

# **MISSION OAK HIGH SCHOOL FOCUS ON LEARNING SELF-STUDY REPORT**

WASC/CDE

Prepared for

The Accrediting Commission for Secondary Schools  
Western Association of Schools and Colleges



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Mission Oak High School

WASC Accreditation Self-Study Report

Principal's Welcome Message

It is with great pride that I welcome you to Mission Oak High School (MOHS), home of the Hawks! Here at Mission Oak, our school colors of purple, black, and white run deep in the heart of each individual associated with this great institution. We are a young school that opened its doors on August 14, 2008, and we are looking forward to continued academic success.

We are honored to have you on our campus and are pleased to present to you our WASC Accreditation Self-Study 2011-12 Report: Focus on Learning. This process has certainly made us look deep inside through analysis of the data and many conversations amongst the stakeholders. We are proud of what we have accomplished in our four short years but we also recognize the fact that we have a long way to go and there is plenty of room for improvement. We believe that we have taken an honest look inside of who we are as a school community and we are ready to address our most critical needs so that our students can find success in college or career.

The current self-study process is the first full accreditation for Mission Oak. We received an initial accreditation for three years in 2009. At that time we opened the school with only 714 students. After we received a three year initial accreditation for grades nine and ten we then applied for and received our accreditation for grades eleven and twelve last year just before our first graduating class graduated. The last four years have been personal and professional successes for all the staff and community members who have been involved in this endeavor of opening a new high school. There was a time when I was the only staff member at Mission Oak before we officially opened. Since then we have grown to have over 120 employees and over 1,400 students who have made this school like a second home.

I am extremely proud to be the principal of this incredible community of learners. I believe that during your visit you will see the sense of family and belonging that we have developed here at Mission Oak. I hope your visit to Hawk Country will be a pleasant experience. I know you will be impressed with our remarkable students and dedicated staff that we have at Mission Oak.

Sincerely,

Isidro Carrasco  
Mission Oak High School Principal

## **PREFACE**

Ever since opening our doors to our students and community in 2008, we at Mission Oak have been dedicated to creating a safe and caring learning environment to support the academic achievement and success of every pupil. We have benefited from the insights provided by our Visiting Committee Chairperson following our initial WASC visit in 2009; and we have benefited from the Focus on Learning Self-Study process. The Self-Study gave us the opportunity to re-evaluate our purpose, recognize our critical needs, align our goals, monitor our progress, and strengthen our future.

The Mission Oak Self-Study has been conducted in accordance with the guidelines provided by the Western Association of Schools and Colleges, as required in the Focus on Learning Joint WASC/CDE Process Guide, 2011 Edition. This process has allowed us to hold discussions with staff, parents, students, and community members; reflect on our work; and identify our strengths and our areas for growth and improvement. The process has taught us new ways of looking at data and evidence; and using it more effectively to improve curriculum, instruction, and assessment. The Self-Study has motivated us to talk about issues impacting student achievement that may have previously gone unnoticed.

The WASC Self-Study reaffirmed that we have created a process for ongoing improvement while being guided by the commitment to increase all students' college and/or career readiness.

### **Staff Involvement and Collaboration**

All stakeholders have been involved in genuine, honest conversations generated by our self-study process. Every member of our staff has served on a Focus Group and understands his or her responsibility to communicate with their Home Groups (Departments). There has been a full understanding from all regarding the importance of WASC, as well as a strong belief that the WASC Self-Study process genuinely leads to a systematic and valid plan for growth. Students have responded with enthusiasm to the WASC process. Student representatives on every Focus Group have voluntarily lent their voices to self-study discussions. Our Mission Oak Parent Booster Club and School Site Council has been a valuable voice in our Self-Study process.

### **The Clarification and Dissemination of Learning Outcomes, Expected School-Wide Learning Results (ESLRs), and API Goals**

Our dedicated teaching staff has worked hard to provide a strong, standards-based instructional program to our students, utilizing research-based teaching practices with assistance provided by our district through resources, such as, instructional strategies workshops, curriculum development time, technology-based data collection and assessment software.

Through the WASC Self-Study process, teachers are providing clearer communication to their students about what students should know, understand, and be able to do. Classrooms now have learning outcomes clearly presented, ELRS's and API targets displayed on bright posters, and samples of student work which illustrates success with standards-based learning.

### **Data Analysis to Improve Student Learning**

Since our initial WASC visitation, we have been committed to using data to evaluate all of our school-wide practices. In departments, we consistently review assessment data (benchmark assessments) to study the academic growth of our students. Categorical funds and resources are allocated based on identified student needs and action plan growth areas, and results from CST, CAHSEE, CELDT, and other assessments have influenced lesson design and planning. We have truly benefited from our school-wide participation in Professional Learning Communities (PLC) Model since 2010. This is a professional development program in which teachers learn to work collaboratively in identifying three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

This idea of teamwork rather than isolation, has developed a mindset within the teaching staff to work together to achieve a student centered learning environment.

### **A Total School-Wide Philosophy (Failure is not an Option)**

A tremendous amount of time and energy is involved in the operations of a high school. Teachers, counselors, administrators, and support staff work at high levels throughout the day to serve their students. It requires professionals that are committed to the greater good of all students to make time out of his and her demanding workload to reflect and assess, to ask questions about quality of learning and impact on student achievement. At our school, many committees routinely meet to assess the entire school program from various perspectives: operational, academic, student growth and development, etc. Department meetings focus on the alignment between state, and classroom expectations. The staff at Mission Oak High realizes that discussions about strengths and weaknesses are necessary to improve instruction. Since the doors of the school first opened our staff has embraced the motto "Failure is not an Option."

### **The Alignment of a Long-Range Action Plan and the Monitoring of its Implementation**

The Self-Study process of our school-wide discussions and focus team meetings has resulted in conclusive identification of our critical needs at Mission Oak. We have looked at our school profile and achievement data from local, district, and state assessments to develop benchmarks for student performance. We have

aligned our Action Plan goals with our *Single Plan for Student Achievement* to reflect the beliefs and expectations of the district, school, and departments. Our Action Plan will be used to monitor, evaluate, and sustain overall program effectiveness. The administrative staff, leadership team, and professional learning communities will continually monitor the progress of the Action Plan and oversee follow-up procedures. There is alignment between the Action Plan and our greatest areas of need. With this Action Plan, we will better serve all our students at Mission Oak.

### **Creation of the ESLRs**

The process of developing Mission Oak's Expected School-Wide Learning Results (ESLRs) began in the fall of 2008. The principal and an ESLR committee comprised of teachers, counselors, students, and parents, developed the school's first vision and mission statements and our first Expected School-wide Learning Results (ESLRs). Throughout this process, stakeholders had an opportunity to participate in the initial development of the ESLR statements. After several meetings, the ESLRs were transcribed and refined for presentation to the staff as a whole, where a final opportunity for discussion was offered in late fall 2008. The staff then reviewed the final list of proposed ESLRs and approved them for school wide adoption.

The revisiting of these documents began in February, 2011. Focus on Learning materials was distributed to the entire school staff, followed by the introductions of the focus group leaders. The assistant principal offered an overview of the "Focus on Learning" process to the staff, and all members of the school community were invited to take part in the process; this included certificated, administrative, guidance, and classified staff. Attending members then broke into focus groups to review and revise the ESLRs. They also reviewed the school's mission statement, vision, and its goals and objectives. Student needs were similarly considered by the groups. Sample ESLRs from other schools were reviewed, and WASC criteria were analyzed. All members had the opportunity to further consider the ESLRs created within their focus groups, another meeting was held, and each stakeholder had an opportunity to ask defining and clarifying questions about their group's proposed ESLRs. Focus group leaders facilitated the process of narrowing the number of final ESLRs to four or five per group. The groups then compiled a list of indicators which could be used to demonstrate successful achievement of each of the group's proposed ESLRs. After this meeting, the ESLRs were transcribed and refined for presentation to the staff as a whole, where a final opportunity for discussion was offered. These multiple opportunities for dialog throughout the ESLR process helped to confirm overall staff buy-in of the ESLRs and the entire "Focus on Learning" process. The staff then reviewed the final list of proposed ESLRs selected for school wide adoption. It was agreed upon that the ESLRs created for Mission Oak represented a living document which expressed its students' needs for graduation and lifelong success. This document will be open for change on an "as needed" basis to attend to the needs of those students it was created to serve.

**WASC Self-Study  
Timeline and Process  
Mission Oak High School  
2011-12**

<b>Date</b>	<b>Activity</b>
<b>November 19, 2010</b>	<b>WASC Training</b> The Principal, Assistant Principal (Self Study Coordinator), Counselor, and English Department Chair collaborated on time-lines, delegation of duties, and WASC training was attended. Information was gathered for the planning and preparation of our Self-study.
<b>February 4, 2011</b>	<b>Leadership Group Timeline Presented</b> This meeting discussed tasks and contributions each Home Group/Focus Group would make to the self-study process.
<b>February 11, 2011</b>	<b>Home Groups Review Expected School wide Learning Results (ESLRs)</b> Home Groups met to review the current ESLRs and define how each ESLR was related to their content areas.
<b>February 25, 2011</b>	<b>Home Group ESLR work due</b> Each home group submitted the current ESLRs with explanations of how each ESLR was incorporated into and supported their curriculum.
<b>March 4, 2011</b>	<b>WASC Overview to Faculty, introduction of Focus Groups and ESLR discussion</b> An overview of the WASC Self Study process was presented to the faculty. Each member received handouts of information and a timeline of tasks and due dates.
<b>March 7, 2011</b>	<b>Faculty meeting after CAHSEE testing meeting to review and revise ESLRs</b> Departments continued their work, clarifying ESLRs and assessing the alignment between content standards and student work.
<b>March 9, 2011</b>	<b>Revision of Community Profile and further planning for self study</b> Current community profile data was reviewed and the comments extracted was compiled and submitted to the Leadership Group for input. The narrative and profile was also reviewed to make sure it coincided with the <i>Single Plan for School Improvement</i> that has been updated on an annual basis. This data was also reviewed and evaluated for input from School Site Council.

- March 11, 2011**      **Revision of profile and conclusions in Home Groups**  
The Profile was submitted to be reviewed by Home Groups.
- March 18, 2011**      **WASC leadership training. Due date of profile revisions and conclusions from each Home Group**  
The Principal, Assistant Principal (Self Study Coordinator), Counselor, and English Department Chair attended a second WASC training. Departments continued preparing for Focus Group meetings, discussing the curriculum, instruction, and assessment.
- March 25, 2011**      **Home Group Update at Curriculum/Data**  
Department Chairpersons reported out on their work with curricular maps, data collection and application of the ESLRs relevant to course content. School Librarian was appointed to assist the Self-study coordinator on data collection and input from core departments on curricular maps.
- April 1, 2011**      **Faculty Meeting to review and approve ESLRs**  
**The ESLRS were approved.** Faculty was instructed to focus and collect data on the academic indicators to support the ESLRs. The Home Groups worked to define how they would collect the data. Data analysis would be presented to the faculty in June.
- April 15, 2011**      **Focus Group Meeting: Survey.** Input on survey questions and target groups were solicited from each group to create a survey of staff, parents, and about students. Groups were to brainstorm what evidence will need to be collected around their questions.
- April 29, 2011**      **Home Groups.** Analysis of student work continued, as well as data collection. Home groups also continued to work on Curricular Maps to show connections between curriculum, content standards and ESLRs.
- May 6, 2011**      **Focus Group Meeting: Profile and Critical Academic Needs.** Each focus group used the Profile to answer the questions: *Who are our students? How are they performing? Who is achieving or not achieving? What are the critical academic needs and important questions according to our data? Groups continued to examine and discuss questions through the lens of the critical needs.*
- May 13, 2011**      **Home Group Meetings**  
Home Groups continue to review data and develop critical academic needs.
- May 17, 2011**      **Home Group Meetings**  
Groups are reminded of data that was to be collected for each focus group and the due dates.

- June 6, 2011**                    **End of Year Faculty Meeting**  
Departments presented a report of their findings from the collection and analysis of data. A handout synthesizing the major strengths and challenges identified by each Focus Group was shared with the staff. A preliminary draft of Chapter III, which focused on the progress on each section of the action plan since the last full self-study, was completed; sections were emailed to staff members for revision.
- August 22, 2011**                    **Leadership Team Meeting**  
Create and distribute initial surveys to parents, students and staff.
- August 26, 2011**                    **Focus Group Meetings**  
Look at school data; summarize the progress made on the Action Plan from the previous Self Study; be very specific as to the impact the Action Plan has had on student achievement.
- September 2, 2011**                    **Leadership Team Meeting**  
Collate the findings and distribute to the Leadership Team and Focus Group Leaders. (Orisio and AP Staff)
- September 7, 2011**                    **Leadership Team Meeting**  
Begin narrative for Involvement of Shareholders (Chapter 1-B). *Note: this narrative will not be completed until after the Self Study protocol is finished.*
- September 9, 2011**                    **Focus Group Meetings**  
Review testing data and to include ESLRs in profile.
- October 5, 2011**                    **Leadership Team Meetings**  
Discuss evidence, and begin the narrative writing process. (Chapter 4, sections A-E)
- October 7, 2011**                    **Focus Group Meetings**  
Discuss evidence, and begin the narrative writing process. (Chapter 4, sections A-E)
- October 28, 2011**                    **Focus Group Meetings**  
Continue revising and writing the narrative. (Chapter 4, sections A-E)
- November 5, 2011**                    Present draft of Single Plan for Student Achievement (Action Plan) to School Site Council. Discuss how to incorporate the plan to WASC chapter 5 and how to address the school's critical needs.
- November 18, 2011**                    **Home Group Meetings**  
Discuss data pertaining to academic subject area and provide input based on discussion of data in Self-Study.

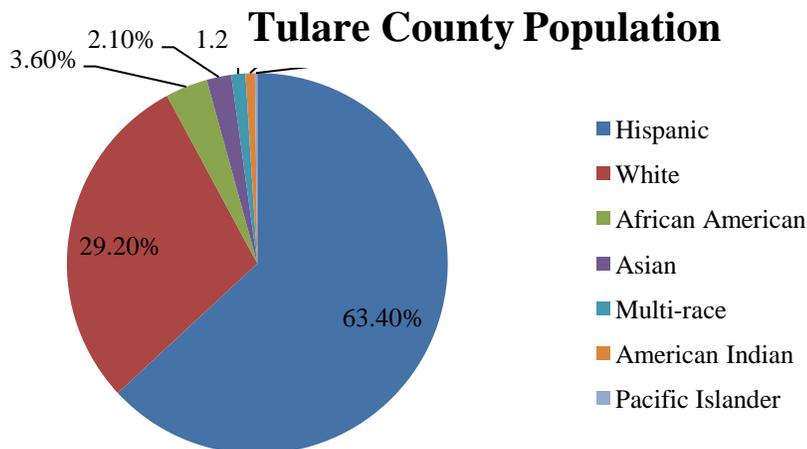
- December 2, 2011**      **Leadership Team Meeting**  
Discussed tasks still needing to be completed, and agreed on charts to incorporate into Self-Study.
- February 17, 2012**      Focus groups make final preparation for WASC visit.
- February 24, 2012**      Home groups make final preparation for WASC visit.

