

Oceana High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Oceana High School
Street	401 Paloma Avenue
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 550-7300
Principal	Maritza Torres
Email Address	mtorres@jeffersonunion.net
School Website	https://www.juhsd.net/ohs
Grade Span	9-12
County-District-School (CDS) Code	41-68924-4135075

2024-25 District Contact Information	
District Name	Jefferson Union High School District
Phone Number	(650) 550-7900
Superintendent	Toni Presta
Email Address	tpresta@jeffersonunion.net
District Website	www.juhsd.net

2024-25 School Description and Mission Statement
Oceana High School is located in Pacifica, a coast side community just south of Daly City in the San Francisco Bay Area. It is part of the Jefferson Union High School District, which has an open enrollment policy and serves students who live in Daly City, Pacifica, Brisbane, San Bruno and Colma. Oceana has an ethnically diverse student body of approximately 490 students. In 2009, Oceana High School received a California Distinguished School Award, the highest distinction possible by the California Department of Education, in recognition of the academic achievement of all students. The California Distinguished School Award represents the culmination of work that began in 1991 when Oceana High School restructured as a small school with an alternative college preparatory program. Oceana then went on to receive the California Gold Ribbon award in 2015 based on

2024-25 School Description and Mission Statement

our Senior Exhibition process. The Senior Exhibition is a year-long project completed by each graduating senior on the diploma track (and some who are on the certificate track). The project consists of a lengthy paper (13 page minimum) informed by individual student research into complex sources and an interview with an expert in their field of research, and a presentation of the student's learning.

VISION

We aspire to be an interconnected learning community in which we honor individuals' identities and empower one another to think critically, take risks, practice justice, and engage in self discovery to contribute to a more equitable world.

MISSION

The mission of Oceana is to empower individuals to better know themselves and each other and to understand their role in community. All members of Oceana teach and learn from one another through inquiry, reflection, and revision. We practice collaboration, group decision making, inclusion, and critical thinking through a lens of social justice.

Oceana utilizes its alternative school status to create a unique school experience. Academic Council, a collaborative democratic body composed of elected student, parent, and staff representatives, determines key schoolwide decisions. We cultivate interconnectedness and empowerment through innovative structures including the 9/10 House, Humanities, and cumulative capstones guided by authentic assessment and student choice.

The learning experience at Oceana is student-centered. Oceana staff mentor students to find and pursue their passions through personalized supports that meet students where they are and help them become who they want to be. Students exercise agency within an academically rigorous educational environment through project-based learning and exhibitions, service learning, and extracurricular opportunities. Students and staff work together to build meaningful relationships rooted in mutual respect and attention to wellness.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	103
Grade 10	122
Grade 11	144
Grade 12	122
Total Enrollment	491

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	55
Non-Binary	1.2
Asian	17.7
Black or African American	0.8
Filipino	18.1
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.6
White	25.9
English Learners	3.7
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	19.3
Students with Disabilities	15.7

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)	24.90	78.02	183.40	78.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.75	4.60	2.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.34	20.00	8.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	12.11	17.60	7.54	12115.80	4.41
Unknown/Incomplete/NA	0.50	1.72	7.70	3.33	18854.30	6.86
Total Teaching Positions	32.00	100.00	233.50	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)	22.40	71.73	183.60	78.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.92	2.60	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	4.89	15.10	6.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.70	18.23	19.90	8.57	11953.10	4.28
Unknown/Incomplete/NA	0.90	3.17	11.80	5.07	15831.90	5.67
Total Teaching Positions	31.20	100.00	233.10	100.00	279044.80	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.

