

# Ocean Alternative Education Center

## 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.

## 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.

### Contact

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

*Phone: 831-475-0767  
E-mail: [msauter@losd.ca](mailto:msauter@losd.ca)*

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Live Oak Elementary
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Lorie Chamberland
<b>E-mail Address</b>	<a href="mailto:lchamberland@losd.ca">lchamberland@losd.ca</a>
<b>Web Site</b>	<a href="http://www.losd.ca">http://www.losd.ca</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Ocean Alternative Education Center
<b>Street</b>	984 Bostwick Ln., Ste. 6
<b>City, State, Zip</b>	Santa Cruz, Ca, 95062-1775
<b>Phone Number</b>	831-475-0767
<b>Principal</b>	Mary Sauter, Principal
<b>E-mail Address</b>	<a href="mailto:msauter@losd.ca">msauter@losd.ca</a>
<b>Web Site</b>	<a href="http://www.lodo.santacruz.k12.ca.us">www.lodo.santacruz.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	44697656118673

*Last updated: 1/27/2019*

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

As a diverse community in the heart of Santa Cruz County. LOSD's mission is to prepare preschool through 12th grade students to make meaningful contributions in a rapidly changing world through engagement in academically rigorous curriculum within a collaborative, innovative learning environment.

Ocean Alternative Education Center is the homeschool program for the Live Oak School District. We provide educational support that meets the needs of families and their children 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 six credentialed teacher/consultants, who work closely with homeschooling 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:

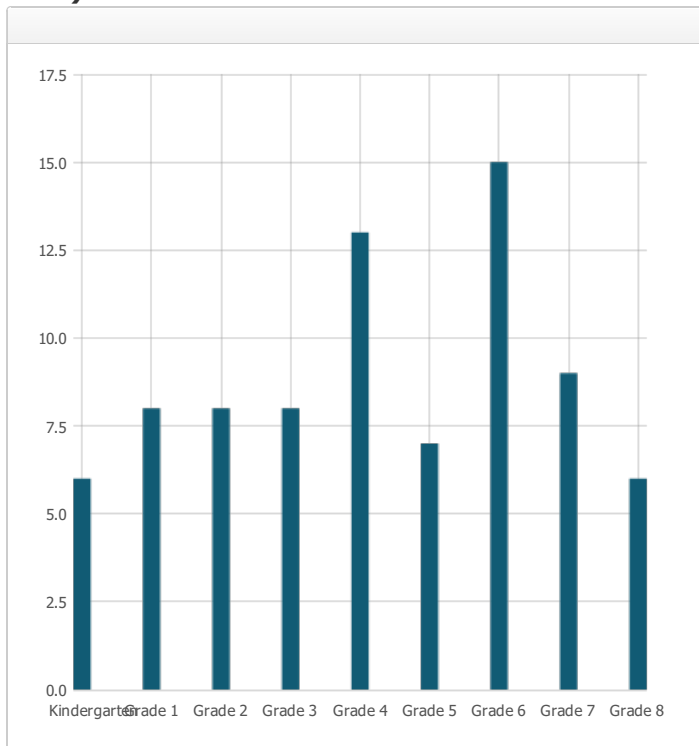
- Ocean Online - online curriculum with direct teacher support
- Clubs - gardening, baking, singing, leadership, etc
- Yearbook projects
- Field science and special destination field trips
- Annual Talent show
- Annual Science Fair

Community events

*Last updated: 1/27/2019*

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

Grade Level	Number of Students
Kindergarten	6
Grade 1	8
Grade 2	8
Grade 3	8
Grade 4	13
Grade 5	7
Grade 6	15
Grade 7	9
Grade 8	6
<b>Total Enrollment</b>	<b>80</b>



Last updated: 1/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.5 %
Asian	2.5 %
Filipino	%
Hispanic or Latino	15.0 %
Native Hawaiian or Pacific Islander	1.3 %
White	71.3 %
Two or More Races	7.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.5 %
English Learners	5.0 %
Students with Disabilities	3.8 %
Foster Youth	%