**CHAPTER I**  
**STUDENT/COMMUNITY PROFILE AND**  
**SUPPORTING DATA AND FINDINGS**  
**“COMMITMENT IN ACHIEVEMENT FOR ALL STUDENTS”**

Mission Oak is located in the heart of the San Joaquin Valley, in Tulare County. This county is the second most productive agricultural county in the nation, just behind our neighbors to the north, Fresno County. This is home to the world-renowned Agricultural Farm Show and to the late Olympian, Bob Mathias, and to war hero, Admiral Zumwalt. The city of Tulare is a growing community. The population has seen an increase as the city has one of the most affordable housing markets in the State of California.

The economy of the community is based on agriculture and a robust dairy industry. Unfortunately, the educational and socio-economic levels in Tulare County lag far behind other parts of California and the nation. In 2010, the median household income in Tulare County was \$33,637, compared to the national median household income of \$44,334, and the state median household income of \$49,894. Over 20.7% of the residents in Tulare live below the poverty line, compared to a state average of 13.2% and a national average of 12.7%. More than 36% of the residents of Tulare have less than a high school education. Currently, 61% of students enrolled at Mission Oak qualify for a free or reduced lunch.

Based on 2010 Census data, the population of Tulare County is: 63.4% Hispanic, 29.2% White, 3.6% African-American, 2.1% Asian, 1.2% Multi-race, 0.8% American Indian and 0.2% Pacific Islander. Tulare County’s Hispanic population is almost 20% higher than that of the state of California, and this is reflected in the student population of Mission Oak. The graph on the following page shows the percentage of each ethnic group.



### **Tulare Unified School District Mission Statement**

Since 1890, the Tulare Joint Union High School District has held to the tradition to educate, inspire, and prepare its students for their future. We invite you to participate in the encouragement of our students: to nurture them in a positive and caring manner, help them to be life-long learners, prepare them for post-secondary education and the world of work, and a productive and healthy lifestyle after graduation.

#### **Mission Oak High School – Mission Statement:**

*“Commitment in Achievement for All Students”*

Our Mission is to create and maintain a safe and nurturing environment insuring that every student reaches a high level of academic achievement as determined by district, state and national standards. We commit to a comprehensive system of support to ensure that all students are provided an equal opportunity to succeed.

#### **Mission Oak High School – Vision:**

As you enter Mission Oak the level of pride is evident among all stakeholders. Students experience a safe and nurturing environment in the midst of a well-maintained campus. Students possess a high sense of responsibility. They come to school prepared, eager to participate and devoted to learning. Through their sense of values, positive behavior and high moral conscience, they hold themselves accountable for their actions. They accept and learn from the consequences of the choices they make. They aspire to be life-long learners as they prepare and plan for the future. The administration, faculty, staff, parents and community work together to provide students with a wide spectrum of academic and extracurricular experiences which helps broaden their world view by taking advantage of the diverse offerings.

#### **School Purpose**

The staff at Mission Oak has focused on implementing the expectations of:

- Learning
- Teamwork
- Results

The staff is working collaboratively to implement its “Expectations to Achievement” (ESLR’s) to provide the best foundation for its students’ success.

*Mission Oak High School*  
*Expected Schoolwide Learning Results*  
**HAWKS**

*Mission Oak students will be:*

\* **H**IGHLY EFFECTIVE COMMUNICATORS

\* **A**CTIVE CITIZENS

\* **W**ORKING NOW TO SUCCEED IN COLLEGE AND/OR CAREER

\* **K**NOWLEDGEABLE PROBLEM SOLVERS

\* **S**Ocially AWARE AND RESPECTFUL

*Mission Oak High School Expected Schoolwide Learning Results*

**ESLR 1: HIGHLY EFFECTIVE COMMUNICATORS – Mission Oak students will be effective communicators.**

All students at Mission Oak will:

- \* Write over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- \* Master argumentative, informative, and explanatory modes of communication.
- \* Read and comprehend complex literary and informational texts.
- \* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- \* Make strategic use of digital media and visual displays of data to express information and enhance presentations.
- \* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**ESLR 2: ACTIVE CITIZENS – Mission Oak students will develop the skills needed to be active citizens in a democratic society.**

All students at Mission Oak will:

- \* Analyze what the individual's responsibilities are to the community as well as the community's responsibilities to the individual.
- \* Learn how their government works, how decisions are made, and how they can influence those decisions.
- \* Analyze how our nation relates to other nations of the world.
- \* Evaluate ways in which human beings affect the world in which they live.
- \* Apply their knowledge and skills to influence social issues.

**ESLR 3: WORKING NOW TO SUCCEED IN COLLEGE AND/OR CAREER – Mission Oak students will have the knowledge, skills, and understanding of ideas needed for success in college or career.**

All students at Mission Oak will:

- \* Acquire the organized knowledge needed for college or career in the subject areas of language, literature, and fine arts; mathematics and science; and history and social studies.
- \* Develop the skills to be able to continue learning: reading, writing, speaking, listening; calculating, problem-solving, observing, measuring, estimating; and exercising critical judgment.
- \* Actively participate in the discussion of ideas found in books and other media in order to enlarge their understanding of topics needed for a successful life.

**ESLR 4: KNOWLEDGEABLE PROBLEM SOLVERS – Mission Oak students will demonstrate creative, complex problem-solving skills; and apply critical thinking skills in academic, personal, and social situations.**

All students at Mission Oak will:

- \* Make sense of problems and persevere in solving them.
- \* Reason practically, abstractly, and quantitatively.
- \* Construct viable arguments and critique the reasoning of others.
- \* Use appropriate tools strategically.
- \* Attend to precision.
- \* Look for and make use of patterns and structures.
- \* Integrate and evaluate multiple sources of information presented in diverse formats and media when addressing a question or solving a problem.
- \* Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and confirm or challenge conclusions with other sources of information.
- \* Generate and evaluate scientific and technical evidence and explanations.
- \* Analyze and evaluate the logic of an author.
- \* Analyze and evaluate implications and consequences of a suggested action.

**ESLR 5: SOCIALLY AWARE AND RESPECTFUL – Mission Oak students will develop respect for human diversity and the capacity to resolve conflicts.**

All students at Mission Oak will:

- \* Develop intellectual courage – having awareness of the need to face and fairly address ideas, beliefs, and viewpoints one may not be in agreement with.
- \* Develop intellectual empathy – having awareness of the need to imaginatively put oneself in the place of others in order to genuinely understand them.
- \* Develop intellectual humility – having awareness of the limits of one’s own knowledge.
- \* Develop intellectual integrity – having awareness of the need to hold one’s self to the same standards one holds one’s antagonists.

### **Mission Oak High School Faculty Information**

Mission Oak has a staff of sixty-seven certificated and fifty-two classified employees. It is supported by an administrative team which includes one principal, two assistant principals, a dean of instruction, three counselors, an athletic director, and an activities director. At the start of the 2010-11 school year, all teachers were NCLB compliant.

The support staff consists of six office personnel, three instructional aides who assist our special education students and English learners, one library technician, a career technician, one counseling aide, one campus security officer, eleven custodians, and ten food service personnel. The district support personnel include a psychologist, nurse technician, nurse's aide (LVN), speech/language/hearing specialist, a school resource officer, and a migrant education liaison. Staff is funded through sources including the general fund and categorical budgets.

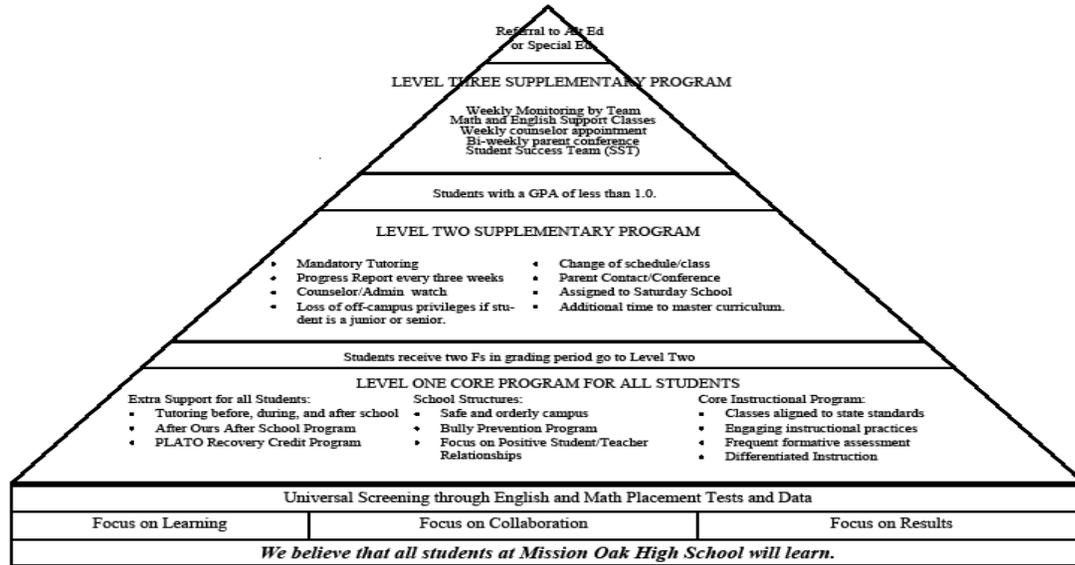
There are eleven department chairs that were hired when the school began assembling staff in 2008. These departments include: agriculture, business, foreign language, home economics, language arts (E.L.D. and English), math, physical education, social studies, special education, and visual and performing arts. Department chairs; along with administration, counselors, ASB, athletic director, Head of maintenance, and Head of technology meet twice a month. These meetings concern matters that affect instruction, school culture and study safety. The meeting agendas are developed by principal and department chairs. Issues are brought up and discussed in a collaborative setting. Feedback and discussion involves concerns related directly to the agenda items. Department chairs relay pertinent information to their departments.

### **Standards-Based Curriculum**

Mission Oak provides standards-based education for all students. This includes identified essential learnings, common formative assessments to guide instruction, and methods to identify students for Tier 1 intervention. Departments have also developed benchmark assessments to monitor student progress toward mastery of standards. Data from these assessments is used to improve instruction, identify professional development needs, and communicate timely information about student performance to faculty, students, and parents. This concentration on standards-based instruction and frequent progress monitoring has resulted in increased academic rigor.

In 2010, Mission Oak began implementing a school wide “Pyramid of Intervention” to ensure that all teachers, both core content and elective, are continually monitoring student progress and developing instructional goals with department members.

## mission Oak Pyramid of Prevention and Intervention



Through the implementation of “Pyramid of Intervention,” all staff members will be able to answer the following five critical questions:

- What are students expected to learn?
- How do we teach to maximize learning?
- How do we know that they have learned it?
- What do we do if they don’t learn it?
- What do we do if they already know it?

Because the district and site administration have recognized the importance of teachers having time to effectively address the five critical questions stated above, weekly collaboration time is provided in the district’s yearly calendar to allow for common subject area teams to meet and discuss, as well as implement all aspects of “Pyramid of Intervention”.

### Tier 1

Mission Oak currently implements several levels of intervention both within core content classrooms and beyond the classroom. The campus intervention philosophy is to address student academic concerns within the classroom. Students are placed in certain courses based on their performance on a variety of tests (CELDT, CST, EDGE Placement, Math Placement, and CAHSEE) in order to address their academic needs. Juniors and Seniors struggling to pass the CAHSEE (California High School Exit Exam) are placed in a special course to address their learning deficits in English language arts or mathematics. Through the creation and implementation of common formative assessments, all teachers

are able to identify and address gaps in student learning as a means of Tier 1 intervention.

Along with class placement, Mission Oak provides tutoring before, during, and after school. Intervention also includes students utilizing our “After Ours” after school program and our PLATO credit recovery program.

## **Tier 2**

During the 2009-10 school year, Mission Oak implemented the first Tier 2 intervention program to address students who were failing two classes in a grading period. Counselors and Administrative staff conducted a meeting with the students where mandatory tutoring is assigned and a progress report is required every three weeks. Both counselors and administrators discuss strategies and or areas that could assist improvement such as parent meeting, drug and alcohol counseling, or anger management. If students in Tier 2 are juniors or seniors, a loss of off-campus privileges is imposed on the student until the following semester’s grading period. Mission Oak continues to improve the identification of “at risk” students and the intervention process.

## **Beyond the Classroom**

Mission Oak is committed to developing a well-rounded student through our elective course offerings and extra-curricular opportunities available to all students. The Associated Student Body (A.S.B.) organization is structured to oversee all class and club activities on campus. There are 30 clubs, which address the various interests of the student body. Students interested in sports may select from (seven) fall, (five) winter, and (six) spring sport activities. Athletically, Mission Oak is part of the East Yosemite League and competes within the California Interscholastic Federation (CIF) rules. Some additional activities on campus for students are: AVID, Color Guard, Cyber Quest, Mock Trial, Science Olympiad, and the Mission Oak dance club.

### **School Profile**

Mission Oak High School (MOHS) opened its doors to students on August 14, 2008 at 8:00 AM. The school started its history by ringing a historical bell that was built in 1884. This bell was the first bell used in the first elementary school in Tulare back in the late 19<sup>th</sup> century. The district Superintendent rang the bell at 8:00 AM on that first day of Mission Oak history. This bell marked the beginning of the history of Mission Oak. The school opened with approximately 700 students, one principal, two assistant principals, one counselor and 33 teachers.

Mission Oak is one of three comprehensive high schools in the Tulare Joint Union High School District serving the Central San Joaquin Valley communities of Tulare, (population 57,308), Tipton (population 2,046), and Pixley (population 2,956). Four independent public elementary school districts, Sundale, Tipton, Pixley, and Tulare City feed into Mission Oak. As well, students from two faith-based private elementary schools, St. Aloysius and Tulare Christian, matriculate to Mission Oak if they live in the attendance area. The school opened its doors on August 14, 2008.

Mission Oak is the first new high school opened in the district since 1959. Careful planning by the district administration and Board has resulted in highly qualified certificated and classified staff with high expectations for themselves and students to become a model for success in the district and the region. Mission Oak is a comprehensive high school with the full complement of coursework, extra- and co-curricular programs and activities, and student support services for academic and personal development. The 2008-09 school year opened with energetic and enthusiastic freshmen and sophomores who are building the traditions for the high school and setting an example for the classes to follow them as they became juniors and seniors in the years to come.

#### ***Student Distribution by Ethnic Group***

Ethnic Group	Number of Students	Percentage
American Indian or Alaska	5	0.7%
Asian	8	1.1%
Pacific Islander	3	0.4%
Filipino	3	0.4%
Hispanic or Latino	458	64.5%
Black or African American	20	2.80%
White	202	28.5%
Other or Not Specified	11	1.5%

## **Enrollment Patterns**

In 1989, the district governing board of trustees changed the high school attendance area to bring a better balance in the socio-economic student populations at the district's two high schools, Tulare Union and Tulare Western. The boundary change resulted in maintaining the enrollment numbers at Tulare Union High School while increasing enrollment numbers at Tulare Western High School. It also resulted in a change in the socio-economic and ethnic make-up of the student populations.

In 2001, another boundary change was implemented when students in a newly constructed neighborhood located in the Tulare Union High School attendance area were shifted to the Tulare Western High School attendance area.