2022-23 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)	24.20	79.68	175.80	81.47	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.17	15.00	6.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	16.58	12.20	5.65	11746.90	4.23
Unknown/Incomplete/NA	0.40	1.54	11.40	5.29	14303.80	5.15
Total Teaching Positions	30.40	100.00	215.80	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.00	1.50	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	1.50	0.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	1.10	0.9
Local Assignment Options	3.30	4.50	4.1
Total Out-of-Field Teachers	3.80	5.70	5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30	8.8	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	0.4	0.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All Quiet on the Western Front America is in the Heart American born Chinese Animal Farm by George Orwell Bluest Eye Born a Crime China Boy Crucible, The EDGE-Red- Reading,Writing & Language Fundamentals Fences Forgotten Fire Frankenstein Great Gatsby Hate U Give House on Mango Street How To Read Literature Like a Professor a Lively Ad MacBeth March Book One March Book Two Maus (Complete) Nectar In A Sieve Night No-No Boy Oak Flat Of Mice and Men Patron saints of nothing Perrine's Literature: Structure, Sound, and Sense Stamped Storming Heaven	Yes	0

	SULA The 57 Bus Their Eyes Were Watching God There there We set the dark on fire When the Elephants Dance by Tess Uriza Holthe		
Mathematics	Algebra 2 Connections CPM Algebra Connections CPM Big Ideas Integrated Math 1 TE Big Ideas Integrated Math 2 TE Big Ideas Math Integrated Math I Big Ideas Math Integrated Math II Big Ideas Math Integrated Math III Big Ideas Math Integrated Math III TE Calculus Calculus for the AP Course Precalculus Precalculus: Mathematics for Calculus Statistics and Probability with Applications Teachers Edition Calculus for the AP Course TI-84 Plus CE Graphing Calculator TI-nspire (Calculator) TI-nspire CX CAS (Calculator)	Yes	0
Science	Anatomy and Physiology 2e. Basic Scientific Calculator Biology Chemistry AP Edition Chemistry AP TE Chemistry Prentice Hall- California Earth Science: Geology, Environment, and Universe Holt Environmental Science Physics- Principles and Problems The Living Earth	Yes	0
History-Social Science	See Language Arts (since we have a humanities curriculum that blends LA and Social Studies) and: American Government Stories of A Nation for AP/ Reader By the People: A History of The United States {Ap Edition} Econ Alive! The Power to Choose Econ Alive! The Power to Choose TE Economics: Concepts and Choices Give Me Liberty! an American History Government Alive! Power, Politics, and You Government Alive! Teacher's Guide Hate U Give History Alive Pursuing American Ideals History Alive! Pursuing American Ideals Teacher's Guide History Alive! World Connections History Alive! World Connections Teacher's Guide Introduction to Psychology March Book One March Book Two Modern World History Myers' Psychology For the AP Course UPDATED Teacher's Edition New Jim Crow Stamped, by Jason Reynolds & Ibram X. Kendi The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander	Yes	0

	What Money Cant Buy the Moral Limits of Markets World War Z by Max Brooks		
Foreign Language	Album Autentico, Level 1 Autentico, Level 2 Autentico, Level 3 El Oro De Los Suenos La Bella y la Bestia Larousse Diccionario Del Espanol Moderno Lazarillo De Tormes Temas (4AP)	Yes	0
Health	Fitness for Life Health: Making Life Choices	Yes	0
Visual and Performing Arts	Arttalk Creating Your Own Monologue Understanding Comics	Yes	0

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

School Facility Conditions and Planned Improvements

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them.

Year and month of the most recent FIT report

11/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Pool Building: Stainless steel rust throughtout Pool building. Treat with proper product as needed. Painted wall in lobby. Replacing dive blocks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Zone D 400's: Roof repairs complete. Working on pest control in garbage area.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	66	70	58	59	46	47
Mathematics (grades 3-8 and 11)	36	37	32	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	112	78.87	21.13	69.64
Female	60	39	65.00	35.00	69.23
Male	80	71	88.75	11.25	69.01
American Indian or Alaska Native	0	0	0	0	0
Asian	29	21	72.41	27.59	90.48
Black or African American	--	--	--	--	--
Filipino	38	31	81.58	18.42	70.97
Hispanic or Latino	26	25	96.15	3.85	48.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	11	64.71	35.29	72.73
White	30	23	76.67	23.33	73.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	47	78.33	21.67	72.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	28.57

