

Ocean Alternative Education Center

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.

Mary Sauter, Principal

 Principal, Ocean Alternative Education Center

About Our School

Ocean Alternative Education Center provides education and support that meets the needs of families and their children who desire a home-community-based educational experience.

Ocean Alternative Education Center (OAEC) was established in the spring of 1995. The school began with four students and has grown to our current enrollment of 71 students in grades K-8. There are four credentialed teacher consultants who work with homeschooling families to provide individualized educational support, resource and reference guidance, classes, workshops and personal contact. The school has a teaching principal and an administrative secretary. The following information will introduce you to OAEC and give you an overview of how we fit into the educational community of Live Oak School District.

As a home-based independent study program, the connection between parents, students and our staff is of utmost importance. The educational guidance and resource referral from the teaching staff shapes the unique learning process set up to meet the needs of each individual student. In 2017-18 school year, we implemented Ocean Online as an additional option for students. Ocean Online provides an adaptable, online curriculum choice with direct teacher support. Ocean Online students, still part of Ocean Alternative, are welcome to participate in our community clubs and events. The opportunity to customize learning for students, in addition, to our community network and blended learning opportunities bring families to choose Ocean Alternative. Our staff's educational expertise and understanding of our philosophy give parents the confidence to make this educational choice for their children.

Contact

Ocean Alternative Education Center
984 Bostwick Ln., Ste. 6
Santa Cruz, CA 95062-1775

Phone: 831-475-0767
Email: msauter@losd.ca

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Live Oak Elementary
Phone Number	(831) 475-6333
Superintendent	Lorie Chamberland
Email Address	lchamberland@losd.ca
Website	http://www.losd.ca

School Contact Information (School Year 2019—20)	
School Name	Ocean Alternative Education Center
Street	984 Bostwick Ln., Ste. 6
City, State, Zip	Santa Cruz, Ca, 95062-1775
Phone Number	831-475-0767
Principal	Mary Sauter, Principal
Email Address	msauter@losd.ca
Website	https://oc-losd-ca.schoolloop.com/
County-District-School (CDS) Code	44697656118673

Last updated: 12/12/2019

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

As a diverse community in the heart of Santa Cruz County, our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative learning environment.

Ocean Alternative Education Center is the home-based independent study program for the Live Oak School District. We provide educational support to meet the needs of students and their families who desire a home-community-based, family-centered learning experience. Each student is honored as a unique human being with their own valuable talents, abilities, and potential that can best be developed through a personalized education. We encourage the unique way that the learning process unfolds for each student. It is our goal to enable students to be self-directed, motivated, and competent life-long learners.

Ocean Alternative Education Center was established in the spring of 1995. The school began with four students and has grown to 75+ students in Kindergarten through 8th grade. There are seven credentialed teacher/consultants, who work closely with families to provide individualized educational support, resource and reference guidance, classes, clubs, workshops, and personal contact. The Principal and Administrative Secretary run the infrastructure and day-to-day functions of the school.

OAEC has weekly activity classes that include:

- Focus Groups in math or literacy
- Science class
- Social skills lessons
- Art classes
- Theatre classes

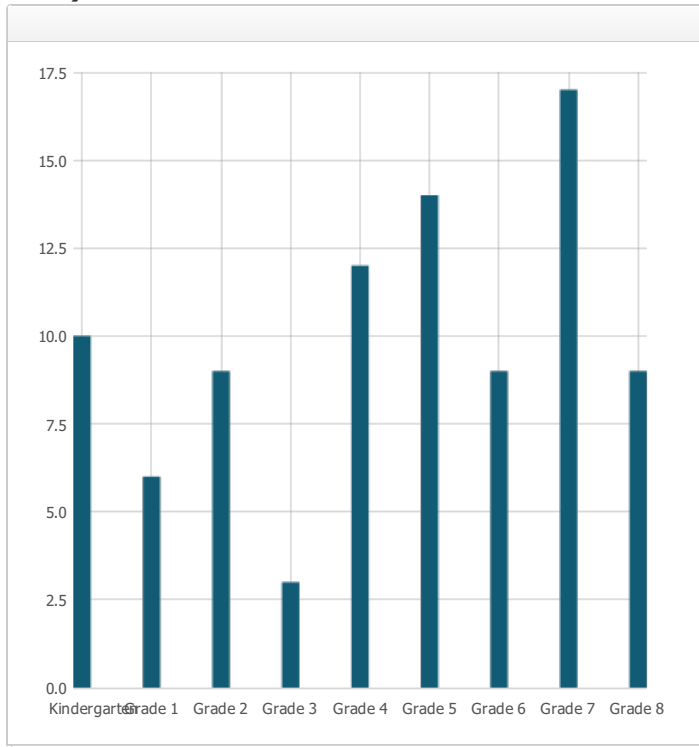
Also offered are:

