

Oasis High School (Alternative)

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Oasis High School (Alternative)
Street	2208 South Stage Coach Ln.
City, State, Zip	Fallbrook, Ca, 92028-4500
Phone Number	760-723-6395
Principal	Michael Gray
Email Address	mgray@fuhisd.net
School Website	https://www.oasishigh.org/
County-District-School (CDS) Code	37681223730967

2022-23 District Contact Information

District Name	Fallbrook Union High
Phone Number	(760) 723-6332
Superintendent	Ilsa Garza Gonzalez
Email Address	igarzagonzalez@fuhisd.net
District Website Address	www.fuhisd.net

2022-23 School Overview

Oasis High School began in January 1994 as a program of Fallbrook High School. In the spring of 1995, it became Oasis High School when it successfully obtained a California County/District/ School code number and began offering its own Oasis High School diploma.

Oasis High School (OHS) is an alternative high school that utilizes independent study as its primary mode of instruction and method of curriculum delivery; it serves grades 9-12. The district initiated an independent study program in 1994 as an alternative for students from Fallbrook Union High School and Ivy High School. In February 2008, Oasis moved to its present, newly installed portable building on the district office site. Teachers meet with students in individual cubicles which surround a common computer and group study area. Separate space is reserved for a science lab, secretary's station, curriculum storage counseling/tutoring station, and staff workroom.

Oasis High School is a WASC-accredited college preparatory independent study high school (2016 accreditation). Oasis offers a broad spectrum of courses, from Advanced Placement, Honors and UC-approved to high school requirements, as well as a variety of electives and online classes. The Oasis staff is committed to providing students with the skills they need to succeed in the 21st Century. Oasis High School offers traditional independent study courses or a blended option of traditional independent study courses with one or two online courses. Oasis provides a safe and inviting learning environment.

At Oasis High School, students are given the opportunity to earn, accelerate and/or recover credits in an independent study format. We offer students a flexible scheduling based on student and family needs. We are on a semester schedule and students have the potential of earning up to 30 credits each semester. For our online/credit recovery platform, we use APEX. Each student is issued a Chromebook and teachers are integrating and using Google Classroom to provide students access to subject matter content and curriculum.

The MISSION of Oasis High School is to provide students with an opportunity either to complete UC/CSU approved "a-g" courses, to accelerate credit accumulation, or to make up deficient credits, in a safe, secure, and supportive learning environment, with a well prepared and dedicated staff, with the requisite academic resources to achieve and succeed at an individual pace and in a unique way. CIF athletic participation is available for all Oasis Students through participation on Fallbrook High School athletic teams. The Oasis curriculum is approved by the NCAA Clearinghouse for all divisions.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	11
Grade 11	27
Grade 12	23
Total Enrollment	66

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.6
Male	36.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	3.0
Filipino	0.0
Hispanic or Latino	48.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.0
White	45.5
English Learners	4.5
Foster Youth	0.0
Homeless	1.5
Migrant	1.5
Socioeconomically Disadvantaged	53.0
Students with Disabilities	9.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.60	41.10	83.70	81.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.87	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.50	3.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	58.90	6.90	6.71	12115.80	4.41
Unknown	0.00	0.00	8.20	7.97	18854.30	6.86
Total Teaching Positions	3.90	100.00	103.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.30	
Total Out-of-Field Teachers	2.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Literature & Language Arts Blue/Holt/2004 Literature & Language Arts Aqua/Holt/2004 Literature & Language Arts Gold/Holt/2004 Literature & Language Arts Purple/Holt/2004 Holt Handbook Grade 9/Holt/2005 Holt Handbook Grade 10/Holt/2007 Holt Handbook Grade 11/Holt/2006 Holt Handbook Grade 12/Holt/2006	Yes	0
Mathematics	Integrated Math I-III/Savvas	Yes	0
Science	Biology/ Glencoe McGraw Hill/2008 World of Chemistry/Houghton-Mifflin/2019 Conceptual Physics/Savvas	Yes	0
History-Social Science	Modern World History/McDougal Littell/2007 The Americans, McDougal Littell 2007 Economics, Principles in Action/Prentice Hall/2007 Magruder's American Government/Prentice Hall/2007	Yes	0
Foreign Language	N/A		
Health	Lifetime Health/Holt/2004	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	Science Lab Equipment	No	

School Facility Conditions and Planned Improvements

FIT Overall rating: 100% ~ Exemplary

The Oasis High School campus is 14 years old, therefore the District has made it a priority to fund deferred maintenance due to the age of the campus. We make an effort to prioritize corrective and preventative maintenance for long-term savings. District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. Our custodial staff inspect the campus throughout the day to ensure the safety of students, staff, and visitors. Equipment, structures, blacktop, and grass fields are maintained. Custodial staff maintains property in compliance with fire and safety requirements. Our maintenance crew work to ensure timely handling of needed facility repairs and immediate response to safety and health needs that arise. The campus includes 7 buildings, of which 7 are portables. The District facilities team spent \$ 5,700.97 on general repairs to our buildings in the 2017-17 school year, and \$5,927.17 in the 2017-2018 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None at this time
Interior: Interior Surfaces	X			None at this time
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None at this time
Electrical	X			None at this time
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No issues

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			Passed fire inspection
Structural: Structural Damage, Roofs	X			Good Roofing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No issues/ no playground