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	115	80.99	19.01	38.26
Female	60	41	68.33	31.67	31.71
Male	80	72	90.00	10.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	29	21	72.41	27.59	71.43
Black or African American	--	--	--	--	--
Filipino	38	34	89.47	10.53	23.53
Hispanic or Latino	26	24	92.31	7.69	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	11	64.71	35.29	45.45
White	30	24	80.00	20.00	58.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	48	80.00	20.00	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	5.00

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.25	35.53	33.76	30.37	30.29	30.73

2023-24 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	273	239	87.55	12.45	34.73
Female	116	91	78.45	21.55	29.67
Male	153	144	94.12	5.88	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	50	41	82.00	18.00	43.90
Black or African American	--	--	--	--	--
Filipino	52	46	88.46	11.54	28.26
Hispanic or Latino	61	56	91.80	8.20	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	34	87.18	12.82	38.24
White	69	61	88.41	11.59	47.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	94	85.45	14.55	32.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	31	86.11	13.89	12.90

2023-24 Career Technical Education Programs

Oceana requires all students to complete 100 hours of community service prior to graduation (adjusted for the pandemic). We have a Community Service Coordinator on staff to help students select community service placements based on their interests. Through their work with nonprofit organizations, community agencies, and schools, students gain important job-related skills: responsibility, respectful behavior, organization, decision-making, and task completion. Our school counselors provide lessons on career choices and assist students in exploring high school to college and career connections. A Career Day with speakers from a variety of occupations enables students to hear directly from experts in the field including former Oceana students who can highlight direct links from the Oceana experience to the job world. Our high school offers courses intended to help students prepare for the world of work. We offer a food and nutrition class which serves as a springboard for careers in food preparation, agriculture, and other food system careers. Students earn their food handling certificate during the foods and nutrition course. We also offer a computer course for those students interested in computer related careers. CTE advisory committee includes Hospitality and Tourism partners from Embassy Suites, Focaccia, Fortune Cookie Factory, Pie Ranch, and Ritz Carlton.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	68
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.71
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	78.07

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.

2023-24 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. The administration of the PFT requires only participation results 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	89.69%	93.81%	95.88%	93.81%	96.91%

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.

2024-25 Opportunities for Parental Involvement

The Oceana Student Parent Teacher Organization (OSPTO) is an active parent organization that meets monthly for business meetings and sponsors programs for parents four to six times each year. OSPTO invites guest speakers to make presentations to parents on topical issues. Speakers typically include classroom teachers, counselors, representatives from Skyline College, and other school-related project leads. OSPTO is active in organizing community events, and in raising funds to support school activities and classroom projects. Up to two parent representatives sit on our Academic Council and participates in decision making on major policy issues for the school. Since Academic Council is open to all, parents and community members are welcome to weigh in on any topics of interest. Three to four parents sit on the Oceana School Site Council. Parents are also encouraged to volunteer time and participate in school functions such as Senior Exhibition Day. Senior Exhibition Day attracts many parents and family members as students share their research through oral presentations. More than half of our parents typically attend Back-to-School Night, exhibition nights for student projects, class-level informational evening meetings, and award ceremonies. When parents or teachers are concerned about a student's progress or behavior, our counseling and/or administrative staff facilitates meetings with parents and teachers to collaborate on an academic or behavior plan for the student. Families are also invited to new student orientation just prior to the beginning of the school year.