## A. Conditions of Learning

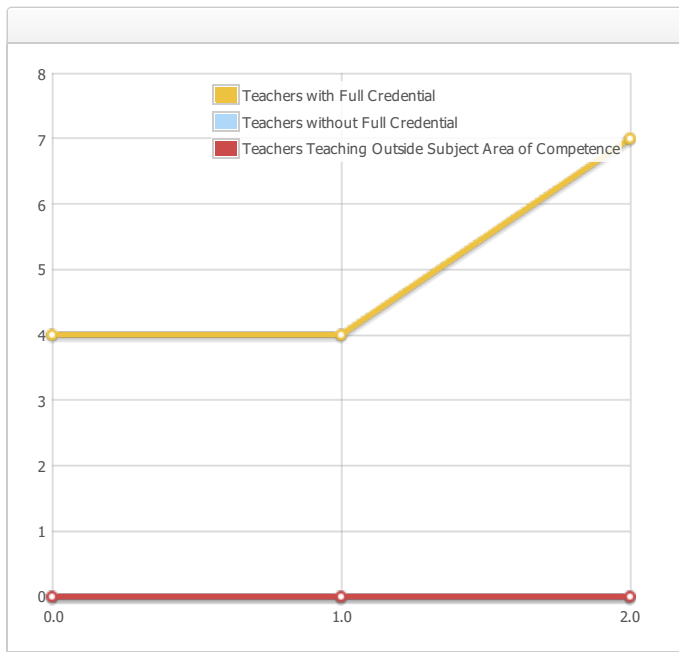
### State Priority: Basic

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

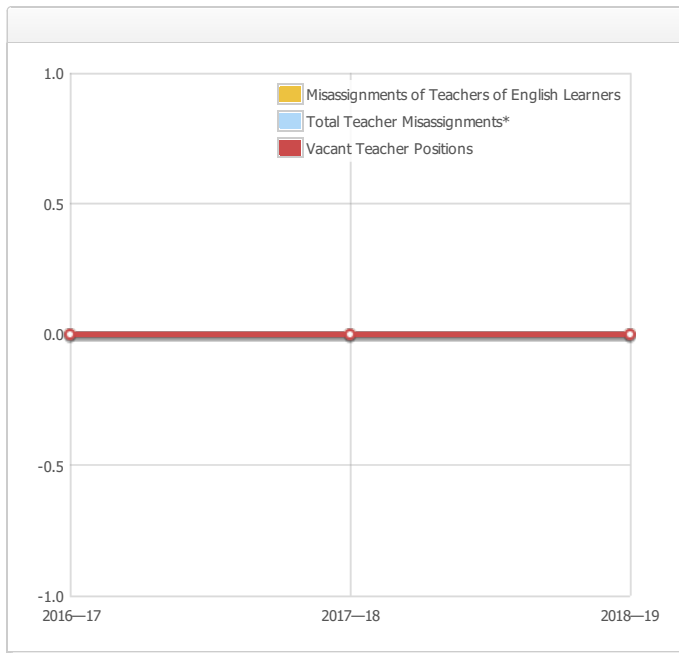
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	4	7	96
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/27/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/27/2019

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

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	We are a homeschool program where each student's educational plan is individualized. As an independent study program, we offer a variety of standard based curriculum and instructional materials to choose for students in our resource library. This is the same for all subjects.		0.0 %
Mathematics	As an independent study program, we offer a variety of standard based curriculum to choose for students.		0.0 %
Science	As an independent study program, we offer a variety of standard based curriculum to choose for students.		0.0 %
History-Social Science	As an independent study program, we offer a variety of standard based curriculum to choose for students.		0.0 %
Foreign Language	As an independent study program, we offer a variety of standard based curriculum to choose for students.		0.0 %
Health	As an independent study program, we offer a variety of standard based curriculum to choose for students.		0.0 %
Visual and Performing Arts	As an independent study program, we offer a variety of standard based curriculum to choose for students.		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: 1/27/2019

## 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.

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: 1/27/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Portable roofs need repair or replacement. Roof repairs will be incorporated into the district's major maintenance plan by priority of need.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 2/1/2019*

## 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

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)	43.0%	60.0%	52.0%	56.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	27.0%	36.0%	44.0%	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: 1/27/2019*

## 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	69	52	75.36%	59.62%
Male	40	28	70.00%	57.14%
Female	29	24	82.76%	62.50%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	13	--	61.54%	50.00%
Native Hawaiian or Pacific Islander				
White	49	37	75.51%	62.16%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	17	11	64.71%	45.45%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/27/2019



## 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	69	48	69.57%	27.08%
Male	40	28	70.00%	28.57%
Female	29	20	68.97%	25.00%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	13	--	61.54%	12.50%
Native Hawaiian or Pacific Islander				
White	49	34	69.39%	32.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	17	--	58.82%	20.00%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/27/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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: 1/27/2019*

# 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 2018—19)

As a homeschool community, 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 are open to students and their family members.

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.

