupational Therapy Assistant, School Based Certified Occupational Therapy Assistant.	31-2011.00	http://www.onetonline.org/link/summary/31-2011.00
Certified Occupational Rehabilitation Aide (CORA), Direct Service Professional, Direct Support Staff, Occupational Therapy Aide (OT Aide), Occupational Therapy Technician (OT Tech), Rehabilitation Aide (Rehab Aide), Rehabilitation Services Aide, Rehabilitation Technician (Rehab Tech), Restorative Aide, Restorative Coordinator	31-2012.00	http://www.onetonline.org/link/summary/31-2012.00
To obtain a list of the objective sources of information used to substantiate the salary disclosures; please refer to the California Employment Development Department website at: http://www.labormarketinfo.edd.ca.gov/ocguides/Search.asp . ACC cannot guarantee employment. Programs lengths vary by schedule and session.		

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4021 Rosewood Ave.
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1200 North Magnolia Ave.
Anaheim, CA 92801
(714) 763-9066

➤ **ONTARIO**
3130 East Sedona Ct.
Ontario, CA 91764
(909) 218-3253