- Community events (camping trips, Family nights and more)
- Ocean Online - online curriculum with direct teacher support & optional on-site learning lab hours four days a week
- Clubs - gardening, baking, singing, leadership, etc
- Yearbook projects
- Field science and special destination field trips
- Annual Talent show and Science Fair

Last updated: 1/9/2020

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

Grade Level	Number of Students
Kindergarten	10
Grade 1	6
Grade 2	9
Grade 3	3
Grade 4	12
Grade 5	14
Grade 6	9
Grade 7	17
Grade 8	9
Total Enrollment	89



Last updated: 12/12/2019

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.20 %
Asian	%
Filipino	1.10 %
Hispanic or Latino	18.00 %
Native Hawaiian or Pacific Islander	%
White	71.90 %
Two or More Races	6.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.70 %
English Learners	1.10 %
Students with Disabilities	4.50 %
Foster Youth	%
Homeless	5.60 %

A. Conditions of Learning

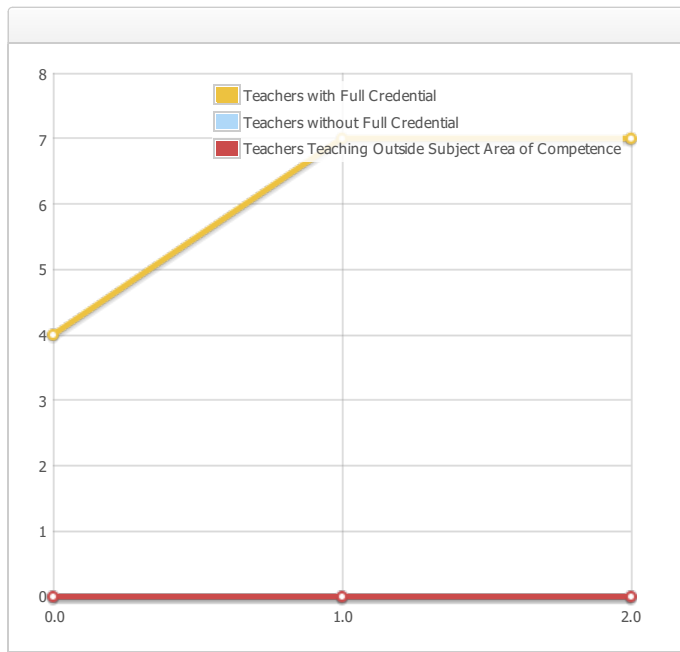
State Priority: Basic

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

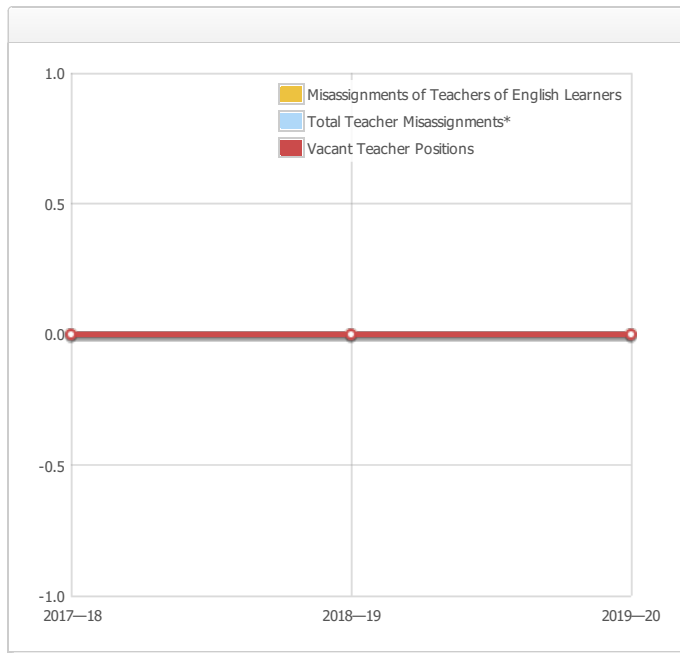
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	4	7	7	92
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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: 12/12/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are a homeschool program where each student's educational plan is individualized. As an independent study program, we offer a variety of standards-based curriculum and instructional materials to choose for students in our resource library. This is the same for all subjects.		0.00 %
Mathematics	We are a home-based independent study program where each student's educational plan is individualized. As an independent study program, we offer a variety of standards-based curriculum and instructional materials for students in our resource library. This is the same for all subjects.		0.00 %
Science	We are a home-based independent study program where each student's educational plan is individualized. As an independent study program, we offer a variety of standards-based curriculum and instructional materials for students in our resource library. This is the same for all subjects.		0.00 %
History-Social Science	We are a home-based independent study program where each student's educational plan is individualized. As an independent study program, we offer a variety of standards-based curriculum and instructional materials for students in our resource library. This is the same for all subjects.		0.00 %
Foreign Language			0.00 %
Health	We are a home-based independent study program where each student's educational plan is individualized. As an independent study program, we offer a variety of standards-based curriculum and instructional materials for students in our resource library. This is the same for all subjects.		0.00 %
Visual and Performing Arts	We are a home-based independent study program where each student's educational plan is individualized. As an independent study program, we offer a variety of standards-based curriculum and instructional materials for students in our resource library. This is the same for all subjects.		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: 1/9/2020

School Facility Conditions and Planned Improvements