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	72	N/A	61	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	32	96.97	3.03	71.88
Female	22	21	95.45	4.55	66.67
Male	11	11	100.00	0.00	81.82
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	16	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	78.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	20	20	100.00	0.00	60.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	32	96.97	3.03	18.75
Female	22	21	95.45	4.55	19.05
Male	11	11	100.00	0.00	18.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	16	100.00	0.00	6.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	35.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	30.77	NT	16.54	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	13	56.52	43.48	30.77
Female	14	9	64.29	35.71	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	8	66.67	33.33	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	8	66.67	33.33	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Due to the nature of the school program, CTE programs are not available in the Oasis High School campus. Students are given the opportunity to take CTE courses through the Fallbrook High School campus.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	20.00

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a
Grade 9	2	2	2	2	2

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Oasis High School welcomes parents/guardians as our partners in education. This partnership is important in helping monitor student academic and social-emotional progress while at Oasis HS. Below are some of the activities in which parents/guardians are encouraged to participate:

1. During all new student orientations (required)
2. Back To School Night
3. Open House Night
4. Progress Report conferences
5. Report Card conferences
6. Attendance intervention conferences
7. Student Success Team meetings
8. Career Day
9. College Information Night
10. School Board Meetings
11. Student of the Month celebrations

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		8.8	9.2		8.9	7.8
Graduation Rate		96.4	100		81.8	84.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	26	100.0
Female	17	17	100.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	14	14	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	18	18	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	84	81	5	6.2
Female	55	53	3	5.7
Male	29	28	2	7.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	43	41	4	9.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	36	35	1	2.9
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	52	50	3	6.0
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	6	6	1	16.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.84	2.45
Expulsions	0.00	0.31	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.05	4.55	0.20	3.17
Expulsions	0.00	0.00	0.00	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Oasis High School is a clean and safe environment that is conducive to productive learning. We enhance and update our comprehensive safety plan annually (latest adoption 02/07/2022) to incorporate policies and procedures of injury and illness prevention for students and staff and to address campus threats. School safety plans and procedures are in place to ensure the safety of students, staff, and volunteers. The most recent Safety Plan will be reviewed and submitted for board approval in March 2023.

The OHS Safety Committee: The safety committee is comprised of school staff and community members. The committee welcomes diverse viewpoints and members have law enforcement, public safety, military, and/or other relevant experience. The committee, lead by school administration and meets annually. The committee review potential threats and makes recommendations to improve plans, policies, and procedures

Assessment of School Safety: the school uses the process of assessment, planning, physical protection, and response capacity development designed to: 1) Protect students and staff from physical harm; 2) minimize disruption and ensure the continuity of education for all students; 3) Develop and maintain a culture of safety; and 4) Inform school community of safety plan and procedures. OHS assesses hazards, vulnerabilities, and capacities and resources; plans and implements for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for disaster response; and creates preparedness plans and conducts regular drills for a variety of potential incidents. OHS practices, monitors, and improves by holding drills to practice, reflect and improve. The Comprehensive School Safety Plan is aligned with the recommendations from the San Diego County Office of Education, State Homeland Security, local emergency responders, and public safety officials.

Strategies and Programs to Provide and Maintain a High Level of Safety: OHS 1-acre facility is completely fenced and locked. The school campus is monitored by the facilities and maintenance staff from 5:30 am to 11 pm. The District has response protocols for situations and/or students who are at-risk or in crisis. Interventions are designed for students who may not respond to prevention efforts. Staff is trained in CPS and Restorative Justice. A social worker intern, district psychologists, and 1 school counselor are available to provide counseling and academic support to students.

Each classroom is equipped with emergency supplies, and our District provides emergency food and water supplies for our students and staff. We conduct regular safety inspections of all classrooms, office space, kitchen facilities, restrooms, grounds, and buildings.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	23		
Mathematics	2	32		
Science	2	24		
Social Science	2	48		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	20		
Mathematics	2	32		
Science	2	20		
Social Science	2	49		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	17		
Mathematics	3	18		
Science	2	22		
Social Science	2	35		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7717.24	\$0.0	\$7717.24	74447.05
District	N/A	N/A	\$13377.60	\$85,881
Percent Difference - School Site and District	N/A	N/A	-53.7	-14.3
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	15.7	-13.2

2021-22 Types of Services Funded

Oasis High School is able to support various services through the funding received from the district funding and Local Control Funding. Below are the programs and services available:

*Professional development for teachers via instructional focus and curriculum development (District-based and Orenda Education)

*Partner services with other District high schools

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,104	\$50,352
Mid-Range Teacher Salary	\$87,443	\$83,849
Highest Teacher Salary	\$111,063	\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)	\$145,789	\$144,431
Superintendent Salary	\$185,400	\$193,259
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

The annual number of days provided for professional development and continuous professional growth for the school year varies from 7 - 9 days.

The primary/major areas of focus for staff development have been curriculum development, instructional strategies, ELD training, and learning walks. Student achievement data such as CAASPP and ELPAC is used to determine the professional development need for Oasis HS. Oasis High School collaborates with Fallbrook High School for professional development.

Professional development is delivered via workshops during the school day and with assistance from the San Diego County Office of Education. Teachers were supported during implementation via peer-to-peer observations, optional learning walks/feedback, and teacher-principal informal meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9