



Mission Oak High School

3442 E. Bardsley Ave. • Tulare, CA 93274 • (559) 687-7308 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Tulare Joint Union High School District

426 North Blackstone
Tulare, CA 93274
(559) 688-2021
www.tulare.k12.ca.us

District Governing Board

Frank Fernandes
Craig Hamilton
Laura Fonseca
Cathy Mederos
Kelley Nicholson

District Administration

Tony Rodriguez
Superintendent
Lucy VanScyoc
**Assistant Superintendent
Curriculum, Assessment and
Technology**

Barbara Orisio
**Assistant Superintendent
Human Resources**

Marie Pinto
**Assistant Superintendent
Student Services & Special
Programs**

Vivian Hamilton
Business Manager

Donny Trimm
Director of Technology

Chris Stevens
Director of Facilities

Jason Edwards
Director of Special Education

Principal's Message

Mission Oak High School opened in August 2008 and is now in its 10th year. Our school colors of purple, black, and white run deep in the heart of our students, staff, administration, parents. Our students come out of three communities: Tulare, Tipton and Pixley made up primarily of rural farmland. We are working hard to build culture of family and pride as we focus on our character: REIGN ~ Respect, Excel, Integrity, Give Back, and Network. We are #3cities1family.

Vision

All students will be prepared to embrace challenges, seek opportunities, and find purpose in a dynamic global society

Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills

Schoolwide Learner Outcomes

Mission Oak High School Graduates will earn their WINGS:

- Will to succeed
- Embrace learning
- Adapt to change
- Set and strive towards personal and professional goals
- Innovative and Creative
- Critical thinker
- Problem solver
- Express self through arts, sciences, and humanities
- Networking
- Communicate and Collaborate
- Digitally Literate
- Invest in and connect to school and community
- Global Citizens/Minded
- Global awareness
- Respectful, Responsible, and Accountable
- Understand the rights and responsibilities of life in a democracy
- Self-Directed Learner
- Read, write, speak, listen with a growth mindset
- Gather, analyze and synthesize information
- Time management and ability to follow directions

About the SARC

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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 430 |
| Grade 10 | 412 |
| Grade 11 | 384 |
| Grade 12 | 324 |
| Total Enrollment | 1,550 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.6 |
| Asian | 1.3 |
| Filipino | 0.4 |
| Hispanic or Latino | 74.5 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 20.7 |
| Socioeconomically Disadvantaged | 73.7 |
| English Learners | 12.1 |
| Students with Disabilities | 5.2 |
| Foster Youth | 0.6 |

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 | | | |
|---|-------|-------|-------|
| Mission Oak High School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 66 | | |
| Without Full Credential | 0 | | |
| Teaching Outside Subject Area of Competence | 0 | | |
| Tulare Joint Union High School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Mission Oak High School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | | |
| Total Teacher Misassignments | 0 | | |
| Vacant Teacher Positions | 0 | | |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The Tulare Joint Union High School District held a public hearing on August 21, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in March 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Textbooks and Instructional Materials | |
|--|---|
| Year and month in which data were collected: 04/05/2018 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Glencoe Speech - Glencoe Mc-Graw Hill - Adopted: 2012 (Speech) Collections 9th Grade - Houghton Mifflin - Adopted: 2017 (Eng 1A & H) READ 180/Edge Level A - Hampton Brown - Adopted: 2010 (Eng Intserv & IS A 9th gr) READ 180/Edge Level B - Hampton Brown - Adopted: 2010 (Eng Intserv & IS B 9th gr) Collections 10th Grade - Houghton Mifflin - Adopted: 2017 (Eng 2A & H) EDGE Level B - Hampton Brown - Adopted 2010 (Eng Interv & IS B 10th gr) Pearson Literature 11th Grade - Pearson - Adopted: 2010 (Eng 3A) The language of Composition - Bedford - Adopted: 2010 (Eglish 3 AP) Prentice Hall Lit: World Masterpieces - Pearson - Adopted: 2010 (Exp Reading & Writing) Literature Craft & Voice - McGraw Hill/Glencoe - Adopted: 2012 (English IV AP)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| Mathematics | <p>Core Connections - CPM - Adopted: 2013 (Pre-Algebra) Core Connections Algebra - McDougal - Adopted: 2008 (Algebra 1 & H) Core Connections Algebra 2 - McDougal - Adopted: 2008 (Algebra 2 & H) Core Connections Geometry - CPM- Adopted: 2013 (Geometry & H) Core Connections Ingegrated 1 - CPM - Adopted: 2014 (Integrated Math) PreCalculus: Graphical, Numeric, Algebraic 8th Ed - Pearson - Adopted: 2011 (Pre-Cal & H) Calculus Graphical, Numeric, Algebraic 5th Ed - Pearson - Adopted: 2016 (Calculus A/B & B/C) Financial Algebra Adv Algebra - Cengage - Adopted: 2018 (Statistics) The Practice of Statistics - MPS - Adopted: 2012 (AP Statistics) Foundations in Personal Finance - Dave Ramsey - Adopted: 2013 (Technical Math)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| Science | <p>Modern Earth Science - Holt - Adopted: 2008 (Intro to Physical Sci) Biology - Prentice Hall/Pearson - Adopted: 2007 (Biology) Introduction to Biology - Wiley - Adopted: 2011 (Human Biology) Chemistry - Prentice Hall/Pearson - Adopted: 2005 (Chemistry & H) Zumdahl Chemistry 8th AP Ed - Cengage Learning - Adopted: 2010 (AP Chemistry) Physics: Principles & Problems - McGraw Hill/Glencoe - Adopted: 2009 (Physics) College Physics A Strategic Approach AP Ed - Pearson - Adopted: 2015 (AP Physics) Campbell Biology 10th AP Ed- Pearson - Adopted: 2014 (AP Biology & Biology H)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |

Textbooks and Instructional Materials

Year and month in which data were collected: 04/05/2018

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|--|---|
| <p>History-Social Science</p> | <p>Geography Alive! - TCI - Adopted: 2008 (Freshman Studies) Modern World History: Patterns of Interaction - Houghton Mifflin - Adopted: 2013 (World History) History Alive: World Connections - TCI - Adopted: 2012 (World History H) History Alive! - TCI - Adopted: 2012 (US History) American Pageant - Cengage Learning - Adopted: 2009 (US History AP) Government Alive! - TCI - Adopted: 2009 (Government) AP American Govt Institutions - Cengage Learning - Adopted: 2010 (AP Government) Economics Principles in Action - Pearson - Adopted: 2010 (Economics) AP Economics - Worth - Adopted: 2010 (Economics AP) People History of the US 1492-present - Harper Collin - Adopted: 2012 (Cultural History)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| <p>Foreign Language</p> | <p>Espre-sate - Holt - Adopted: 2010 (Spanish 1) Espre-sate - Holt - Adopted: 2011 (Spanish 2) Espre-sate - Holt - Adopted: 2012 (Spanish 3) Ase Se Dice - Glencoe/McGraw Hill - Adopted: 2012 (Spanish 4) Nuevas Vistas, Curso de Introcussion - Holt/Houghton Mifflin - Adopted: 2006 (Span Lang 5) Nuevas Vistas, Curso Uno - Holt/Houghton Mifflin - Adopted: 2006 (Span Lang 5 H) Abriendo Paso Gramatica - Pearson - Adopted: 2014 (Span Lang AP) Abriendo Paso Temas y Lecturas - Pearson - Adopted: 2014 (Span Lang AP) Abriendo Puertas - Holt/Houghton Mifflin - Adopted: 2012 (Span Lang AP) Bom Dia - Spinner Publication - Adopted: 2008 (Portuguese 1) Bom Dia 2 - Spinner Publication - Adopted: 2008 (Portuguese 2) Ponto De Encontro - Pearson - Adopted: 2008 (Portuguese 2) Ponto De Encontro - Pearson - Adopted: 2009 (Portuguese 3)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| <p>Health</p> | <p>James Bartlett Learning 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| <p>Visual and Performing Arts</p> | <p>Art Through the Ages - Houghlin Mifflin - Adopted: 2009 (AP Art History) Art Talk - McGraw Hill/Glencoe - adopted 2005 (Art Concepts/Adv Art Concepts) Art Talk - Cengage - Adopted: 2012 (3-Dimensional Art) Basic Drama Projects 9th Ed - Perfection Learning - Adopted: 2015 (Drama 1) Drama for Rdg & Perf Collection 2 - Perfection Learning - Adopted: 2009 (Drama 2&3) Adobe Photoshop & Illustrator - Cengage - Adopted: 2012 (Design Concepts) Experience Clay - Davis Studio - Adopted: 2003 (Ceramics 1&2) Digital Electronics - Cengage - Adopted: 2016 PH Psychology - Prentice Hall - Adopted: 2016 Concepts of Athletic Training - Jones & Bartlett Learning - Adopted: 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on approximately 64 acres, Mission Oak High School was originally constructed in 2008. Mission Oak High School is currently comprised of 59 permanent classrooms, a library, a computer lab, a career center, a cafeteria, a multi-purpose room, two softball fields, three baseball fields, a football practice field, eight tennis courts, and a gymnasium.