In 2004, in an effort to accommodate the growing number of students in the Tulare Union attendance boundary area, the district implemented another boundary change shifting students from the Liberty and Sundale Union Elementary Schools attendance boundaries to the Tulare Western High School attendance area.

With the opening of Mission Oak, the Board again changed attendance boundaries. These boundaries shift feeder schools to each of the high schools. Students from Tipton, Pixley Union, and Sundale Union Elementary School Districts attend Mission Oak. Tulare Union will enroll students from Liberty and Palo Verde schools, as well as, Tulare City schools. Although there will be a change in feeder schools, expected enrollment numbers should remain about the same.

Before adopting the new attendance boundaries, in September 2005, the district employed School Works Inc., a consulting firm, out of Sacramento to prepare a proposal for a school district boundary change to accommodate the opening of the third high school. The district established the following criteria to be used in determining the boundaries:

- Balance the total student populations among the three high schools relative to site capacity
- Maintain a balance in the socio-economic and ethnic student populations between the three schools
- Embrace the concept of "neighborhood" schools
- Select boundaries that can be maintained for the foreseeable future (ten years or so)

School Works Inc. developed three possible boundary options for consideration by the Board. Two public forums were held in the fall of 2006 to allow community members an opportunity to provide input. As a result of the discussions held at public meetings, with community members and a representative from School Works Inc., the Board adopted the new boundary plan that took effect in the fall of 2008 with the opening of Mission Oak.

**MISSION OAK HIGH SCHOOL DEMOGRAPHICS**

TABLE 1: Enrollment

Mission Oak enrollment for a three-year period, total by grade level

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Grade 9	383	385	398
Grade 10	332	339	357
Grade 11	0	294	314
Grade 12	0	0	260
<b>Total</b>	<b>715</b>	<b>1018</b>	<b>1329</b>

Mission Oak High School  
Enrollment Data

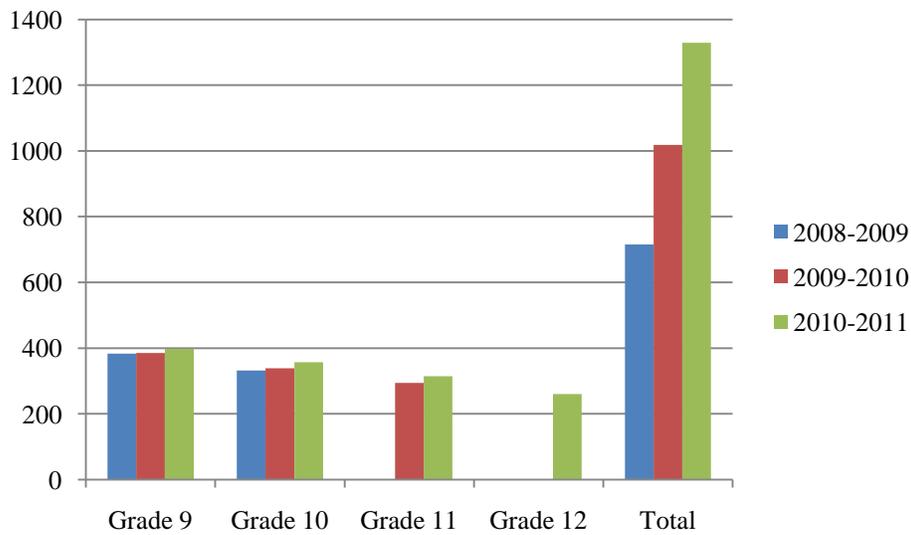


TABLE 2: Gender

Mission Oak enrollment for a three-year period by gender

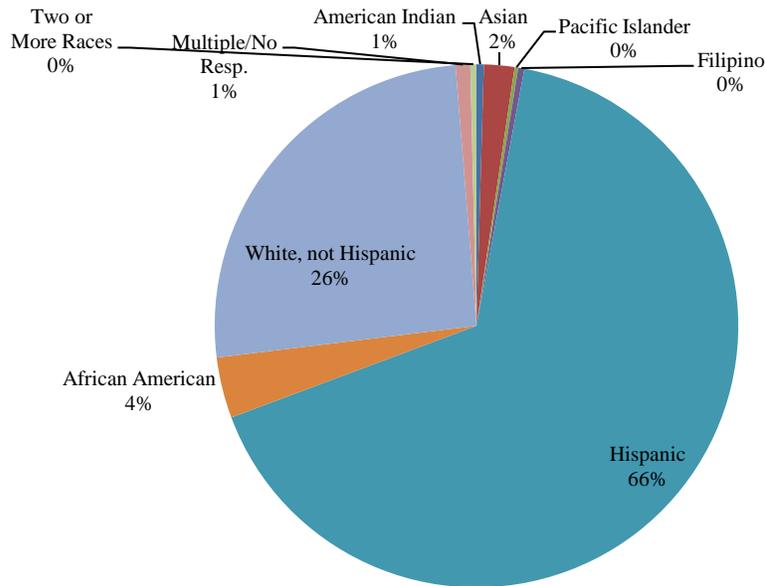
	2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male
Grade 9	205	178	190	195	182	216
Grade 10	173	159	179	160	174	183
Grade 11	0	0	151	143	166	148
Grade 12	0	0	0	0	139	121
<b>Total</b>	<b>378</b>	<b>337</b>	<b>520</b>	<b>498</b>	<b>661</b>	<b>668</b>

TABLE 3: Ethnicity

Mission Oak enrollment for a three-year period by ethnicity

	2008-2009	2009-2010	2010-2011
American Indian	4	6	6
Asian	8	15	25
Pacific Islander	3	3	3
Filipino	3	4	5
Hispanic	455	667	882
African American	20	41	50
White, not Hispanic	204	263	341
Multiple/No Resp.	18	15	12
Two or More Races		4	5
<b>Total</b>	<b>715</b>	<b>1018</b>	<b>1329</b>

**Mission Oak Enrollment by Ethnicity 2010-11**



**FINDINGS: Enrollment (Tables 1-3)**

Enrollment trends show a steady increase in the student population reaching a maximum of 1,329 students in the 2010-2011 school year.

The ninth grade class has the largest enrollment. Mission Oak enrollment by grade level decreases between the freshman and senior years. This drop may be accounted for students who are deficient in credits often transfer to the district continuation school, Tech Prep High School which houses about 140 students, mainly in grades 11 and 12.

Mission Oak has a slight majority of male students at 50.2% of the student population. Hispanic students represent approximately 66%, the largest percentage of students attending Mission Oak. White students represent the second largest population. Less than 6% of students are Asian, Pacific Islander or African American.

**OTHER PROGRAMS**

TABLE 4: Advanced Placement Courses

Mission Oak High School enrollment for a three-year period

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Grade 9</b>	N/A	0	1
<b>Grade 10</b>	N/A	1	0
<b>Grade 11</b>	N/A	67	41
<b>Grade 12</b>	N/A	N/A	66
<b>Total</b>	N/A	<b>68</b>	<b>108</b>

TABLE 5: Advanced Placement Courses

Mission Oak percentage in AP courses and race/ethnic comparison

	% at MOHS	% in Courses for 2008-2009	% in Courses for 2009-2010	% in Courses for 2010-2011
Asian	3%	N/A	1%	3%
Hispanic	63%	N/A	68%	56%
White	25%	N/A	28%	34%
Multiple/No Response	3.7%	N/A	1%	4%

TABLE 6: Honors Courses

Mission Oak enrollment for three-year period

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Grade 9	45	57	68
Grade 10	73	51	85
Grade 11	N/A	15	42
Grade 12	N/A	N/A	30
<b>Total</b>	<b>118</b>	<b>123</b>	<b>225</b>

TABLE 7: Honors Courses

Mission Oak percentage in Honors Courses and race/ethnic comparison

	<b>% at MOHS</b>	<b>% in Courses for 2008-2009</b>	<b>% in Courses for 2009-2010</b>	<b>% in Courses for 2010-2011</b>
Asian	2.6%	4.2%	2.4%	2%
Hispanic	62.9%	52.5%	54.5%	59%
White	25%	39.8%	36%	33%
African American	3.7%	1.7%	2.4%	2%
American Indian	.5%	0%	1.6%	0%
Multiple/No Response	5.3%	1.7%	3%	4%

**FINDINGS: Advanced Placement & Honors Courses (Tables 4-7)**

Advanced Placement classes provide energetic and motivated students the opportunity to participate in college level coursework to more fully prepare them for the rigors of post-secondary education. The Honors classes at Mission Oak also give the students the chance to challenge themselves with demanding content while also becoming better prepared to successfully participate in Advanced Placement classes. There is a need to increase enrollment in these courses based on the school's sub-groups.

In Table 4, it is evident that more students are taking advantage of the AP program. In Table 5, there has been a decrease in our Hispanic students enrolled in AP courses. This is due to more Hispanics being English Learners and being enrolled in more intervention classes. Table 6 reflects a considerable increase in student participation in honors courses. Table 7 shows a cumulative increase of 6.5% in the Hispanic students enrolled in honors courses. Mission Oak must continue focusing on student success in the classroom so that they opt to enroll in a more rigorous schedule.

The English and History/Social Studies departments have instituted formal Vertical Team Professional Learning Communities to develop and integrate the scope and sequence of essential concepts, knowledge, skills, and habits of the mind so that students will gain deeper understanding as they move through the departments' programs.

Since Mission Oak has opened the selection of Honors and Advanced Placement, classes have been rapidly expanding. Currently, Mission Oak offers nine Advanced Placement classes (Advanced Spanish Language, Art History, Biology, Calculus A/B, Calculus B/C, Chemistry, English Language and Composition, English Literature and Composition, and U.S. History). Eight Honors classes are also offered (English 1, English 2, Economics, Geometry, Algebra II, Precalculus, Spanish Language, and World History). Further expansion of Advanced Placement and Honors offering is anticipated.

Student enrollment has grown every year as more classes have been instituted and the ethnic make-up of the program closely mirrors the composition of the school as a whole.

TABLE 8: Enrollment for A-G Courses by Department – English  
Three-Year Comparison of Enrollment in A-G Courses – English

<b>ELA</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in ELA - A-G courses	589	865	1024
% of Total School Enrollment	94%	91%	77%

TABLE 9: Enrollment for A-G Courses by Department – Social Studies  
Three-Year Comparison of Enrollment in A-G Courses – Social Studies

<b>Social Studies</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in Social Studies - A-G courses	288	552	695
% of Total School Enrollment	46%	58%	53%

TABLE 10: Enrollment in A-G Courses – Math  
 Three-Year Comparison of Enrollment in A-G Courses – Math

<b>Math</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in Math - A-G courses	602	848	996
% of Total School Enrollment	96%	89%	75%

TABLE 11: Enrollment for A-G Courses by Department – Science  
 Three-Year Comparison of Enrollment in A-G Courses – Science

<b>Science</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in Science - A-G courses	242	428	623
% of Total School Enrollment	38%	45%	47%

TABLE 12: Enrollment for A-G Courses by Department – Foreign Language  
 Three-Year Comparison of Enrollment in A-G Courses – Foreign Language

<b>Foreign Language</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in Foreign Language - A-G courses	433	504	675
% of Total School Enrollment	69%	53%	51%

TABLE 13: Enrollment for A-G Courses by Department – Visual/Performing Arts  
 Three-Year Comparison of Enrollment in A-G Courses – Visual/Performing Arts

<b>Visual/Performing Arts</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in VPA - A-G courses	156	252	462
% of Total School Enrollment	25%	27%	35%

TABLE 14: Enrollment for A-G Courses by Department – Electives  
 Three-Year Comparison of Enrollment in A-G Courses – Electives

<b>Electives</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total School Enrollment	629	948	1329
Total Enrolled in Electives - A-G courses	105	186	356
% of Total School Enrollment	17%	20%	27%

### **FINDINGS: A-G Enrollment by Department (Tables 8-14)**

All students are encouraged and counseled to pursue completion of the A-G requirements to qualify for admission to the University of California or the California State University system.

The English department shows a substantial 14% dip in the 2010-2011 school year. This is due the district implementation of a new intervention program to better serve students whose language arts skill are two or more years below grade level. A-G approval is being pursued for two of the three levels of intervention.

History/Social Studies, Science, Visual/Performing Arts, and electives show steady growth in the percentage of students enrolled in their courses. Math has shown a drop as we have added juniors and seniors to our campus and have enrolled students in support classes. Most students fulfill the two year math requirement during their freshmen and sophomore years.

More A-G qualified electives are being developed and planned for the future (e.g. journalism).

**ENGLISH LEARNERS**

TABLE 15: English Learner Status  
Mission Oak by EL status

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
English Learners	105	168	264
Redesignated FEP	172	267	377
<b>Total</b>	<b>277</b>	<b>435</b>	<b>641</b>

**Mission Oak English Learner Status**

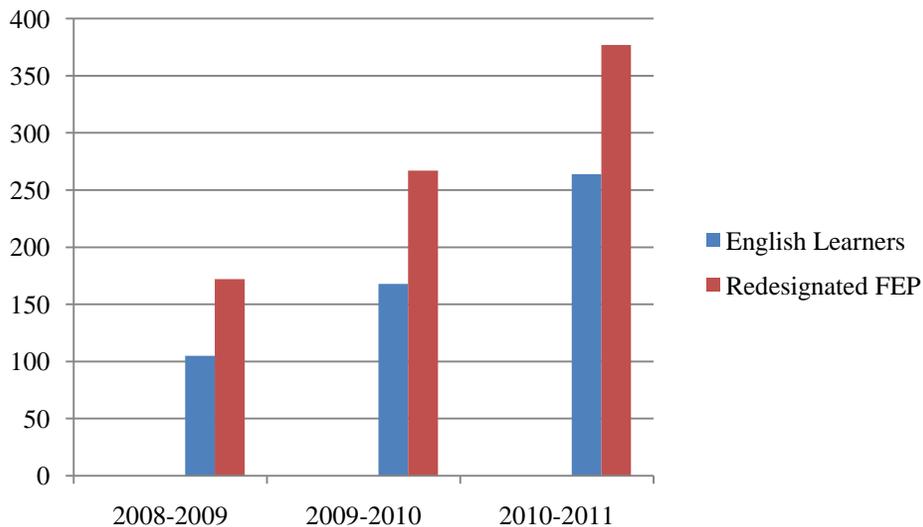


TABLE 16: Language  
Mission Oak EL students by grade and language

2009-2010	Grade 9	Grade 10	Grade 11	Grade 12	Total
<b>Spanish</b>	67	58	32	N/A	157
<b>Filipino</b>	5	0	0	N/A	5
<b>Arabic</b>	0	2	0	N/A	2
<b>Hmong</b>	2	0	0	N/A	2
<b>Hindi</b>	0	1	0	N/A	1
<b>Punjabi</b>	0	1	0	N/A	1
<b>EL Totals</b>	<b>74</b>	<b>62</b>	<b>32</b>	<b>N/A</b>	<b>168</b>
<b>% of Total</b>	<b>44%</b>	<b>37%</b>	<b>19%</b>	<b>N/A</b>	<b>100%</b>