Ocean Alternative Education Center is located in three portable classrooms at the District Support Services site on Bostwick lane in Santa Cruz. Two of the classrooms were built in 1997. One classroom contains a K-2 play/discovery area, language center, work and study area, and our lunch facility. The second room is the location of our office, teacher work area, resource library, and media center for families. The educational resources available for check-out by families include: textbooks, subject-specific books, manipulatives, books on tape and CD, videos and scientific equipment. Families use our facility for classes, workshops, appointments with teacher consultants, support-group meetings, and a place to connect with other homeschool community members. Our third classroom was built in 2004 and contains an area for large group activities and science labs. We share the playground space located on the Green Acres campus with Green Acres and Tierra Pacifica students. Roofs are in need of restoration. Roof repairs will be incorporated into the district's major maintenance plan by priority of need.

We have one part-time custodian who cleans and completes minor repairs and maintenance after school hours. Major repairs are done by the District maintenance department. Each school is inspected by our own district personnel, a fire inspector, and a safety specialist on a regular basis. Problems that are found are corrected immediately. The outside wall of one our classrooms was replaced in October 2018. We take pride in the fact that our school sites are attractive, clean, and well maintained.

Last updated: 1/9/2020

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	na
Interior: Interior Surfaces	Good	na
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	na
Electrical: Electrical	Good	na
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	na
Safety: Fire Safety, Hazardous Materials	Good	na
Structural: Structural Damage, Roofs	Poor	Roofs are in need of restoration. Roof repairs will be incorporated into the district's major maintenance plan by priority needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	na

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/3/2020

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**

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)	60%	58%	56%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	27%	26%	44%	36%	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: 12/20/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	43	65.15%		58.14%
Male	39	26	66.67%		57.69%
Female	27	17	62.96%		58.82%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino	--	--	--		
Hispanic or Latino	15	9	60.00%		66.67%
Native Hawaiian or Pacific Islander					
White	45	28	62.22%		53.57%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	19	11	57.89%		63.64%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 12/20/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	43	65.15%		25.58%
Male	39	26	66.67%		30.77%
Female	27	17	62.96%		17.65%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino	--	--	--		
Hispanic or Latino	15	9	60.00%		0.00%
Native Hawaiian or Pacific Islander					
White	45	29	64.44%		31.03%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	19	11	57.89%		18.18%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 12/20/2019