The chart displays the results of the most recent school facilities inspection. Specific findings of the most recent inspection are available in the main office upon request.

Cleaning Process

Mission Oak High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The lead maintenance manager works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Mission Oak High's grounds and custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

| School Facility Good Repair Status (Most Recent Year) | | |
|--|------------------|---|
| Year and month in which data were collected: January 7, 2019 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 48.0 | 52.0 | 52.0 | 54.0 | 48.0 | 50.0 |
| Math | 24.0 | 26.0 | 26.0 | 27.0 | 37.0 | 38.0 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 18.8 | 25.8 | 26.7 |

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 365 | 361 | 98.90 | 52.35 |
| Male | 190 | 187 | 98.42 | 42.25 |
| Female | 175 | 174 | 99.43 | 63.22 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 267 | 263 | 98.50 | 48.67 |
| White | 81 | 81 | 100.00 | 66.67 |
| Socioeconomically Disadvantaged | 279 | 276 | 98.92 | 50.36 |
| English Learners | 100 | 97 | 97.00 | 20.62 |
| Students with Disabilities | 27 | 26 | 96.30 | 7.69 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 366 | 365 | 99.73 | 26.3 |
| Male | 191 | 190 | 99.48 | 23.68 |
| Female | 175 | 175 | 100 | 29.14 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 268 | 267 | 99.63 | 23.97 |
| White | 81 | 81 | 100 | 34.57 |
| Socioeconomically Disadvantaged | 279 | 278 | 99.64 | 24.46 |
| English Learners | 100 | 99 | 99 | 12.12 |
| Students with Disabilities | 27 | 26 | 96.3 | 0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Mission Oak High School. Numerous programs and activities are enriched by parent volunteers and the generous contributions made by the following organizations: School Site Council (SSC), School Advisory Committee, English Language Advisory Committee (ELAC), Parent Academic Booster Club, PIQE, Band Boosters and numerous sports booster clubs. Mission Oak's parent involvement policy is posted on the school website and distributed to students and parents in their summer mailer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Mission Oak High School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers, school administrators, office staff, and campus security.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which was most recently updated in the fall of 2017. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: child abuse reporting procedures, disaster response procedures, ALICE (Active Intruder) response procedures, suspension and expulsion policy, sexual harassment policy, bullying policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Suspensions and Expulsions

| School | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|
| Suspensions Rate | 2.7 | 6.2 | 6.2 |
| Expulsions Rate | 0.1 | 0.4 | 0.8 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 5.0 | 7.0 | 7.7 |
| Expulsions Rate | 0.4 | 0.6 | 0.6 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

| Academic Counselor | 5 |
|---|-----|
| Counselor (Social/Behavioral or Career Development) | 4 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 300 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English | 23.0 | 26.0 | 24.0 | 32 | 22 | 25 | 35 | 31 | 33 | 9 | 13 | 19 |
| Mathematics | 25.0 | 26.0 | 28.0 | 14 | 16 | 10 | 38 | 29 | 22 | 7 | 10 | 20 |
| Science | 27.0 | 27.0 | 25.0 | 11 | 12 | 17 | 10 | 7 | 18 | 17 | 17 | 15 |
| Social Science | 25.0 | 29.0 | 28.0 | 9 | 4 | 5 | 21 | 18 | 20 | 12 | 13 | 14 |

* 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.

Professional Development provided for Teachers

The district is currently in the beginning stages of transitioning to the Common Core Standards and the major focus for staff development has been in this area.

The math program has changed their curriculum in Algebra 1, Geometry, and Algebra 2 therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The professional development for Geometry was conducted during the summer in 2013 and coaches were provided for the math teachers throughout the year. In addition, there were four full-day trainings offered to all Geometry teachers during the year.

The district has also contracted with the Tulare County Office of Education to provide training to staff and administrators to fully understand the Common Core Standards. The district has also provided professional development on the district common core writing rubric developed by the Common Core Writing Focus group. Professional development was provided to teachers to learn new instructional strategies that they could utilize as they transitioning to the common core state standards. The professional development that was provided included Kagan strategies, 21st Century skills by Lee Crockett, Project Based Learning, and Document Based Questions.