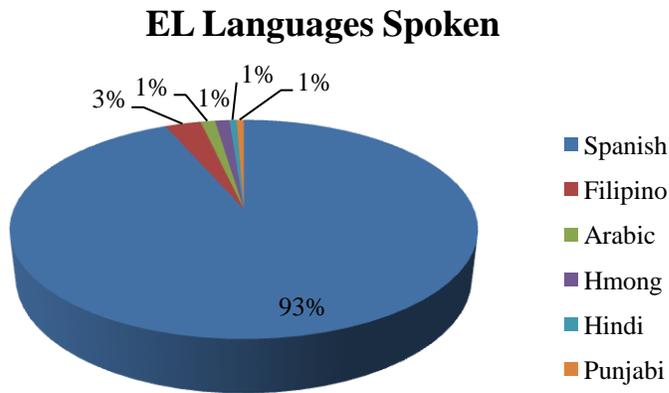


TABLE 17: Language  
Mission Oak EL students by grade and language

2010-2011	Grade 9	Grade 10	Grade 11	Grade 12	Total
Spanish	96	59	63	26	244
Punjabi	2	0	2	0	4
Arabic	0	1	2	0	3
Hmong	0	2	0	0	2
Lao	1	0	0	0	1
Filipino	0	1	0	0	1
Hindi	2	0	1	0	3
English	1	3	1	1	6
<b>EL Totals</b>	<b>102</b>	<b>66</b>	<b>69</b>	<b>27</b>	<b>264</b>
<b>% of Total</b>	<b>39%</b>	<b>25%</b>	<b>26%</b>	<b>10%</b>	<b>100%</b>

TABLE 18: CELDT Data  
Mission Oak CELDT test scores

### CELDT RESULTS

Overall Proficiency	2008-09					2009-10					2010-11				
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total
Advanced	15 15%	8 13%	NA	NA	23 14%	5 6%	8 10%	7 14%	NA	20 9%	10 10%	4 5%	7 10%	2 7%	23 8%
Early Advanced	28 29%	26 42%	NA	NA	54 34%	31 35%	30 39%	23 46%	NA	84 39%	33 32%	14 19%	34 49%	15 50%	96 35%
Intermediate	30 31%	15 24%	NA	NA	45 28%	28 31%	22 29%	12 24%	NA	62 29%	40 39%	32 44%	20 29%	8 27%	100 36%
Early Intermediate	16 16%	7 11%	NA	NA	23 14%	21 24%	10 13%	6 12%	NA	37 17%	16 16%	14 19%	7 10%	3 10%	40 15%
Beginning	8 8%	6 10%	NA	NA	14 9%	4 4%	7 9%	2 4%	NA	13 6%	3 3%	9 12%	1 1%	2 7%	15 5%
Number Tested	97	62			159	89	77	50		216	102	73	69	30	274

**FINDINGS: English Learners (Tables 15-18)**

As Mission Oak has grown, the number of English Learners has also increased. The majority of our English Learners are Spanish-speaking.

Language development for English Learners is serviced in a variety of ways. Students with good mastery of English language skills are placed in the regular, Honors, and Advanced Placement English classes. Students with strong oral language skills but underdeveloped reading and writing skills are placed in the English Intervention program. Students who know how to read in his or her primary language but lack oral English skills are placed in ELD 1, 2, 3, or 4, depending upon the student's academic ability.

English Intervention classes, English Learner classes, and Resource English classes all use the same Language Arts program (Edge). The English Learner classes have a greater emphasis on vocabulary development. Using the same program aids in the student's transition from one department to the other as his or her skills develop. During the 2010-11 school year, Mission Oak redesignated 83 students due to increased CST scores and CELDT prep tutorials.

**SPECIAL EDUCATION**

TABLE 19: Special Education Enrollment

Mission Oak Special Education student enrollment (Special Day/RSP)

	2008-2009		2009-2010		2010-2011	
	Special Day	RSP	Special Day	RSP	Special Day	RSP
Grade 9	9	15	4	22	1	20
Grade 10	3	13	11	12	4	23
Grade 11	1	0	2	13	10	12
Grade 12	0	0	1	0	0	10
<b>Total</b>	<b>13</b>	<b>28</b>	<b>18</b>	<b>47</b>	<b>15</b>	<b>65</b>

TABLE 20: Special Education Academic Achievement Data-CAHSEE  
Mission Oak three-year comparison

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
AYP for ELA	0%prof./adv.	0%prof./adv.	0%prof./adv.
AYP for Math	0%prof./adv.	18.2%prof./adv.	5.3%prof./adv.
CAHSEE ELA	25%Passed	33%Passed	26%Passed
CAHSEE Math	25%Passed	50%Passed	14%Passed

**FINDINGS: Special Education (Tables 19-20)**

Special Education numbers at Mission Oak show significant changes. Between 2008-2009 and 2009-2010 years, the RSP numbers increased as well as the SDC population. This is due to having seniors in RSP classes as well as a large number of freshmen entering Mission Oak.

In an effort to comply with federal and state laws concerning students with disabilities, the Special Education department has made every effort to afford more students with disabilities the opportunity to participate in general education curriculum and statewide testing leading to a high school diploma. The special education student enrollment has more than doubled in the last three years. Even though there has been a concerted effort to improve identification and placement of students with disabilities, the special education department showed no improvement in ELA in the past three years. The math proficiency level improved from 0% to 18% from the 2008-09 to the 2009-10 school year and declined to 5.3% in 2010-11. CAHSEE ELA results indicated an increase from 25% to 33% from the 2008-09 to 2009-2010 school year then a decline from the 2009-10 to the 2010-11 school year of 7%. CAHSEE math results indicated an increase from 25% to 50% from the 2008-09 to the 2009-10 school year and a decline from 50% in 2009-10 to 14% in the 2009-10. This is due to the increase in student enrollment and the wide diversity of student disabilities. We anticipate growth in ELA with the implementation of Edge reading intervention curriculum that is taught in a double block schedule in the special education department.

**ATTENDANCE**

TABLE 21: Mission Oak Average Daily Attendance Percentage

	2008-2009	2009-2010	2010-2011
Average	92.16%	93.72%	96.14%

FINDINGS: Attendance (Table 21)

Enrollment trends show a steady increase in the student population reaching a maximum of 1,329 students in the 2010-2011 school year.

The ninth grade class has the largest enrollment. Mission Oak enrollment by grade level decreases between the freshman and senior years. Students who are deficient in credits often transfer to the district continuation school, Tech Prep High School which houses about 140 students, mainly in grades 11 and 12. In the 2010-11 school year, it has been noted that a number of students have left the comprehensive high school to attend home school programs offered by private and charter schools outside of our district.

Mission Oak has a slight majority of male students at 54% of the student population. Hispanic students represent the largest percentage of students attending Mission Oak. White students represent the second largest population. Less than 6% of students are Asian, Pacific Islander or African American.

**EXPULSIONS AND SUSPENSION RATES**

TABLE 22: Expulsions and Suspensions by Education Code (2010-2011)

Ed. Code	Ed. Code Context	Expulsions	Suspensions
48900(a)(1)	Related to physical injury to another person		48
48900(a)(2)	Related to use of force or violence		
48900(b)	Related to firearms, knives, explosive devices		2
48900(c)	Related to possession or sales of controlled substances, alcohol, or intoxicants		27
48900(d)	Related to the sale of controlled substances, alcohol, or intoxicants		
48900(f)	Caused or attempted to cause damage to school property or private property		3
48900(g)	Stole or attempted to steal school property or private property		7
48900(h)	Related to possession or use of tobacco products		
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		5
48900(j)	Related to possession or sale of drug paraphernalia		
48900(k)	Related to disruption of school activities or willful defiance		43
48900(n)	Committed or attempted to commit a sexual assault or committed a sexual batter		1
48900(r)	Engaged in an act of bullying including but not limited to bullying committed by means of an electronic act directed specifically toward a pupil or school personnel		2
48900.7	Related to terrorist threats		
48900(t)	Aiding and abetting the infliction or attempted infliction of physical injury to another person		17
48915(a)(1)	Caused physical injury to another person, except self-defense	1	
489159(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	1	
	Total: Violence Incidents	2 (100%)	48(30.9%)
	Total: Drug Incidents	0 (0%)	27(17.4%)
	Total	2	155
	Violence/Drug Rate (Violence/Drug Total/Enrollment of 1,329)	.15%	11.6%

**FINDINGS: Expulsion and Suspension Rates (Table 22)**

The expulsion rate for the 2010-11 school year was .15%. The suspension rate was 11.6% based on enrollment. Approximately 69.1% of suspensions were related to non-violent offenses.

The primary cause of student disciplinary action has been for willful defiance, followed by instances of student confrontation and physical conflict. These two reasons are followed by the incidents of students for possession and/or use of a controlled substance or alcohol. The examination of this data, early on led to the implementation of our counseling requirement after a suspension. Students must complete counseling sessions with our Turning Point Alcohol and Drug Counselor for drug related and conflict related incidents. Sessions can range from two to six sessions based on the offense. Many students choose to continue participating after the required sessions have been completed.

## **DESCRIPTION OF SAFETY CONDITIONS, CLEANLINESS, AND ADEQUACY OF SCHOOL FACILITIES**

In an effort to ensure the continued safety of all students, Mission Oak enforces state and district security policies. All staff members (certificated and classified) are required to wear a staff identification badge. All visitors must sign in and wear a visitor's badge. Community members report suspicious activities around the school and local incidents involving high school students. Campus surveillance is provided by ExacqVision.

One full-time campus security personnel provide additional adult supervision and help students get to class on time. An on-campus alternative academic setting and noon detention are available for discipline and/or truancy issues. A School Resource Officer (SRO) supports the administration during searches, investigations and issues citations as outlined in the California Education Code and California Penal Code. Employment is provided by the Tulare Police Department. The SRO is the liaison between Ed. Code and California State Law. When needed, he attends and provides information for expulsion hearings. Staff members are provided with various trainings such as Crisis Prevention Institute (CPI).

Mission Oak has a Campus Supervision Team made up of administrators, SRO, Security, and teachers. These staff members are assigned areas to supervise during the beginning of school, break, lunch, and after school. This provides the school safety as well as building rapport with students on campus. All major athletic events and school dances have assigned supervision including administrators, school security, and SRO services when needed.

A Safety Committee meets on a bi-annual basis to update the Mission Oak Safety Plan and arranges safety drills to practice, implement and make adjustments in preparation for real-time events. Mission Oak has re-instituted the Oleweus Bullying Program to empower students to address issues related to bullying and harassment. Tolerance education has also been implemented by trained Peer Facilitators, Link Crew, and through classroom activities

As per the Tulare Joint Unified School District policy and procedures, all visitors to campus must sign in at the front office and provide proof of identification verified by the school Switchboard Operator/Receptionist. All visitors are given an identification badge after clearance is given.

All offices and classrooms have Internet access. Staff members have email accounts and access to Aeries (student information program). There are four thirty-two station drop-in computer lab classrooms on campus and two computer lab classrooms dedicated for class use throughout the school day. Two classrooms on campus have mounted LCD projectors. There are forty document cameras and fifty-two projectors used in various classrooms to enhance instruction. The library has a computer lab classroom as well as newer computer stations on the main floor for student and staff use. During the past two years, teacher desktop computers have been updated. This update started in the core departments, but

elective classrooms have also been changed. Currently, four labs are being updated to accommodate new software. Support for hardware and software with technology comes from the district. An online work order system allows staff members to place work orders with the district. The district employs a director of technology and one technology technician on site who assist with support. The Mission Oak website provides students, parents and the community access to information related to all events, dates and deadlines. Individual teachers and departments maintain web pages within the site for specific information related to the school. The parent portal via Aeries allows parents and students to access grades, assignments, and attendance from any computer with Internet access. Aeries gradebook allows staff members “read-only” information on selected students as needed for athletic teams, club members and co-curricular groups on campus.

There are eleven full-time maintenance staff assigned specific duties in relation to their assigned work areas, six of whom work at night to clean classrooms. Mission Oak is neat in appearance, with infrequent incidences of graffiti or vandalism. When such incidents occur, they are addressed immediately. Most students have a positive attitude towards the school and play an active role in its upkeep. A workability program through the special education resource department incorporates campus clean-up activities on the campus. The school emphasizes the importance of learning in a safe and clean environment. Restrooms and floors are adequately clean and the walls are free from graffiti. The plumbing and electrical systems are checked and repaired as needed. Staff, students and guests feel safe when on campus. The entire staff is involved in keeping school facilities in good condition by reporting needed repairs in a timely manner. District maintenance staff ensures the repairs necessary to keep the school in good working order are completed. A work order process is utilized to ensure efficient service and emergency repairs are given the highest priority.

**CERTIFICATED STAFF**

TABLE 23: Certificated Staff by Ethnicity for 2010-2011

Certificated Staff by Ethnicity 2010-2011		
20	Hispanic	29.7%
44	White not Hispanic	65.6%
1	Native American	1.6%
1	African American	1.6%
1	Asian	1.6%

**TEACHING STAFF**

TABLE 24: Teacher Credential Status for 2010-2011

	Total	Percent
Teachers	60	100%
Full Credential	58	97%
Internship	2	3%
First Year Teachers	2	3%

TABLE 25: Teaching Experience for 2010-2011

## Average Years of Service

	Avg. Years of Service	Avg. Years in District	# First Year Staff	# Second Year Staff
# Teachers	11.9	8.4	6	9

**FINDINGS: Teaching Staff (Tables 23-25)**

In 2010-11, Mission Oak had 119 certificated and classified staff, including qualified personnel for counseling and other pupil support services and substitutes. Mission Oak had 67 certificated staff on campus including teachers, counselors, and administrators. Of the 67 certificated staff members at Mission Oak, 35 are males and 32 are females.

The majority of Mission Oak certificated staff members are White, which is not representative of the majority of the student population. Hispanics represent 65.6% of student population where only 29.7% of the certificated staff are Hispanic. Administration has made concerted efforts to hire staff members of diverse ethnic backgrounds. We realize that students respond positively to the variety of adult role models on our campus who mirror the ethnic diversity of our student population.

Although Mission Oak has a significant amount of relatively new teachers, a majority of our faculty members have the certification required to teach English Learners. As a result, three of our teachers still need the CLAD/EL certification. Presently 97% of our teachers are fully credentialed.

When first opening, Mission Oak was able to draw a variety of talent and experiences from the other two established high schools in the district. Even though Mission Oak was a new high school, its staff brought many years of experience in education.

## **STUDENT ACTIVITIES and ATHLETICS**

TABLE 26: Student Activities/Athletics for 2010-2011

Total Students	1,333
Clubs and/or organizations	30
Students in clubs/organizations	275– male 442 - female
Students in Athletics	400– male 216 - female

### **FINDINGS: Student Activities/Athletics (Table 26)**

Over 50% of the Mission Oak student body has membership in at least one club. A variety of clubs are offered at Mission Oak allowing all students the opportunity to pursue their area(s) of interest. The athletic department provides girls' and boys' teams at the freshman, junior varsity and varsity levels. Over 50% of the student body is involved in at least one athletic team for the 2010-11 school year. We are fortunate that in this time of budget difficulties our athletic director position and sports teams have been preserved. As Mission Oak develops, expanding student opportunities for school involvement outside of the classroom needs to be nurtured.