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

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)

As a home-based independent study program, OAEC provides a variety of parent/family activities each year. The annual Winter Talent Share is a favorite event for families. Other events include family nights several times a year, family beach days, and an annual science fair. The spring and fall camping trips are excellent ways for families and staff to connect, share homeschooling experiences and have fun together. Our monthly field science trips or community field trips provide opportunities to learn together.

The monthly Parent Support Group meetings give parents an opportunity to share learning experiences and resources with each other. OAEC also has an active School Site Council which gives parents a voice in the decision making process of the school. Parents also help in our library, with Scholastic book orders, and the Box Tops for Education program. Parents also have the opportunity to share a skill or knowledge during our after school clubs.

State Priority: Pupil Engagement

Last updated: 12/12/2019

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

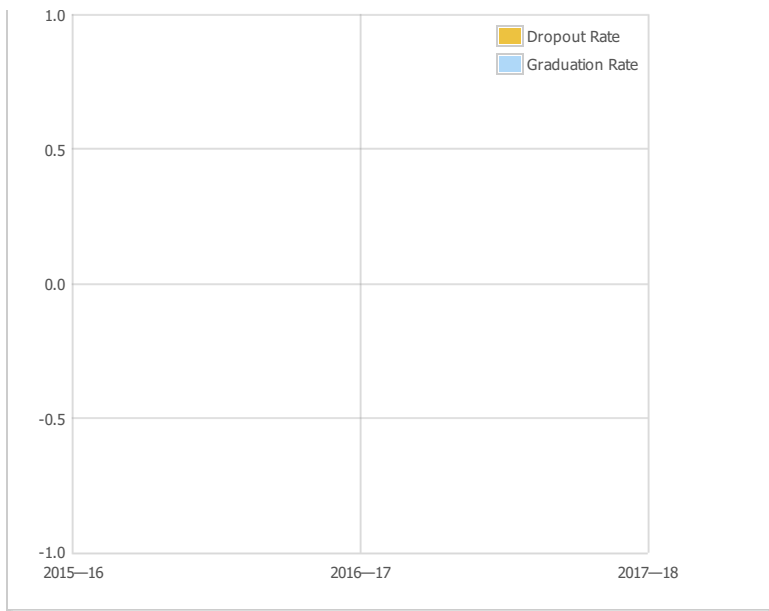
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	11.10%	9.70%
Graduation Rate	--	88.90%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	3.00%	4.90%	9.10%	9.60%
Graduation Rate	--	--	90.90%	92.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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: 12/12/2019

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	--	--	--	--	--	--	3.60%	3.50%	3.50%
Expulsions	--	--	--	--	--	--	0.10%	0.10%	0.10%

Last updated: 12/12/2019

School Safety Plan (School Year 2019—20)

Teachers, administrators, support staff and first responders work together to ensure that we maintain a safe and positive learning environment for all students. All visitors are required to check in at the front office. All of our schools also implement Positive Behavioral Supports and Interventions and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons.

Pursuant to Sections 32280-32288 of the California Education Code, Ocean Alternative School, writes, develops, and adopts a Comprehensive School Safety Plan relevant to the needs and resources of our school on an annual basis. The Part II-Internal Components of the Comprehensive Safety Plan was discussed with staff in October 2019. All components of the 2019-20 Comprehensive Safety Plan will be considered by the Board of Trustees on . Our Comprehensive School Safety Plan is a result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on our school campus, and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year.

Last updated: 12/12/2019

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	2	1	
1				
2				
3				
4				
5	1.00	1		
6	1.00	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.