The district will continue to provide professional development to staff as the transition to the Common Core Standards continue and to be ready for the Smarter Balance Assessment that will be given in April 2015.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$53,057 | \$50,747 |
| Mid-Range Teacher Salary | \$74,123 | \$86,127 |
| Highest Teacher Salary | \$98,906 | \$106,915 |
| Average Principal Salary (ES) | \$0 | |
| Average Principal Salary (MS) | \$0 | \$136,636 |
| Average Principal Salary (HS) | \$129,807 | \$150,286 |
| Superintendent Salary | \$169,400 | \$238,058 |
| Percent of District Budget | | |
| Teacher Salaries | 34.0 | 34.0 |
| Administrative Salaries | 6.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Based on 2012-13 audited financial statements, Tulare Joint Union High School District spent an average of \$9,164 to educate each student. The chart provides a comparison of Mission Oak High's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Tulare Joint Union High School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- 10th Grade Counseling
- Instructional Materials
- Home-to-School Transportation
- ROC/P
- Vocational & Applied Technology
- Special Education
- Gifted & Talented Pupils
- Economic Impact Aid
- Vocational Ed, Handicapped Students
- Title I
- Class Size Reduction (CSR)

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Mission Oak High School | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 6.7 | 7.4 | 2.8 |
| Graduation Rate | 92.0 | 92.3 | 96.0 |
| Tulare Joint Union High School District | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 13.6 | 11.8 | 6.5 |
| Graduation Rate | 85.6 | 87.2 | 90.5 |
| California | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 82.3 | 83.8 | 82.7 |

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 8306 | 954 | 7352 | 80344 |
| District | ◆ | ◆ | 9724 | \$80,568 |
| State | ◆ | ◆ | \$7,125 | \$85,815 |
| Percent Difference: School Site/District | | | -27.8 | -0.3 |
| Percent Difference: School Site/ State | | | 3.1 | -6.6 |

* Cells with ◆ 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.

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 1210 |
| % of pupils completing a CTE program and earning a high school diploma | 67% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100.0 |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2017-18 Students Enrolled in Courses Required for UC/CSU Admission | 98.7 |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 41.5 |

* Where there are student course enrollments.

| 2017-18 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | 0 | ◆ |
| English | 3 | ◆ |
| Fine and Performing Arts | 0 | ◆ |
| Foreign Language | 2 | ◆ |
| Mathematics | 5 | ◆ |
| Science | 4 | ◆ |
| Social Science | 6 | ◆ |
| All courses | 20 | 13.3 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2017 | | |
| | School | District | State |
| All Students | 98.4 | 93.1 | 88.7 |
| Black or African American | 100.0 | 91.8 | 82.2 |
| American Indian or Alaska Native | 100.0 | 91.7 | 82.8 |
| Asian | 100.0 | 100.0 | 94.9 |
| Filipino | 100.0 | 75.0 | 93.5 |
| Hispanic or Latino | 97.9 | 92.9 | 86.5 |
| Native Hawaiian/Pacific Islander | 100.0 | 66.7 | 88.6 |
| White | 100.0 | 94.2 | 92.1 |
| Two or More Races | 100.0 | 66.7 | 91.2 |
| Socioeconomically Disadvantaged | 98.7 | 92.7 | 88.6 |
| English Learners | 61.1 | 50.3 | 56.7 |
| Students with Disabilities | 95.2 | 91.2 | 67.1 |
| Foster Youth | 100.0 | 90.0 | 74.1 |

Career Technical Education Programs

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Job fairs, work experience, career internships, use of technology, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school. For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Ed Kotoian. The available Career Preparation and ROP programs are as follows:

Ag Business

- Dairy Skills
- Ag Business

Ag Mechanics

- Ag Mech 1
- Ag Mech 2
- Ag Mech 3

Ag Science

- Ag Science 1
- Ag Science 2

Animal Science

- Livestock
- Vet Science

Plant and Soil Science

- Floriculture
- Ornamental Horticulture

Design, Visual and Media Arts

(Graphic Design)

- Digital Design
- Digital Design 2

(Visual/Commercial)

- Three-D Art
- Art Concepts
- Adv Art Concepts

Performing Arts

(Professional Theatre)

- Drama 1
- Drama 2

Child Development

- Life Management

Engineering Design

- Intro to Engineering Design
- Engineering Principles
- Digital Electronics
- Engineering Design and Development

Software and Systems Development

- Computer Science
- AP Computer Science

Business Management

- Business Technology
- Marketing

Patient Care

- Health Occupations
- Nursing Essentials

Food Service and Hospitality

- Intro to Foods
- Advanced Foods

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.