**STUDENT ACHIEVEMENT DATA**

**ACADEMIC PERFORMANCE INDEX (API)**

Table 27: School Ranking – Academic Performance Index

Year	State Rank	Similar Schools Rank	API Score
2011	4	4	747
2010	4	4	723
2009	5	3	723

**Academic Performance Index-All Groups**

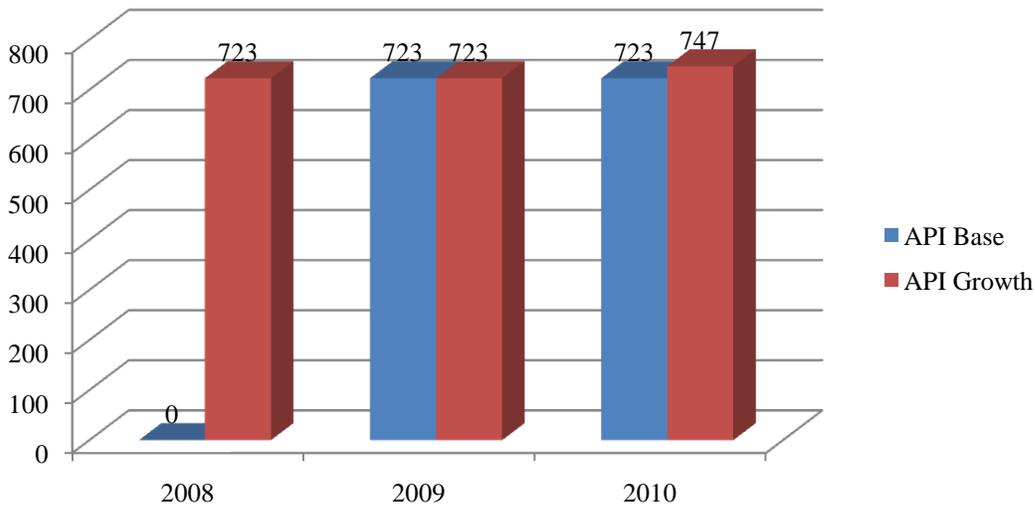


TABLE 28: Academic Performance Index – All Groups

	2009	2010	2011
STAR Students Tested	624	913	951
API Base	N/A	723	723
API Growth Target	5	5	5
API Score	723	723	747
API Growth	N/A	0	24
Met Growth Target	N/A	No	Yes

## FINDINGS: Academic Performance Index – All Groups (Tables 27-28)

API scores have improved since the school opened in 2008. Our API base has been basically the same the last 3 years. This was due to the opening of a new school and the adjustment period needed to identify and address the needs of our student population by creating instructional programs and supports systems. API growth has noticeably improved from 723 in 2008-09 to 747 in 2010–11. Mission Oak met the API growth target in 2011 and met 19 out of 21 of the AYP criteria. Our goal is to continue improvement toward future growth with the result to be removed from program improvement (PI) classification.

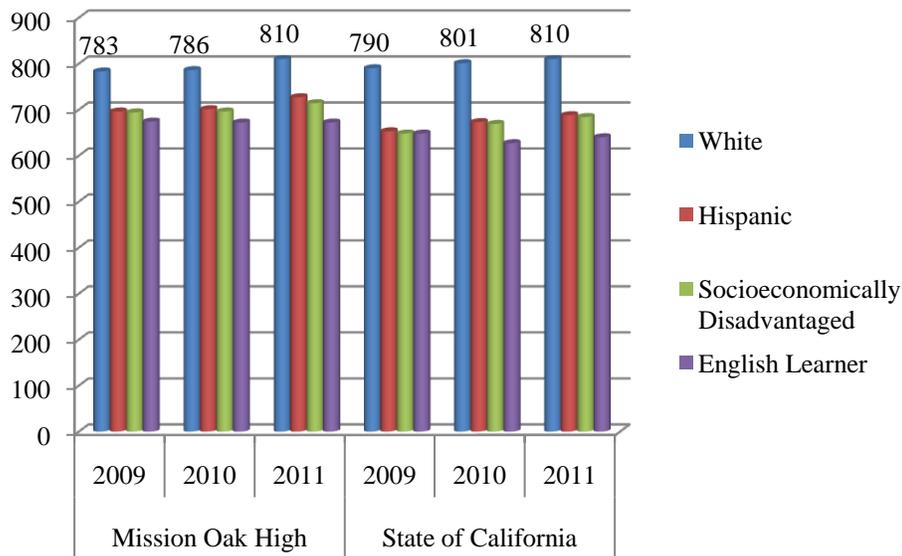
TABLE 29: Academic Performance Index – Student Group

Performance Data by Student Group												
	White			Hispanic			Socioeconomically Disadvantaged			English Learner		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
<b>Number Included</b>	180	233	234	396	601	644	393	571	583	212	352	344
<b>Base API</b>	N/A	783	786	N/A	696	701	N/A	694	696	N/A	673	672
<b>Target</b>	N/A	5	5	N/A	5	5	N/A	5	5	N/A	5	6
<b>Growth Target</b>	N/A	788	791	N/A	701	727	N/A	699	701	N/A	678	672
<b>Growth API</b>	782	787	810	697	701	727	695	696	714	674	673	672
<b>Met Target</b>	N/A	No	Yes	N/A	Yes	Yes	N/A	No	Yes	N/A	No	No

TABLE 30: Academic Performance Index – Student Group Comparison  
Mission Oak API Comparison with State of California – Student Group

	Mission Oak High			State of California		
	2009	2010	2011	2009	2010	2011
White	782	787	810	790	801	810
Hispanic	697	701	727	653	673	688
Socioeconomically Disadvantaged	695	696	714	648	669	684
English Learner	674	673	672	648	627	640

**API Student Comparison Group**



**FINDINGS: Academic Performance Index – Student Groups (Tables 29-30)**

API growth for Hispanic, socioeconomically disadvantaged, and English learners have improved across the board. The Hispanic sub-group has met their growth target each year. Mission Oak consistently scored above the state of California in all groups for the last three years. We credit this to our focus on developing common benchmarks, analyzing data, and improving instructional strategies. We continue to focus on improving our growth amongst the EL sub-group.

**CALIFORNIA STANDARDIZED TESTING AND REPORTING (STAR)**

TABLE 31: CST Results – All Students – English

Three-Year Comparison of CST results – ELA

ELA	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	345	310		360	312	267	364	327	302
Mean Score	344	333		341	339	334	350	335	333
% Adv.	12%	10%		14%	16%	10%	18%	13%	14%
% Prof.	32%	25%		32%	24%	29%	37%	26%	23%
% Basic	37%	41%		28%	41%	36%	27%	39%	39%
% BB	14%	15%		18%	14%	18%	11%	13%	19%
%FBB	5%	8%		8%	5%	7%	7%	9%	6%

## FINDINGS: CST Results – ELA (Table 31)

When following one class across 3 years, student performance remains relatively unchanged. However, grade 9 scores for 2010-11 had significant growth, which seems to suggest effective instruction is occurring in the grades preceding high school, and effective instructional practices are being applied at the ninth grade level. This could be a result from the implementation of Edge reading curriculum last year.

TABLE 32: CST Results – All Students -General Math  
Three-Year Comparison of CST results – General Math

<b>General Math</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
# Scores	NA	9 <sup>TH</sup> – 45	9 <sup>th</sup> -48
Mean Score	NA	273	272
% Adv.	NA	0%	0%
% Prof.	NA	7%	6%
% Basic	NA	18%	15%
% BB	NA	31%	46%
% FBB	NA	44%	33%

TABLE 33: CST Results – All Students -Algebra 1  
Three-Year Comparison of CST results – Algebra 1

<b>Alg. 1</b>	<b>2008-2009</b>			<b>2009-2010</b>			<b>2010-2011</b>		
Grade	9	10	11	9	10	11	9	10	11
# Scores	238	89	NA	181	95	28	192	105	43
Mean Score	297	280	NA	309	277	276	322	289	288
% Adv.	2%	0%	NA	2%	1%	0%	3%	1%	0%
% Prof	13%	8%	NA	17%	2%	11%	25%	10%	9%
% Basic	24%	16%	NA	31%	21%	11%	34%	20%	37%
% BB	43%	48%	NA	40%	45%	46%	33%	46%	26%
% FBB	19%	28%	NA	10%	31%	32%	6%	23%	28%

TABLE 34: CST Results – All Students – Geometry  
Three-Year Comparison of CST results – Geometry

Geometry	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	103	149	NA	132	119	81	127	116	75
Mean Score	317	283	NA	335	292	286	339	296	268
% Adv.	6%	0%	NA	9%	2%	0%	6%	0%	0%
% Prof	16%	5%	NA	23%	5%	7%	35%	10%	3%
% Basic	38%	30%	NA	39%	29%	28%	39%	35%	11%
% BB	36%	47%	NA	27%	54%	47%	19%	47%	64%
% FBB	5%	18%	NA	2%	11%	17%	1%	8%	23%

TABLE 35: CST Results – All Students -Algebra 2  
Three-Year Comparison of CST results – Algebra 2

Algebra 2	2008-2009		2009-2010		2010-2011	
	10	11	10	11	10	11
# Scores	70	NA	89	83	105	77
Mean Score	316	NA	335	290	337	301
% Adv	0%	NA	10%	0%	10%	1%
% Prof	29%	NA	28%	7%	27%	13%
% Basic	29%	NA	29%	29%	33%	30%
% BB	37%	NA	28%	46%	26%	40%
% FBB	6%	NA	4%	18%	5%	16%

TABLE 36: CST Results – All Students - Summative Math  
 Three-Year Comparison of CST results – Summative Math

<b>Summative Math</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
# Scores	NA	11 <sup>th</sup> – 59	11 <sup>th</sup> -70
Mean Score	NA	330	318
% Adv	NA	3%	4%
% Prof	NA	39%	21%
% Basic	NA	27%	35%
% BB	NA	29%	38%
% FBB	NA	2%	1%

#### FINDINGS: CST Results – Math (Tables 32-36)

In the 2010-11 school year, the freshmen and sophomore Algebra I proficient scores increased by 9% and the mean score in all grade levels has consistently increased over two of the last three years. From 2009-10 to 2010-11 school year we showed improvement in the percent of students scoring BB and FBB in Algebra I. The freshman decreased by 11%, sophomores decreased by 9%, and juniors decreased by 4%. The increase in math intervention classes have contributed to their improved performance. The percent of juniors that scored proficient or advanced in Algebra II has doubled in the past two years, but our sophomores declined by 1%. This is partially due to different curriculum and content of algebra instruction between the feeder schools and Mission Oak. The math department has made a concerted effort to improve articulation between Mission Oak and our feeder schools in the math area. While freshmen and sophomore students improved scores in geometry, our junior's scores declined. The math department is developing more intervention procedures to identify and assist these students. Students scoring proficient or advanced on the summative math test declined 17%. The math department has developed a PLC in pre-calculus and calculus classes to effectively review and prepare students for the summative math exam and the AP calculus exam.

TABLE 37: CST Results – All Students - World History  
Three-Year Comparison of CST results- World History

<b>World History</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
# Scores	304	311	330
Mean Score	329	349	350
% Adv	12%	22%	26%
% Prof	24%	24%	24%
% Basic	25%	27%	23%
% BB	17%	12%	11%
% FBB	21%	16%	16%

TABLE 38: CST Results – All Students -U.S. History  
Three-Year Comparison of CST results – U.S. History

<b>U.S. History</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
# Scores	NA	264	299
Mean Score	NA	350	355
% Adv	NA	18%	22%
% Prof	NA	33%	29%
% Basic	NA	28%	31%
% BB	NA	11%	12%
% FBB	NA	10%	7%

#### FINDINGS: CST Results – Social Studies (Tables 37-38)

The World History CST scores for proficient and advanced improved by 14% from 2008-09 to 2010-11. The percentage of students scoring BB and FBB dropped by 11% overall from 2008-09 to 2010-11. Students enrolled in World History in 2009-10 improved the following year by an additional 5% scoring proficient or advanced on the US History CST. The World History mean score

improved by 8% from 2008-09 to 2009-10. This demonstrates an increase in collaboration amongst the social studies department in the alignment of curriculum and instruction to the state standards.

TABLE 39: CST Results – All Students - Biology/Life Sciences  
Three-Year Comparison of CST results – Biology

<b>Biology/Life Sciences</b>	<b>2008-2009</b>			<b>2009-2010</b>			<b>2010-2011</b>		
	9	10	11	9	10	11	9	10	11
Grade	9	10	11	9	10	11	9	10	11
# Scores	NA	279	NA	NA	292	21	10	319	34
Mean Score	NA	334	NA	NA	340	325	*	342	330
% Adv.	NA	10%	NA	NA	14%	10%	*	16%	15%
% Prof	NA	22%	NA	NA	23%	14%	*	27%	15%
% Basic	NA	45%	NA	NA	47%	43%	*	32%	29%
% BB	NA	14%	NA	NA	10%	19%	*	14%	29%
%FBB	NA	10%	NA	NA	7%	14%	*	11%	12%

\*Less than 10

TABLE 40: CST Results – All Students –Chemistry  
Three-Year Comparison of CST results – Chemistry

<b>Chemistry</b>	<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>	
Grade	9	10	9	11	9	11
# Scores	59	13	72	118	81	113
Mean Score	318	318	329	297	331	318
% Adv	3%	0%	6%	1%	6%	3%
% Prof	10%	23%	24%	6%	15%	11%
% Basic	58%	54%	49%	33%	58%	52%
% BB	20%	15%	15%	32%	19%	30%
% FBB	8%	8%	7%	28%	2%	4%

TABLE 41: CST Results – All Students - Earth Science  
Three-Year Comparison of CST results – Earth Science

Earth Science	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	95	12	NA	118	14	63	83	*	69
Mean Score	318	304	NA	323	275	320	346	*	333
% Adv.	2%	0%	NA	5%	0%	5%	14%	*	6%
% Prof	20%	8%	NA	21%	0%	22%	29%	*	29%
% Basic	48%	33%	NA	44%	7%	35%	43%	*	46%
% BB	17%	33%	NA	16%	29%	22%	10%	*	14%
% FBB	13%	25%	NA	14%	64%	16%	4%	*	4%

\*Less than 10

TABLE 42: CST Results – All Students - Physics  
Three-Year Comparison of CST results – Physics

Physics	2008-2009	2009-2010	2010-2011
# Scores	NA	11 <sup>th</sup> - 16	11 <sup>th</sup> -30
Mean Score	NA	348	382
% Adv	NA	13%	40%
% Prof	NA	38%	40%
% Basic	NA	38%	17%
% BB	NA	6%	3%
% FBB	NA	6%	0%

## FINDINGS: CST Results for Science (Tables 39-42)

The number of students scoring proficient or advanced in biology has improved over the last three years. Biology has also shown a consistency in their mean test scores. The majority of chemistry students have scored basic or BB over the past three years. The percentage of chemistry students scoring at the FBB level has been consistently low. To improve these scores, the science department has created a Chemistry PLC and devoted in-service resources that focus on student achievement. The students scoring proficient or advanced in earth science increased significantly over the past three years. This was due to the science department focusing on qualified staffing and curriculum alignment. The number of physics students scoring advance or proficient significantly increased from 51% in 2009-10 to 80% in 2010-11. This is due to more project oriented lesson instruction within the physics classes. The Science department continues to work on increasing CST scores within the EL sub-group.