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	20.00	1	1	
1				
2				
3				
4				
5				
6				
Other**	16.00	1	1	

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.00	2	2	
1				
2				
3				
4				
5				
6				
Other**	2.00	1		

* 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 12/20/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

*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: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7124.00	\$355.00	\$6769.00	\$82584.00
District	N/A	N/A	\$8741.00	\$73639.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

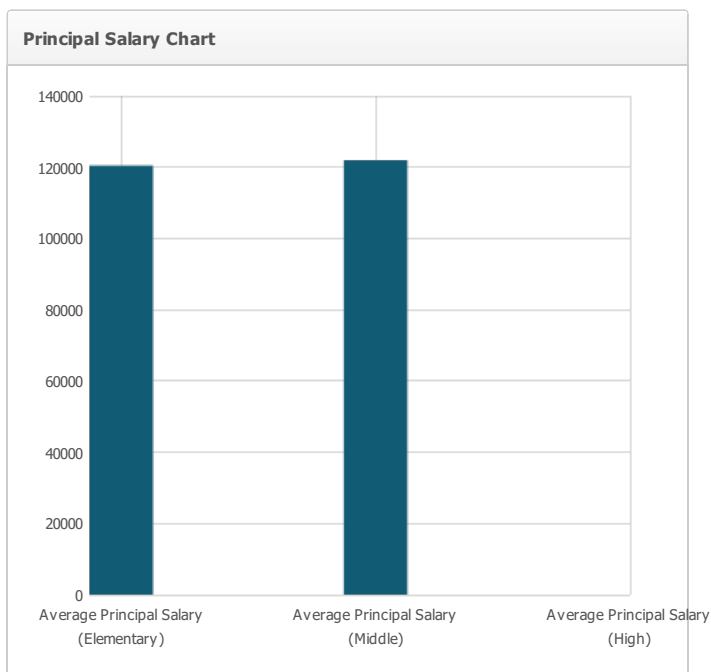
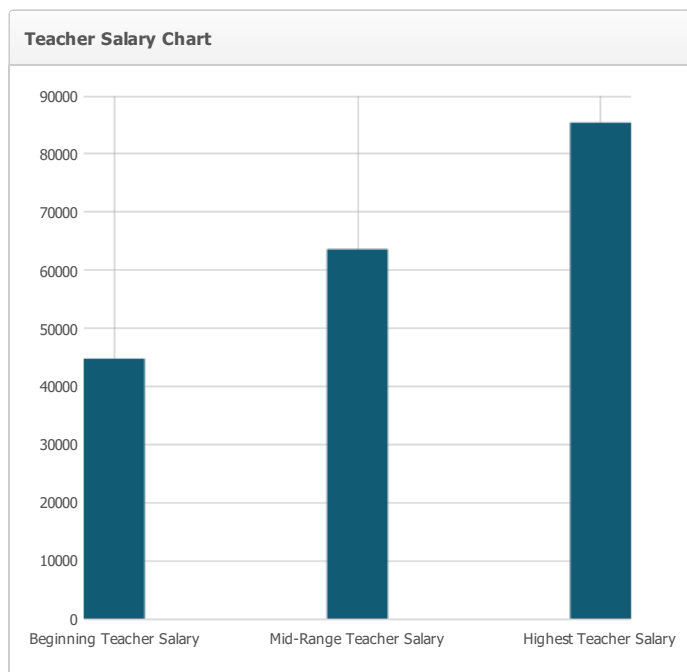
Categorical funding supports the SPECTRA arts program (through the Santa Cruz Cultural Council) at OAEC. These funds support special workshops (i.e. science, math, theater, music) provided by the teaching staff and outside consultants as well as the materials needed to enrich the students' educational/artistic experiences. Individualized tutoring for students needing extra help is also supplemented by categorical funds and parcel tax. Parent education classes and conferences are offered to support parents.

Last updated: 12/12/2019

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$49,378
Mid-Range Teacher Salary	\$63,610	\$77,190
Highest Teacher Salary	\$85,411	\$96,607
Average Principal Salary (Elementary)	\$120,458	\$122,074
Average Principal Salary (Middle)	\$121,958	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$182,000	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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



Last updated: 12/20/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/12/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3