Our student database system, Synergy, has a parent portal to enable parent and student access to information about attendance, classes, homework assignments, and student grades. Parents and students can also email or phone teachers as needed. We use Blackboard Connect to update families via phone and email about important events and information at least weekly through our Shark Bytes newsletter. Parents can also access our school bulletin, which includes event information, community service opportunities for students, and scholarship information, through our school website. We also have an OSPTO Facebook page: <https://www.facebook.com/oceanaspto/>.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.7	0.0	1.7	6.0	4.8	5.0	7.8	8.2	8.9
Graduation Rate	90.6	91.6	95.0	89.9	89.9	91.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	121	115	95.0
Female	53	49	92.5
Male	66	64	97.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	21	21	100.0
Black or African American	0	0	0.00
Filipino	14	12	85.7
Hispanic or Latino	31	29	93.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	21	21	100.0
White	34	32	94.1
English Learners	11	7	63.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	54	52	96.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	13	81.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	503	495	43	8.7
Female	222	218	26	11.9
Male	275	271	16	5.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	89	88	3	3.4
Black or African American	--	--	--	--
Filipino	91	90	4	4.4
Hispanic or Latino	130	126	14	11.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	59	6	10.2
White	128	127	14	11.0
English Learners	25	23	2	8.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	183	180	14	7.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	80	19	23.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.38	3.46	2.78	3.34	3.55	2.97	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.02	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0.00
Female	2.70	0.00
Male	2.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.12	0.00
Black or African American	0.00	0.00
Filipino	1.10	0.00
Hispanic or Latino	6.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.67	0.00
White	0.78	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Oceana administration works with a committee to review and revise a crisis management and safety plan annually and makes the plan available to all staff. The Big Five procedures for evacuation; shelter in place; lockdown barricade; drop, cover, and hold on; and secure campus in addition to evacuation maps are posted in every classroom. The objectives for the School Site

2024-25 School Safety Plan

Safety Plan are to Protect the safety and welfare of students, school staff, and visitors; provide a safe and coordinated response to emergencies; protect the District's facilities and properties; enable the District to restore normal conditions with minimal confusion in the shortest time possible; provide the interface and coordination between sites and the District Department Operations Center (DOC); provide the interface and coordination between the District DOC and the City of Pacifica, Daly City, and the County of San Mateo Emergency Operations Center (EOC); and provide the orderly conversion of pre-designated campus sites to off-campus site when necessary.

These quick guides simplify each area of our detailed safety plan. Each classroom is equipped with a telephone and an emergency bag. Each staff member is given an emergency badge that will immediately notify site and district responders. In a more serious situation, the badge can also notify the local police station. Administration can communicate with teachers through a public address system. Oceana practices Big Five procedures through drills at least once each semester. Oceana staff members have been trained to be part of a Community Emergency Response Team (CERT) and we work closely with the Pacifica Police Department (PPD) to develop and coordinate our safety plans. We have coordinated with a neighboring middle school on an emergency evacuation plan and agreed to use each other's sites if an evacuation of one site becomes necessary. PPD officers drop by the school regularly to check in with the administration and maintain an active presence on campus. We have two full-time campus supervisors who works directly with administration to support safe student behavior.

Oceana High School is a closed campus. Students may not leave the campus during school hours without permission. All visitors must sign in at the main office to receive a pass to be on campus. Adults who are not on staff and students who are not enrolled in Oceana cannot be on campus during school hours without a visitor's pass. The school safety committee meets to review and improve our Safety Plan. The Safety Plan was updated in the Fall Semester of 2023 and officially reviewed by Academic Council on Thursday, December 21st, 2023. Academic Council is comprised of classified and certificated staff members, administration, parent and student representatives. It will then be presented to our board.

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	12	3	2	
Mathematics	16	18	16	
Science	26	3	17	
Social Science	23	5	21	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26		3	
Mathematics	21	10	11	2
Science	27	2	14	
Social Science	28	2	19	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	32		3	
Mathematics	25	7	8	4
Science	30	4	10	2
Social Science	30	6	11	4

2023-24 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	188.85

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,975.50	\$4,407.87	\$ 5,567.64	\$78,593
District	N/A	N/A	\$6,224.27	\$86,857
Percent Difference - School Site and District	N/A	N/A	-200.0	-10.0
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	-200.0	-17.6

Fiscal Year 2023-24 Types of Services Funded

Supplemental Educational Services

Oceana has supplemented our educational services in a variety of ways through individual and direct group support of students, support of teachers- new and seasoned, and concerted professional development and shared decision making structures. To support individual students, teachers offer office hours at lunch, or before or after school. Our teachers have an open door policy. Students can make appointments with teachers or in some cases drop into office hours.