TABLE 43: CST Comparison of Significant Sub-groups – English  
Percentage of Students Proficient or Advanced – English

ELA	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
All Students	44%	35%	NA	46%	40%	39%	55%	39%	37%
Hispanic	36%	32%	NA	40%	30%	35%	51%	34%	29%
S.E.D.	36%	28%	NA	38%	29%	34%	50%	29%	29%
EL	15%	15%	NA	8%	6%	8%	21%	8%	5%

## FINDINGS: CST Comparison of Significant Sub-groups – English (Table 43)

The scores in grade 9 improved significantly from 2008-11. This improvement may be due to implementation of the Edge curriculum and working with the ELA English consultant on analyzing data and improving instructional strategies.

TABLE 44: CST Comparison of Significant Sub-groups – Summative Math  
Percentage of Students Proficient or Advanced – Summative Math

<b>Summative Math</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	NA	42%	25%
Hispanic	NA	53%	21%
S.E.D.	NA	45%	24%
English Learner	NA	*	5%

\*Less than 10

TABLE 45: CST Comparison of Significant Sub-groups – Algebra 1  
Percentage of Students Proficient or Advanced – Algebra 1

<b>Algebra 1</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	12%	13%	21%
Hispanic	13%	14%	19%
S.E.D.	11%	14%	21%
English Learner	9%	14%	25%

TABLE 46: CST Comparison of Significant Sub-groups – Geometry  
Percentage of Students Proficient or Advanced – Geometry

<b>Geometry</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	11%	17%	21%
Hispanic	8%	14%	17%
S.E.D.	11%	11%	17%
English Learner	3%	5%	5%

TABLE 47: CST Comparison of Significant Sub-groups – Algebra 2  
Percentage of Students Proficient or Advanced – Algebra 2

<b>Algebra 2</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	29%	23%	27%
Hispanic	40%	25%	25%
S.E.D.	37%	27%	23%
English Learner	*	12%	0%

\*Less than 10

**FINDINGS: CST Comparison of Significant Sub-groups – Math (Tables 44-47)**

These tables reflect the overall and sub-group CST data in mathematics for the past three years. On the summative math test, percentages dropped for each sub-group. This drop was due to 50% of math department teachers was participating in the BTSA program to finish their clear credentials. Algebra I had a slight decrease in all sub-groups for the 2009-10 school year. In Algebra I and Geometry the groups all increased 9% from 2008-09 to 2010-11. The CST sub-groups in Algebra II had a slight decrease to their previous percentages in 2010-11. The math department has worked tenaciously over the course of two years to realign curriculum to district benchmarks and CST questions.

TABLE 48: CST Comparison of Significant Sub-groups – World History  
Percentage of Students Proficient or Advanced – World History

<b>World History</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	36%	46%	50%
Hispanic	31%	38%	43%
S.E.D.	29%	39%	39%
English Learner	16%	21%	17%

TABLE 49: CST Comparison of Significant Sub-groups – U.S. History  
Percentage of Students Proficient or Advanced – U.S. History

<b>U.S. History</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	NA	51%	51%
Hispanic	NA	48%	44%
S.E.D.	NA	48%	47%
English Learner	NA	21%	23%

FINDINGS: CST Comparison of Significant Sub-groups – Social Studies (Tables 48-49)

All groups have shown steady improvement over the last 3 years. There was 14% growth in World History over the past three years. Fifty-one percent of students scored proficient or advanced in US History in all sub-groups. ELs have shown growth every year. The same individual students are improving from World History to US History.

TABLE 50: CST Comparison of Significant Sub-groups – Biology  
Percentage of Students Proficient or Advanced – Biology

<b>Biology</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
All Students	31%	36%	41%
Hispanic	28%	28%	34%
S.E.D.	28%	29%	31%
English Learner	13%	8%	8%

TABLE 51: CST Comparison of Significant Sub-groups – Chemistry  
Percentage of Students Proficient or Advanced – Chemistry

Chemistry	2008-2009	2009-2010	2010-2011
All Students	16%	16%	17%
Hispanic	14%	16%	14%
S.E.D.	20%	15%	16%
English Learner	*	6%	0%

\*Less than 10

TABLE 52: CST Comparison for Significant Sub-groups – Earth Science  
Percentage of Students Proficient or Advanced – Earth Science

Earth Science	2008-2009	2009-2010	2010-2011
All Students	21%	25%	40%
Hispanic	16%	18%	33%
S.E.D.	17%	18%	37%
English Learner	7%	8%	29%

TABLE 53: CST Comparison of Significant Sub-groups – Physics  
Percentage of Students Proficient or Advanced – Physics

Physics	2008-2009	2009-2010	2010-2011
All Students	NA	50%	80%
Hispanic	NA	*	74%
S.E.D.	NA	50%	63%
English Learner	NA	*	*

\*Less than 10

**FINDINGS: CST Comparison of Significant Sub-groups - Science (Tables 50-53)**

The percentages of students proficient or advanced in all sub-groups in biology, and Physics have shown steady improvement in the past three years. Biology scores increased for all sub-groups except our EL population. Chemistry sub-groups have remained relatively constant from 2007 to 2010. The physical science classes showed improvement after the department focused its emphasis on its score improvement. The Science department continues to focus on increasing CST scores within the EL sub-group and increasing chemistry scores.

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)-**

TABLE 54: CAHSEE Results

ELA &amp; Math Scores – 10th Grade – Comparison for 2010 and 2011

Students Tested – 10th Grade	March 2010	March 2011
<b>ELA</b>		
Scoring Average	371	374
Pass Rate	75%	76%
Percent Proficient for AYP	41.1%	52.5%
<b>Math</b>		
Scoring Average	380	384
Pass Rate	79%	82%
Percent Proficient for AYP	51.5%	59.2%

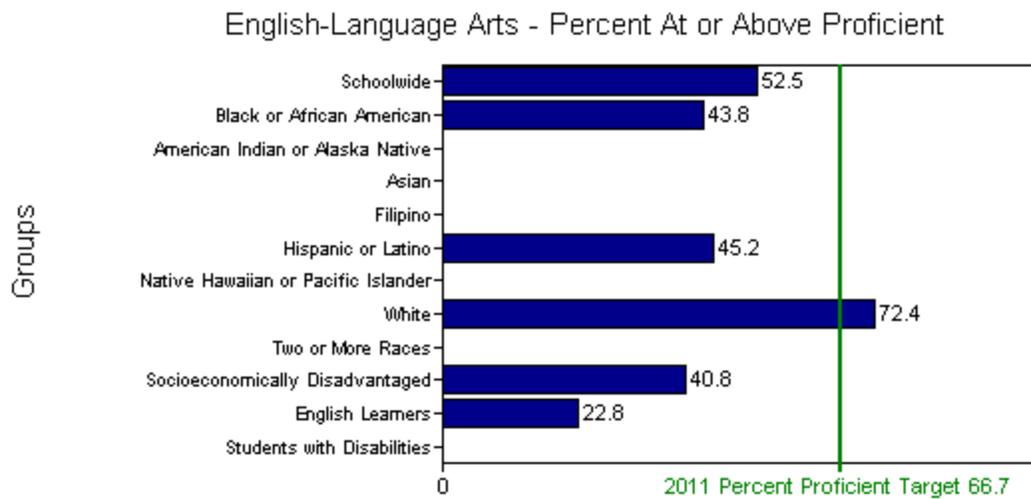
**FINDINGS: CAHSEE – 10th Grade (Table 54)**

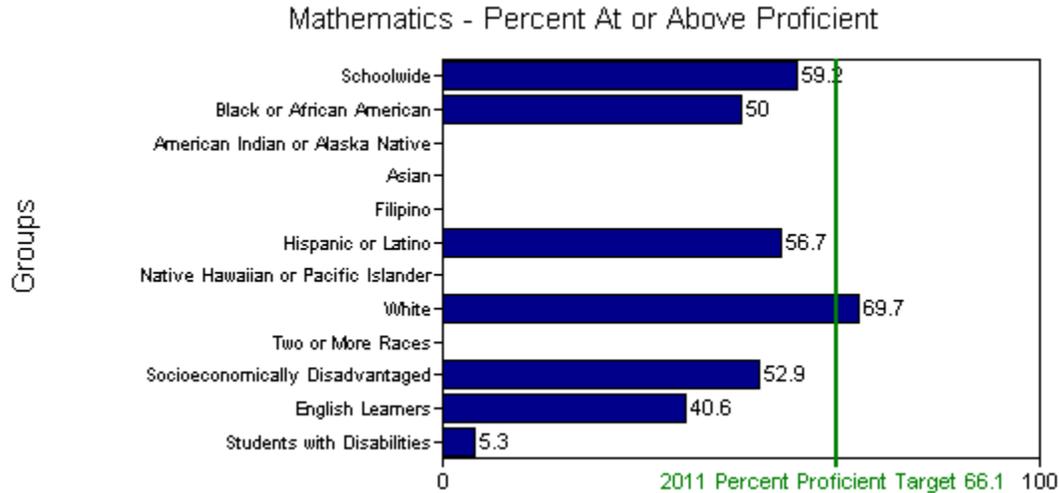
Our CAHSEE results have increased in both ELA and Math. Our percent proficient for AYP in the area of ELA has increased 11.3% and in Math 7.7%. These increases show growth but our students are not scoring enough to be proficient by federal standards. We are striving to keep up with the tremendous increases in percent proficient each year. We continue to provide CAHSEE review through our Saturday review sessions, CAHSEE Boot Camp, and CAHSEE English and Math classes.

TABLE 55: Annual Measurable Objectives for 2010-11

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 66.7 % <u>Met all percent proficient rate criteria?</u> No					Mathematics Target 66.1 % <u>Met all percent proficient rate criteria?</u> No				
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2011 AYP Criteria</u>	<u>Alternative Method</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2011 AYP Criteria</u>	<u>Alternative Method</u>
<b>Schoolwide</b>	316	166	52.5	Yes	<a href="#">SH</a>	316	187	59.2	Yes	<a href="#">SH</a>
Black or African American	16	7	43.8	--		16	8	50.0	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	7	--	--	--		7	--	--	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	210	95	45.2	Yes	<a href="#">SH</a>	210	119	56.7	Yes	<a href="#">SH</a>
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	76	55	72.4	Yes		76	53	69.7	Yes	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	191	78	40.8	Yes	<a href="#">SH</a>	191	101	52.9	Yes	<a href="#">SH</a>
<b>English Learners</b>	<b>101</b>	<b>23</b>	<b>22.8</b>	<b>No</b>		<b>101</b>	<b>41</b>	<b>40.6</b>	<b>No</b>	
Students with Disabilities	19	0	0.0	--		19	1	5.3	--	





Findings: Annual Measurable Objectives for 2010-11 (Table 55)

The Annual Measurable Objectives (AMO’s) are the prime indicator of a school’s status relative to inclusion as a Program Improvement School. In 2010-11, Mission Oak was marked as meeting proficiency in ELA and Mathematics under “safe harbor”. The EL students were the only sub-group that failed to meet percent proficient rate criteria for both ELA and Mathematics. With the projected increase in proficiency targets for all sub-groups for next year it is critical that we closely examine all groups scoring at or below a +10% level. These target groups are highlighted as indicate areas of critical need for the next school year.

**ENGLISH LEARNER ACHIEVEMENT RESULTS**

TABLE 56: English Learner – Academic Performance Index (API)

	2009	2010	2011
Number of Students	212	352	344
Base API	0	673	672
Growth API	674	673	672
Target	NA	5	5
Growth Made	NA	0	0
Met Target	NA	No	No

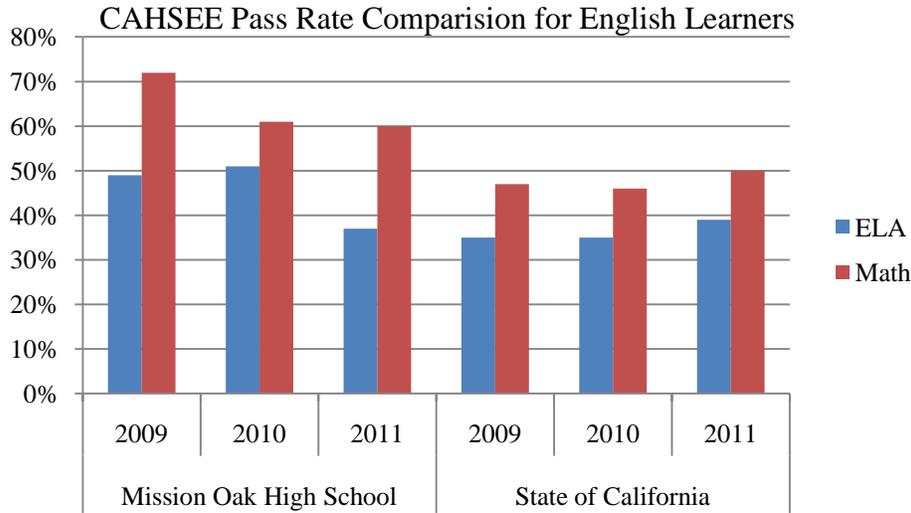
TABLE 57: English Learner – Adequate Yearly Progress (AYP)

	2009	2010	2011
<b>ELA</b>			
AYP Target	44.5%	55.6%	66.7%
% Prof./Adv.	25.6%	27.7%	22.8%
Met Target	No	No	No
<b>Math</b>			
AYP Target	43.5%	54.8%	66.1%
% Prof./Adv.	46.7%	45.4%	40.6%
Met Target	Yes	No	No

### English Learner

TABLE 58: English Learner – CAHSEE Passing Rate Comparison – 10th Grade  
Mission Oak CAHSEE Passing Rate for EL Compared with State of California –  
10th Grade Students

	Mission Oak			State of California		
	2009	2010	2011	2009	2010	2011
ELA	49%	51%	37%	35%	35%	39%
Math	72%	61%	60%	47%	46%	50%



**FINDINGS: English Learner Achievement Results (Tables 56-58)**

Mission Oak English learners have scored above the state of California average in ELA two of the last three years and math for the last three years. This is due to an increased awareness of our EL population and its needs, as well as our Response to Intervention Pyramid.

**ENGLISH LEARNER STAR DATA**

TABLE 59: English Learner CST Results – English  
Three-Year Comparison of CST results for EL – English

ELA – English Learner	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	85	52	NA	87	67	40	95	64	66
Mean Score	311	306	NA	299	305	293	313	291	293
% Prof./Adv.	15%	15%	NA	8%	6%	8%	21%	8%	5%

**FINDINGS: English Learner CST Results – English (Table 59)**

The rate of EL students redesignated from 2008-11 is constant and monitored, working towards a rigorous learning environment. EL students scored below other sub-groups and all students at all three grade levels, but are showing steady

growth. Due to changes in the redesignation process and increased test scores, 83 EL students were redesignated this year.