# 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

## School Safety Plan (School Year 2018—19)

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 August of 2018. All components of the 2018-19 Comprehensive Safety Plan will be considered by the Board of Trustees on February 6, 2019. 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: 2/1/2019*

## **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.

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/27/2019*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$3696.5	\$0.0	\$3696.5	\$71876.0
District	N/A	N/A	\$404.3	\$81063.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/27/2019*



## Types of Services Funded (Fiscal Year 2017—18)

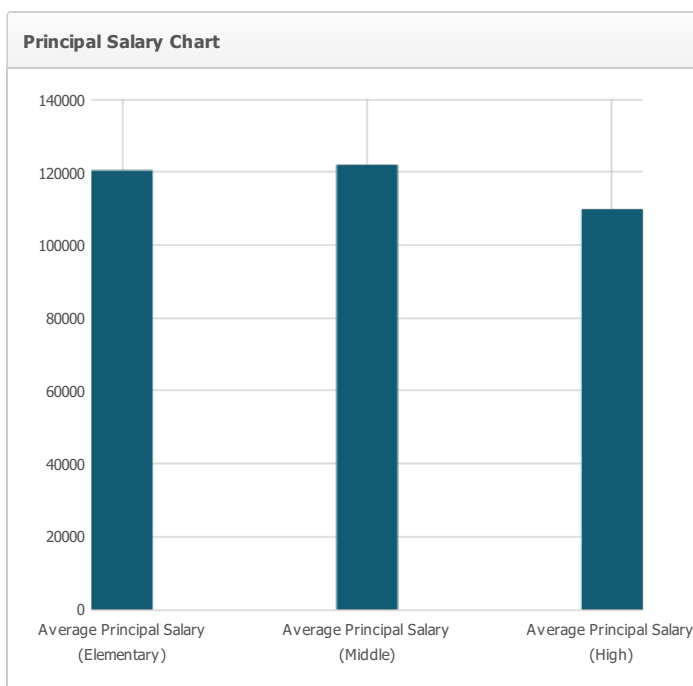
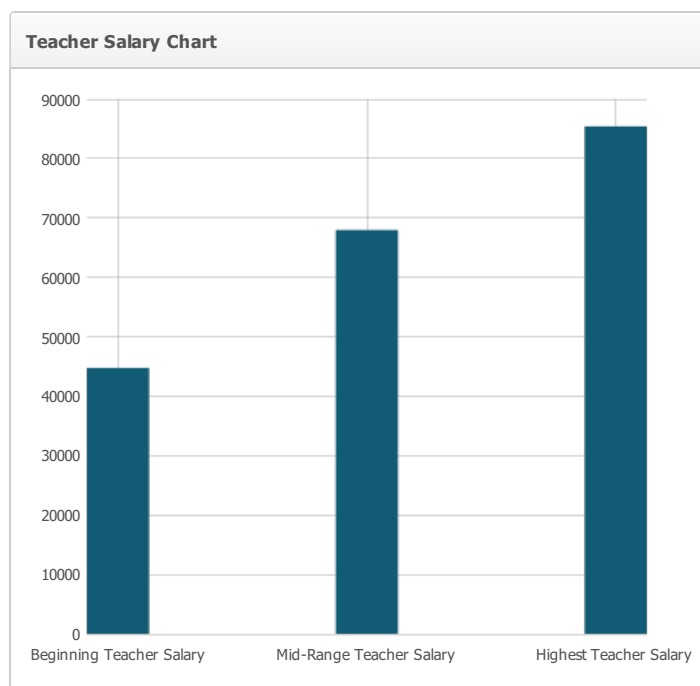
Categorical funding supports the SPECTRA arts program (through the Santa Cruz Cultural Council) at OAEC. These funds support special workshops (i.e. science, math, theater, music) provided by the teaching staff and outside consultants as well as the materials needed to enrich the students' educational/artistic 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 homeschooling parents.

*Last updated: 1/27/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$48,064
Mid-Range Teacher Salary	\$67,970	\$75,417
Highest Teacher Salary	\$85,411	\$94,006
Average Principal Salary (Elementary)	\$120,458	\$119,037
Average Principal Salary (Middle)	\$121,958	\$123,140
Average Principal Salary (High)	\$109,818	\$135,974
Superintendent Salary	\$185,200	\$183,692
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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



*Last updated: 1/27/2019*

## Professional Development

Each year, the staff participates in three days of professional development. The subject areas addressed in the recent professional development are 21st century learning, Gender Spectrum, working with students who have social emotional challenges. Staff also used professional development days to collaborate about and improve our math rubrics to reflect the current standards. Professional development is offered during designated PD days throughout the school year.

*Last updated: 1/27/2019*