Another way we help students emotionally and academically is through counseling interns. Our counselors develop lessons and presentations for students during flex time, advisory and class time. School counselor meet one on one to help students select courses to reach graduation status and meet A-G requirements. Students who need credit recovery may attend APEX after school two times a week. A special education credit recovery option supports our students with IEPs to complete graduation requirements. Our wellness counselor and social worker meet with students in crisis and also helps new students transition to Oceana. The wellness counselor connects students and families to outside agencies as needed. Our counseling team oversees our Chill Room and the Wellness Center. Students can use these spaces to regulate themselves and then head back to class or see a counselor. Our school psychologist supports students who have IEPs with emotional needs and also consults with outside agencies.

Since our senior exhibition is a graduation requirement, our students have many support options. In addition to the senior humanities support, each student is assigned a mentor. All certificated staff members typically mentor between 1-5 mentees. They meet one on one with students to guide them personally through their Senior Exhibition requirements. We also have a Senior Exhibition Coordinator organizing various supports for students, including Senior Exhibition Saturday/After School support. Long term support for students comes from concerted curriculum development and staff attention to students' emotional needs. Our 9/10 house meets every other week to share cross curricular connections and "Student Spotlight," information that is useful to support students academically, emotionally, and behaviorally. Similarly, each of our humanities grade level teams, and math, science, and Spanish learning areas meets to develop and refine curriculum and create and standardize rubrics, assessment, and grading.

Academic Council includes teachers, classified staff, the principal, students, and parents who work together to weigh in on all major school decisions. This rich, shared leadership has resulted in informal translation opportunities for Back to School Night, structured opportunities for students to give course feedback, revision of the school schedule, community building/support meetings for families, strategies to reach out to new enrollees, data tracking of our transfer students to discover support needs and program strengths, and myriad other support vehicles. To maximize the strength of our new teachers' instructional strategies, our coaches and other academic leaders meet with new teachers regularly. All certificated staff has weekly professional development meetings Wednesdays from 1:40-3:40. At these meetings, we share instructional strategies, meet in peer coaching groups, and share other support vehicles and strategies for our students. We also use these meetings to support our students with special needs and 504 plans, explore anti-racism themes, and calibrate our Senior Exhibition support and evaluation, among other topics.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$61,800	\$56,629
Mid-Range Teacher Salary	\$83,583	\$92,603
Highest Teacher Salary	\$106,228	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$152,808	\$159,410
Superintendent Salary	\$252,063	\$213,044
Percent of Budget for Teacher Salaries	24.44	27.62
Percent of Budget for Administrative Salaries	5.34	5.55

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.6
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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	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

The Oceana faculty is continuously engaged in professional development to improve our teaching practices. We hold a volunteer two-day certificated faculty retreat before school begins each fall to reflect on our work and to set goals for the coming year. During the year, the certificated faculty meets for two hours each week to discuss curriculum, assessments, classroom instruction, school wide practice and school culture. We receive a time waiver for instructional minutes from the California Department of Education that permits us to shorten the school day every Wednesday for certificated staff to

Professional Development

collaborate and students to perform their required community service. For the 2024-25 school year, we had full full days and 34 partial days dedicated to staff development; for the 2023-24 school year, we have four full days and 33 partial days dedicate to staff development; for the 2022-23 school year, we had four full days and 32 partial days dedicate to staff development; and for the 2021-22 school year.

In addition, we encourage and support teachers to attend professional development workshops focused on curriculum and instructional strategies. All teachers are members of a cross-curricular peer coaching group. Instructional Coaches work with new staff concertedly and other staff members who seek help to support success. Senior exhibition coordinator and team support our ongoing work with senior exhibition. Staff members work with Facing History and has formed an anti-racism committee to take the lead on these topics and lead our full staff in this work. Academic Council brings multiple perspectives and gathers data through polling and other means to steer the professional development and direction of our school. Since this shared leadership body meets for two hours each week, there is ample opportunity to use the cycle of inquiry to respond to student, family, and staff need. Learning areas/committees of staff members can bring proposals to the Academic Council for work outside the school day to develop and strengthen curriculum, review and create assessments based on student data, and refine major programs, activities, and grading standards.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	36	37	38