TABLE 60: English Learner CST Results – General Math  
Three-Year Comparison of CST results for EL – General Math

General Math- English Learner	2008-2009	2009-2010	2010-2011
# Scores	NA	20	22
Mean Score	NA	273	269
% Prof./Adv.	NA	10%	5%

TABLE 61: English Learner CST Results – Algebra 1  
Three-Year Comparison of CST results for EL – Algebra 1

Algebra 1- English Learner	2008-2009			2009-2010			2010-2011		
Grade	9	10	11	9	10	11	9	10	11
# Scores	70	20	NA	51	35	8	65	38	19
Mean Score	290	271	NA	305	273	*	328	296	290
% Prof./Adv.	10%	4%	NA	22%	3%	*	38%	8%	11%

\*Less than 10

TABLE 62: English Learner CST Results – Geometry  
Three-Year Comparison of CST results for EL – Geometry

Geometry- English Learner	2008-2009			2009-2010			2010-2011		
Grade	9	10	11	9	10	11	9	10	11
# Scores	13	19	NA	15	26	23	9	21	26
Mean Score	297	270	NA	312	275	278	*	271	259
% Prof./Adv.	8%	0%	NA	7%	0%	9%	*	0%	0%

\*Less than 10

TABLE 63: English Learner CST Results – Algebra 2  
Three-Year Comparison of CST results for EL – Algebra 2

Algebra 2- English Learner	2008-2009		2009-2010		2010-2011	
Grade	10	11	10	11	10	11
# Scores	9	NA	7	10	5	11
Mean Score	*	NA	*	*	*	280
% Prof./Adv.	*	NA	*	*	*	0%

\*Less than 10

#### FINDINGS: English Learner CST Results – Math (Tables 60-63)

EL students are taking higher level math classes such as Geometry and Algebra II. There has been a steady increase from the 2008-09 to the 2010-11 school year in the number of EL students in Algebra I and Geometry due to our increased student population. The percentage of EL freshmen and sophomores in Algebra I who were proficient or advanced increased from 2008 to 2011. This could be due to the increase support and interventions. The percentage of EL students enrolled and scoring proficient or advanced on the Algebra II is very low. In the 2010-11 school year the scores fell to 0%. Currently, there are no math classes designated for EL students. This concern is being addressed by the math department with respect to all math students.

TABLE 64: English Learner CST Results – World History  
Three-Year Comparison of CST results for EL – World History

World History- English Learner	2008-2009	2009-2010	2010-2011
# Scores	49	68	66
Mean Score	297	303	294
% Prof./Adv.	16%	21%	17%

TABLE 65: English Learner CST Results – U.S. History  
Three-Year Comparison of CST results for EL – U.S. History

U.S. History English Learner	2008-2009	2009-2010	2010-2011
# Scores	NA	39	66
Mean Score	NA	305	312
% Prof./Adv.	NA	21%	23%

FINDINGS: English Learner CST Results – Social Studies (Tables 64-65)

EL students showed minimal growth in History courses. EL students scored below all other sub-groups and all students in both subject areas. This is due to lack of reading skills our EL population must master based on the high academic vocabulary within the history books. Articulation is beginning between the ELD department and Social Studies department to develop effective teaching strategies to use in the classroom to improve vocabulary and reading acquisition.

TABLE 66: English Learner CST Results – Biology  
Three-Year Comparison of CST results for EL – Biology

Biology/Life Sciences-English Learner	2008-2009			2009-2010			2010-2011		
Grade	9	10	11	9	10	11	9	10	11
# Scores	NA	46	NA	NA	61	5	5	63	15
Mean Score	NA	313	NA	NA	309	*	*	301	303
% Prof./Adv.	NA	13%	NA	NA	8%	*	*	10%	7%

\*Less than 10

TABLE 67: English Learner CST Results – Chemistry  
Three-Year Comparison of CST results for EL – Chemistry

Chemistry- English Learner	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	6	2	NA	4	1	11	81	1	113
Mean Score	*	*	NA	*	*	277	331	*	318
% Prof./Adv.	*	*	NA	*	*	0%	21%	*	14%

\*Less than 10

TABLE 68: English Learner CST Results – Earth Science  
Three-Year Comparison of CST results for EL – Earth Science

Earth Science- English Learner	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	27	3	NA	27	6	19	26	NA	32
Mean Score	303	*	NA	296	*	319	335	NA	329
% Prof./Adv.	7%	*	NA	4%	*	16%	31%	NA	28%

\*Less than 10

TABLE 69: English Learner CST Results – Physics  
Three-Year Comparison of CST results for EL – Physics

Physics- English Learner	2008-2009			2009-2010			2010-2011		
	9	10	11	9	10	11	9	10	11
# Scores	NA			2			2		
Mean Score	NA			*			*		
% Prof./Adv.	NA			*			*		

\*Less than 10

**FINDINGS: English Learner CST Results – Science (Tables 66-69)**

In each science subject area, with the exception of Earth Science, the number of English learners has increased. During the same time period, the percentage of English learners scoring proficient or advanced has also increased in each science subject area. EL students score below other sub-groups and all students in all subject areas. The Science department continues to focus on increasing CST scores within the EL sub-group.

**MISSION OAK COMPLETION DATA****TABLE 70: Graduation Completion Rate Comparison**

We have not received our graduation rate at this time.

	Mission Oak			County of Tulare			State of California		
School Year	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Graduation %	NA	NA		NA	NA		NA	NA	

**FINDINGS: Graduation Completion Rate Comparison (Table 70)**

At this time we have not received our graduation rate. We are very eager to receive our results in order to reflect, plan, work toward improving our rate of students graduating from Mission Oak.

**TABLE 71: CSU/UC A-G Completion Rate**

School Year	2008-2009	2009-2010	2010-2011
A-G Completion %	NA	NA	32%
# of Graduates	NA	NA	240

**FINDINGS: CSU/UC Completion Rate (Table 71)**

Mission Oak's A-G Completion Rate for Graduating Seniors –We do not have this data from the California Department of Education at this time. However, the counseling department was able to gather data verifying that 78 out of 240 students completed their A-G successfully. This equates to 32% which is higher than the district average of 30%. Mission Oak will continue to focus on increasing the number of students who meet A-G requirements.

## **PROCESS AND PERCEPTION DATA**

Information was taken from different sources both formal and informal regarding views of High School from various stakeholder groups. These sources include the California Healthy Kids Survey, beginning of the year parent survey, teacher survey and student survey. This data is used to assist in determining areas of additional support for stakeholders as well as to guide decision-making regarding professional development.

### **California Healthy Kids Survey**

The last West Ed Healthy Kids Survey was administered to select ninth and eleventh graders. The most recent survey was administered in May 2010. Please refer to Appendix A for the full report. A quick overview shows that a relatively large percentage of Mission Oak students feel that there is a teacher or some other adult “who really cares about me.” A small percentage of students engaged in risky behaviors such as drinking and smoking, felt depressed at times, and have been involved in violent activity, including gangs. Even though the percentages are relatively small, these are issues that need to be addressed with our staff.

### **Teacher Survey**

The teacher survey was administered in August of this year. We received 25 responses from the teaching faculty. Over 90% of the staff felt that Administrators were easily accessible and 100% of the staff stated that the school and grounds were well maintained. Areas for future consideration were that 56% of the teachers felt that Gang activity is a problem on campus 56% and that only 44% felt that the parents view themselves as partners in helping this school educate children. The results of this survey are reviewed by the administrative team to guide staff development and school wide goals for the following year. The survey showed a desire for additional technology, technology training, more collaboration and professional development time.

### **Student Survey**

We received responses from 207 students. We see that the majority of the students feel that administration, counseling, teachers and staff care for them and their future. Nearly 80% of the students feel that teachers work with them until they understand the material and 85% of them feel that the school provides extra help if they fall behind in class. Areas for future consideration were that 70% of the students were uncertain or disagreed that school rules are fair. Also, over 35% of the students surveyed felt that student disruptions make it hard to learn in class.

### **Parent Survey**

We received responses from just 47 parents. Surveys were made available at back to school night as well as online. A letter was also mailed home to encourage parent participation. The results we received were very positive from our parents. A vast majority felt that the school makes every effort to involve all parents at school. Also, 100% reported that the school provides extra help if their student falls behind in class. From the survey results we are now aware of areas in need of consideration such as better communication with parents as well as strategies to increase parent involvement regarding student progress and more elective course offerings.

### **Student Bullying Survey**

As a proactive measure, Administration conducted a bully survey utilizing the Olweus Bully Prevention program on May 2009. Survey results identified areas of needs. These needs were addressed through a school wide effort to implement an anti-bullying committee consisting of staff, students and community members. An anti-bullying rally was held on November 2009 to address student concerns pertaining to bullying activity. This consisted of student and staff training and community outreach forums. The Olweus Bully Prevention survey was administered again in May 2011 where there were significant improvements in student understanding, perception, coping and responding to bullying incidents.

## **Chapter II**

### **Student/Community Profile -Overall Summary from Analysis of Profile Data**

#### **Data Summary:**

A close examination of the data from Chapter One leads to two major conclusions regarding Mission Oak's student population:

While Mission Oak continues to improve instruction as indicated on standardized test scores, we need to continue to make progress toward closing the achievement gap within our major sub-groups.

The data indicates:

- More Hispanic students are enrolling in honors classes each year. Table 7 shows a cumulative increase of 6.5% in the Hispanic students enrolled in honors courses.
- Fewer special education students are scoring proficient or advanced on standardized tests such as the CAHSEE (Table 20). We need to explore additional intervention for our special education students.
- English, ELD, and Special Education teachers have been trained in EDGE (reading intervention curriculum).
- Our two significant sub-groups, Hispanic and socioeconomically disadvantaged students, continue to make progress in standardized testing such as the CSTs and CAHSEE but there is still an achievement gap. Through redesignation of our English Learner sub-group and providing support for our teachers through instructional coaching, we expect this gap to continue to close.
- EL students score below other sub-groups and all students in all subject areas.
- Mission Oak has raised its API score from 723 to 747.
- CAHSEE scores have improved, but our significant sub-groups did not meet AYP criteria.  
We stayed at 723 for two years but with the implementation of PLCs, using data driven from common benchmarks in the core content areas we continue to move toward our goal of 800.
- Students are enrolling in more advanced math classes with improved scores on the CST, although lower-level math students are still struggling.
- The world language, math, science, and social studies departments are providing more opportunity for intervention and tutoring. Mission Oak's "After Ours" program allows teachers to assign Mandatory Tutoring (part of the RTI program) at lunch and four days a week.
- CST scores for science and social studies continue to improve. These two departments have consistently shown positive growth overall as seen in our CST scores (refer to Tables 37-42).

- As seen in our data, our English learners are not meeting proficiency levels as required by federal guidelines. Our students are improving, but not at the increased levels as required each year under NCLB.
- Many of our teachers are involved in PLC training. We need to strive for all of our staff at Mission Oak to be PLC trained.
- Mission Oak needs to continue intervention (Tier 1 and Tier 2 of the RTI program) for students who struggle in the areas of English language arts and mathematics. The increased intervention classes and identifying “at risk” students early will target students with specific needs.
- Mission Oak must work towards building a collaborative relationship with parents. Regrettably, the Parent Survey was only completed by 47 parents.
- Mission Oak needs to continue to increase the number of students who meet A-G requirements. Tables 8-14 show a steady growth of enrollment in all subject areas.

**Critical Academic Need #1:** The data presented in the School Profile points to the need to close the academic performance gap in core academic areas between the White sub group and Special Education, English Learners, Socioeconomically Disadvantaged and Hispanic sub groups. Evidence (testing data) indicates a need to increase our proficiency levels in the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE) in all sub-groups.

**Critical Academic Need #2:** Improve the percentage of completion of Mission Oak students in the A-G required courses.

**Critical Academic Need #3:** Increase the opportunity for students to enroll in courses at Mission Oak by increasing course offerings in elective and Advance Placement classes.

**Critical Academic Need #4:** Increase the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

#### **Questions Raised from Our Analysis of School-Wide Data:**

How do we build Professional Learning Communities (PLCs) that facilitate better use of data to guide instruction?

How can we collect data that demonstrates student mastery of the ESLRs?

How will assessment data improve instruction or change curriculum?

How can we improve our process of identifying and providing intervention programs to meet the needs of our struggling students?

How can we increase the percentage of students completing A-G requirements? (Currently our completion rate is 32% and the district’s is 30%).

## **CHAPTER III** **PROGRESS REPORT**

Below is the summary of progress on each section of the action plan that incorporated *all critical areas* of follow-up from the last initial self-study.

### **School's Procedures for Implementation and Monitoring of Schoolwide** **Action Plans**

#### **Significant Developments Since Last Full Visit**

- 1. Mission Oak obtaining WASC full accreditation in 2010.**  
Through the WASC process of initial visit and review, accreditation on 9-12 grades was received.
- 2. Mission Oak First Graduating Class of 2011**  
Mission Oak had the honor of holding their first graduation ceremony in June of 2011. Mission Oak started with 332 sophomore students and 240 students graduated.
- 3. School City**  
During the 2009-2010 school year, staff development training began on the use and implementation of School City (data disaggregation program) as a means to analyze student assessment results. Common core subject departments analyzed formative and summative assessment results from benchmark data using Intel-Assess software and other sources as a means to identify, improve, and adjust instruction so to address student needs for additional support on core essential standards. Common benchmarks district-wide have been developed in math.
- 4. Instructional Coaching**  
In the 2010-11 school year, site administrators were trained by WestEd to coach teachers. The coaches focused on instructional strategies and better classroom management practices. Throughout the year, "walkthroughs" were conducted by administration to provide feedback to teachers on their classroom instruction. The walkthroughs concluded with a meeting between teacher and administrator to discuss the areas of "reinforcement" and "refinement." This was made an administrative priority and was acted upon consistently throughout the school year.
- 5. Articulation with feeder schools in Math and English**  
In 2008, both Math and English departments began attending quarterly articulation meetings with district's assistant superintendent of curriculum, other math and English departments from other sites, and the teaching staff from the feeder schools. The meeting discussions include curriculum, state testing, assessment testing, and placement testing for incoming 8<sup>th</sup> graders.

**6. Implementation of Edge (reading intervention) Curriculum**

Starting in August 2010, literacy intervention classes for identified students, English Language Development, and special education students were implemented using Edge literacy curriculum as a means to improve reading comprehension. English teachers were trained in the summer of 2010. Edge provided a consistent pacing schedule that provides pre-assessment, ongoing assessments, and post assessments to determine students' growth in reading comprehension. As of August 2010, Edge was integrated into the freshman and sophomore English classes, English Language Development and practical English classes.

**7. Professional Learning Communities (PLC) training**

In June 2010, a group of Mission Oak teachers and administrators went to a PLC conference in southern California. There the group was able to listen to the DuFour's and other speakers share the successes from the forming of collaborative groups that focus on goals set by grade level and/or content area. These PLCs began to be implemented in the fall of 2010. PLC training provided through the Tulare County Office of Education was provided to all department chairs and administrative staff. This way of collaborating and power of teamwork has brought more cohesiveness and unity to the staff.

**8. Creation of the "After Ours" after school program.**

In fall of 2008, the after school program called "After Ours" was implemented to support students needing tutoring and also providing after hours activities to keep students out of trouble. The program has been a success by offering tutoring in all core content areas including PLATO credit recovery. In addition, the program provides enrichment opportunities in such areas as: art, cooking, dance, driver's education, and music.

**9. Hiring an English and Math Consultant**

Beginning in the fall of 2009, Mission Oak hired a math coach and a literacy consultant to assist in developing common benchmarks, support in analyzing data, and developing common pacing guides.

