

# Oasis High School (Alternative)

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/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).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

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

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

## School Description and Mission Statement (School Year 2019-20)

Fallbrook is located in northern San Diego County, nestled between the Pala Indian Reservation and the US Marine Corps Base Camp Pendleton/Fallbrook Naval Weapons Station. The community of Fallbrook began in the area known today as Live Oak County Park. The first permanent recorded settlement was in 1869, when the Vital Reche family settled in the area. While the population continues to increase at a moderate pace, Fallbrook maintains an easy lifestyle and retains its “Friendly Village” atmosphere loved by residents and envied by visitors. Fallbrook is known for its avocado groves and claims the title “Avocado Capital of the World”. Fallbrook has always featured a rural countryside with all the amenities nearby. Our community of approximately 50,000 is spread over 127 square miles. Fallbrook is “life in the country” with a feel which sets us apart and gives all who live here a special pride.

The Fallbrook Union High School District is composed of three high schools: Fallbrook Union High School (FUHS), Ivy High School (Continuation), and Oasis High School (Independent Study).

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 which 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. Initially, it shared classroom space on the IVY High School (continuation) campus. Oasis remained a program until, realizing the growing demand for an independent study option during the 1994-95 school years; it sought its own CDS number and became a separate, diploma-granting high school. From 1999 to 2003 Oasis moved to a town-centered location where it shared a building with the Fallbrook Chamber of Commerce. Oasis returned to the Ivy High School campus in 2003. In February 2008, Oasis moved to its present, newly installed portable building on the district office site. Four full-time 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. In 2013, Oasis began utilizing the “annex” room for meetings.

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.

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. For the last 3 years, our teachers' professional development has centered around Student to Student Interactions, taking into account the need to have students primarily “speak” in class, while also listening, reading and writing. We accomplish these learning strategies via our 1 to 1 weekly meetings. Students are also taught dialogue protocols and conversation skills as a result of our professional development. Again, I am proud of the work done by our teachers, for our students and our community.

For the school year 2018-19, Oasis HS began its 25th year providing an alternative setting from the traditional high school instructional and learning environment. As an independent study high school, Oasis has evolved into a College Prep, UC approved, and WASC accredited institution over the last ten years.

Oasis High School employs 5.5 faculty members and has a student enrollment of approximately 80. The school serves a diverse population. As of 2017-18, 50.6% are Hispanic/Latino, 41.2% White, 0% Black, 2.4% Native American, and 4.56 % Other. 4.7% of our students are English Language Learners (ELs), 43.5% are Socioeconomically Disadvantaged, 0% are Homeless, 1.2% are Foster Youth, and 3% of our students are Special Education. Students and staff work collaboratively to achieve student outcomes. Oasis provides a safe and inviting learning environment.

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.

#### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	13
Grade 10	9
Grade 11	27
Grade 12	31
Total Enrollment	80

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.3
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	1.3
White	42.5
Two or More Races	2.5
Socioeconomically Disadvantaged	47.5
English Learners	3.8
Students with Disabilities	3.8
Homeless	

## 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
<b>With Full Credential</b>	4	4	4	107
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2015

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 Read 180 R Book - Next Generation (Stage C)	Yes	0
<b>Mathematics</b>	Big Ideas Math, Algebra 1, Big Ideas Learning, 2015 Big Ideas Math, Geometry, Big Ideas Learning, 2015	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Biology/ Glencoe McGraw Hill/2008 Earth Science/McDougal Littell/2008	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
Health	Lifetime Health/Holt/2004	Yes	0
Science Laboratory Equipment (grades 9-12)	Science Lab Equipment		

### School Facility Conditions and Planned Improvements (Most Recent Year)

FIT Overall rating: 100% ~ Exemplary

The Oasis High School campus is 12 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	New compressor installed in one of two HVAC units.
<b>Interior:</b> Interior Surfaces	Good	Good Shape

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No vermin infestation
<b>Electrical:</b> Electrical	Good	LED outside lighting added.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No issues
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Passed fire inspection
<b>Structural:</b> Structural Damage, Roofs	Good	Good Roofing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No issues/ no playground
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	68	67	52	49	50	50
<b>Mathematics (grades 3-8 and 11)</b>	24	17	24	21	38	39

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.

**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	36	36	100.00	0.00	66.67
Male	15	15	100.00	0.00	66.67
Female	21	21	100.00	0.00	66.67
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	19	19	100.00	0.00	68.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	69.23
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	61.11
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.

**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	36	36	100.00	0.00	16.67
Male	15	15	100.00	0.00	26.67
Female	21	21	100.00	0.00	9.52
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	23.08
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	11.11
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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten 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
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

#### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	Less than 2%



Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	11.76

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	0	43	50

Note: 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.

## 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)

- During all new student orientations (required)
- Back To School Night
- Open House Night
- Progress Report conferences
- Report Card conferences
- Attendance intervention conferences
- Student Success Team meetings
- Career Day
- College Information Night
- School Board Meetings
- Student of the Month celebrations

## 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.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.9	4.8	0	9	9.9	7.2	9.7	9.1	9.6
Graduation Rate	94.1	88.1	94.1	79.7	78.1	84.3	83.8	82.7	83

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/>.

## 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	0.8	0.0	0.0	5.5	5.0	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 2017-2018) 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 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	3	25			4	23			3	33		
Mathematics	2	26			3	18			2	25		
Science	3	13			3	17			2	19		
Social Science	3	29			3	36			2	35		

\*Number of classes indicates how many classrooms 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.

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

Title	Ratio
Academic Counselors*	266.7

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

\*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.

## 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	\$7717.24	\$0.0	\$7717.24	74447.05
District	N/A	N/A	\$13377.60	\$83180.51
Percent Difference - School Site and District	N/A	N/A	-53.7	-11.1
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	2.8	-6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

District - Professional development for teachers via instructional focus and curriculum development

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,178	\$48,684
Mid-Range Teacher Salary	\$79,997	\$78,920
Highest Teacher Salary	\$101,607	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$139,451	\$134,157
Superintendent Salary	\$242,131	\$185,654
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	6%

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

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	8	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science	2	N/A
All courses	13	16.3

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	12

The annual number of days provided for professional development and continuous professional growth for the school years:

- 2016—17 - 7 days
- 2017—18 - 7 days
- 2018—19 - 7 days

The primary/major areas of focus for staff development were curriculum development, instructional strategies/focus, ELD training, and learning walks. Student achievement data such as CAASPP/CELDT was used to determine the need for professional development in deciding on Student to Student Interactions (or making instruction visible strategies). 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.