Accomplishment of Each School-Wide Action Plan

**Goal 1:** The school needs to increase student achievement in all core subjects as reflected in the Academic Performance Index (API).

**Rationale:** In order to increase the students' achievement in all core subjects as reflected in the API, support and intervention system must be in place. This process must be collaborative and implemented as a school wide effort. This commitment to student achievement will provide the assurance and confidence for all students to believe that "failure is not an option."

**ESLR's Addressed:** WORKING NOW TO SUCCEED IN COLLEGE AND/OR CAREER, KNOWLEDGEABLE PROBLEM SOLVERS

The counseling department conducted meetings and created an optimal testing schedule to benefit all groups testing. We have incorporated a yearly "CST Rally" to create awareness, take ownership and emphasize the importance of the STAR tests. This year we conducted a CEDLT Awards assembly to recognize our EL students. Both teachers and the "After Ours" program provided tutoring opportunities before school, lunch, and after school. Students were identified that had not passed the CAHSEE. These students had meetings with their counselors to be informed of the importance of the test and to assign CAHSEE tutoring. CAHSEE tutoring class was implemented in the master schedule for math and English. Counselors and administration monitored attendance for each grading period for these students.

**Goal 2:** The school needs to increase student proficiency rates on the California High School Exit Exam in ELA and Math as determined by NCLB rates.

**Rationale:** In order to increase student proficiency rates on the California High School Exit Exam in ELA and Math as determined by NCLB rates there must be a process to identify and develop an academic plan to support and monitor "at risk" students. This process will provide the opportunity for counselors to have communication with students sooner and on a more consistent basis. Students will be able to communicate and participate in solving their own issues and thereby create their own success. Students will also be aware of the importance of their education and the opportunities after graduation.

**ESLR's Addressed:** HIGHLY EFFECTIVE COMMUNICATORS, ACTIVE CITIZENS, WORKING NOW TO SUCCEED IN COLLEGE AND/OR CAREER, KNOWLEDGEABLE PROBLEM SOLVERS, SOCIALLY AWARE AND RESPECTFUL

The English and math department attended training and held meetings to align curriculum and assessment to state standards. Through teachers and the "After Ours" program, after school tutoring was assigned to students that were failing. Appropriate accommodations for Special Ed students were provided. Teachers received nominal training in the data system School City and Intel-Assess. Response to Intervention strategies have been implemented by staff.

**Goal 3:** The school needs to increase the proficiency rate in the Earth Science course.

**Rationale:** In order to increase student the proficiency rate in the Earth Science course, more students need to enroll in science courses. This will prepare more students for the NCLB Science Exam, get more students involved in Science to

continue taking science courses, and attract more students toward a career in a science field.

**ESLR's Addressed:** ACTIVE CITIZENS, WORKING NOW TO SUCCEED IN COLLEGE AND/OR CAREER, KNOWLEDGEABLE PROBLEM SOLVERS, SOCIALLY AWARE AND RESPECTFUL

The science department was provided times to attend training, conduct meetings to align curriculum and assessment to state standards, and time to collaborate. Differentiated Instruction was also implemented in classes. Through teachers and the "After Ours" program, after school tutoring was assigned to students that were below a 65%. Appropriate accommodations for Special Ed students were provided. Teachers received nominal training in the data system School City and Intel-Assess. Response to Intervention strategies have been implemented by staff.

**CHAPTER IV**  
**CATEGORY A**  
**ORGANIZATION: VISION AND PURPOSE, GOVERNANCE,**  
**LEADERSHIP AND STAFF, AND RESOURCES**

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**A1 Vision and Purpose - To what extent a) does the school have a clearly stated vision or purpose based upon its student needs, current educational research and the belief that all students can achieve high levels and b) is the school’s purpose supported by the governing board and the central administration, the school’s purpose is defined further by expected school-wide learning results and the academic standards?**

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*To what extent does the school have a clearly stated vision or purpose based upon its student needs, current educational research and the belief that all students can achieve high levels?*

Mission Oak has a comprehensive and coherent vision of what all students should know and be able to do by graduation. This vision was developed by a dedicated committee of teachers, parents, and administrators who understand the importance of a clearly stated belief and commitment to the high achievement of every student. Through a collaborative effort, the school community developed the following mission and vision statements.

Mission:

“Our mission is to create and maintain a safe and nurturing environment ensuring that every student reaches a high level of academic achievement as determined by district, state and national standards; we commit to a comprehensive system of support to ensure that all students are provided an equal opportunity to succeed.”

Vision:

“As you enter Mission Oak the level of pride is evident among all stakeholders. Students experience a safe and nurturing environment in the midst of a well maintained campus.

Students possess a high sense of responsibility. They come to school prepared, eager to participate and devoted to learning. Through their sense of values, positive behavior and high moral conscience, they hold themselves accountable for their actions. They accept and learn from the consequences of the choices they make. They aspire to be lifelong learners as they prepare and plan for the future.

The administration, faculty, staff, parents and community work together to provide students a wide spectrum of academic and extracurricular experiences which helps widen their world view by taking advantage of the diverse offering. The learning community affords students the opportunity to learn from all their experiences while working together with the vision of helping students become productive both at Mission Oak and in society.”

The Expected School Wide Learning Results (ESLRs) were developed at the opening of Mission Oak in 2008 and then revised in the spring of 2011.

Mission Oak students will be:

- \***H**ighly effective communicators
- \***A**ctive citizens
- \***W**orking now to succeed in college and/or career
- \***K**nowledgeable problem solvers
- \***S**ocially aware and respectful

The mission, vision and Expected School-Wide Learning Results direct the course of the school's actions and programs.

*To what extent is the school's purpose supported by the governing board and the central administration, the school's purpose is defined further by expected school-wide learning results and the academic standards?*

The school board and central administration is in full support of Mission Oak mission, vision, and goals. The board first begins by adopting high expectations for student achievement, expecting our staff to meet or exceed statewide standards and challenge all students to reach their full potential. With the help and direction of the Superintendent the School Board adopted the following district priorities in 2007-08 which are reviewed and revised each year. Below are this year's Board priorities:

1. Improve student opportunities and performance
  - a. Meet the changing needs of the student population while increasing student performance on the API, AYP, CAHSEE, CELDT, and SAT
  - b. Collaborate with outside agencies to expand curricular offerings (e.g. Tulare District Hospital, College Of The Sequoias). Continue articulation efforts with the feeder districts
  - c. Support the Career Technical Education Plan
  - d. Maintain the Nutrition and Wellness Plan
  - e. Complete decisions about the Agriculture Program including an audit and evaluation of the current program, and finalizing a plan for a joint facility and program with COS
  - f. Implement and support the District Technology Plan

2. Plan for Student Growth
  - a. Continue planning for student growth
  - b. Develop a master plan to meet the top priority needs of the District
3. Maintain the fiscal integrity of the District and fund the Board's priorities
  - a. Meet all state requirements
  - b. Continue the process of stakeholder involvement in ensuring the effective and efficient use of resources
4. Staff the TJUHSD with qualified personnel and maintain a positive work environment
  - a. Continue to provide professional development to the administrative, certificated and classified staff as appropriate
5. Maintain safe schools
  - a. Continually seek opportunities to improve student and staff safety
6. Establish Internal and External Communication Systems

The Mission Oak mission, vision and ESLRs are in line with the mission and goals as the School Board. The School Board supports Mission Oak through funding and the adoption of district policies that encourage academic excellence, career development and the celebration of diversity. The instructional program, extra- and co-curricular programs and support operations are all driven by a joint effort to authenticate learning and support students' current and future success. Examples of each include:

**SUPPORT FOR ACADEMIC EXCELLENCE:**

- Highly qualified administration and teaching with a shared vision of student excellence
- A block schedule which allows for maximum teacher and student achievement potential
- Advancement Via Individual Determination (AVID) whose mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
- Honors classes in English, Social Studies, Math and Spanish to accelerate learning for students who demonstrate advanced abilities
- Advanced Placement (AP) courses in English, Social Studies, Science, World Languages, Mathematics, and Visual and Performing Arts
- Special Education program accommodates the needs of students with identified barriers to achievement
- Textbooks and other supplementary instructional materials aligned to standards in all core classes for all students
- Graduation requirements with high expectations for student achievement.

- Library Media Center staffed and equipped to prepare students for 21<sup>st</sup> century research and recreational reading
- Support programs: tutoring, support classes in mathematics, intervention support in freshman and sophomore English classes, class size reduction in mathematics to assist students who have not yet achieved proficiency, and CAHSEE support classes in English and math for students who are still needing to pass the CAHSEE
- After Ours is an after school program which provides tutoring sessions, driver's education course, a dance team, college field trips, and various other activities which provide a safe, academically enriched environment for our students
- LINK Crew tutoring
- Academic intervention to help students meet the Mission Oak graduation requirement of minimum skills proficiency
- On-line PLATO courses are offered to those students who are needing additional credits to get back on track for graduation
- Sophomore counseling including both students and parents to assure that students and parents understand where they stand in their high school and post-high school goals and have a plan to close any deficiencies
- Support for extra and co-curricular activities including Science Olympiad, Mock Trial, Robotics, Cyber Quest, History Day, ASB club, FFA, Yearbook club, Friday Night Live (FNL) Mentoring, Environmental Club, AVID club and Veterans' Appreciation Day (rotation in the district amongst the three comprehensive sites) to connect students to their high school in multiple and meaningful ways
- Additional funding sources: Title I, Title II, Title IIc Vocational Education Act (VEA), Title III, Title IV Safe and Drug Free Schools, GATE, Economic Impact Aid (EIA), Medi-Cal, Medi-Cal MAA, Carl Washington Safety Grant, Instructional Materials, Library Materials & Ed Tech Grant, Art, Music, Art & Music Block (ongoing) Grant to provide needed supplemental assistance for students. These funds are allocated according to our enrollment numbers.
- English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) to assure that the voices of parents of English learners are heard
- English Language Development classes to assure that students have access to academic English coursework
- Family and Community Liaison to connect the greater community to the campus and its many programs for students
- Migrant Portable Assisted Study Sequence (PASS) program to help parents of migrant students connect to the school
- Migrant tutoring program to provide assistance to migrant students in academic and personal goals
- District psychologist who provides one-on-one assistance with special education students

- Tulare Youth Services Bureau (YSB) which provides one-on-one and group mental health counseling to high need students
- Turning Point drug / alcohol awareness for students who have or will become involved in substance abuse issues
- An additional support course, Reconnecting Youth, is offered to support students in jeopardy of becoming at-risk for graduation
- Real Court for juniors and seniors-a real DUI court case is presented to the students which allows them to view an actual ruling of a person who has made a poor choice in regards to drinking and driving
- Class Action in the Freshman Studies classes
- Teleparent – an automated messaging system to communicate with parents
- Department websites (Science, Art, AVID)

#### **SUPPORT FOR CAREER DEVELOPMENT:**

- Armed Services Vocational Aptitude Battery (ASVAB) testing
- Tulare County Organization for Vocational Education (TCOVE) funds
- Vocational Education Act (VEA) funds
- Career Center and Career Technician
- Support for extra and co-curricular activities including Future Farmers of America (FFA)
- Health Careers Program
- California Junior Cadet Program
- Workability program for Special Education students
- Student Store
- Co-Op program
- Work Experience program
- Junior Career Day

#### **SUPPORT FOR CELEBRATION OF DIVERSITY:**

- Support for extra and co-curricular activities including the Society of Portuguese American Students (SOPAS) club, Azorean Culture Week, Asian Club, Aloha Club, White Rose Club, Christians on Campus, Drama Club (*Those Crazy Theatre Kids*) and the Dance Club
- Providing instructional materials in Spanish and Portuguese
- District uniform complaint procedure
- District policy on harassment
- Olweus Anti-Bullying Program
- Challenge Day
- Holocaust Speaker
- Martin Luther King March

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**A2 Governance - To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these polices to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship of the Local Educational Association (LEA) plan?**

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*To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?*

The Tulare Joint Union High School District (TJUHSD) is governed by a five-member board of trustees. The board members have a high level of trust and communication with district and school site personnel. School board members are always encouraged to attend district cabinet meetings, district and site meetings, make classroom visitations, as well as school site activities. The principal attends all school board meetings, and individual teachers from each department attend school board meetings once a semester to recognize students for doing well in their individual department.

The school board believes all students must meet high levels of academic knowledge and skill and that they must have the ability to apply these skills to the workplace, where they must adapt to emerging technologies and changing societal needs.

Mission Oak's Vision Statement is consistent with the district's board policies, administrative regulations, and board priorities, all of which are focused on providing a high-quality educational experience for students. This alignment is encouraged, supported, and ensured by the involvement of members from the entire school community.

*To what extent does the governing board delegate implementation of these polices to the professional staff?*

The principal has the authority and responsibility to ensure that staff members are implementing and utilizing practices to support achievement of Mission Oak's mission. While working together with the department chairs, the principal communicates policies and expectations, as well as curriculum and instructional issues. Department chairs disseminate the information with members of their department. The department chairs also serve as educational leaders in their

subject area and, together with administrators, are responsible for ensuring curriculum is standards-based, rigorous, and relevant.

Staff members or any other member of the school community desiring to bring attention to a matter and voice their concern are encouraged to use the district's Uniform Complaint Procedure policy. This policy is mailed home annually to all parents at the beginning of the school year, published in the Student Handbook, accessible online through the district website, and posted in various locations on the campus.

*To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship of the Local Educational Association (LEA) plan?*

The governing board approves the Single Plan for Student Achievement (SPSA) every year. Over the last three years we have written and updated the SPSA every year and submitted it to the board for review and approval. Over the last three years Mission Oak has developed an SPSA and also the WASC Action Plan. This year our goal is to combine the two into one document in the SPSA so that we are consistent in our action plans.

The governing board also approves the LEA Plan on a regular basis. Because the LEA plan is primarily drafted by the data from the four high schools, there is a close relationship between the LEA and the SPSA.

Several of the student performance is monitored on a regular basis. Ongoing communication (verbal, mailings and email) and the Aeries student data management information system are tools used by teachers, counselors and administrators to monitor student attendance, academic performance, and standardized testing data. Through the use of the School City data collection system, this information is analyzed and used to determine whether our purpose is being met, and seek ways in which to better meet the needs of the students.

In addition to regular meetings with the governing board, the principal is required to report on the status of student achievement and attainment of the school mission to the superintendent and school board through written annual goals and objectives. The principal receives formal evaluations from the superintendent that addresses each of these areas.

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**A3 a) To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards? b) To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?**

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*To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?*

School leadership and staff make decisions and initiate activities based upon student needs identified by analysis of student achievement data. Some types of available data (CST, CAHSEE, CELDT, and grades, for example) are used to make program decisions such as Title I intervention and CAHSEE intervention. Other types (in-class quizzes, tests, oral and written assignments, homework, etc.) are used to make decisions about how to help individual students overcome deficiencies. Analysis of all of these plus input from all school stakeholders and other data as it becomes available to our school (college-going rates, SAT, ACT and AP performance, etc) will be used to gauge the effectiveness of existing programs and thoughtfully develop new ones to respond to student needs.

Department members meet regularly to develop curriculum, share lesson plans, and design activities based on the ESLRs. Staff continues to utilize common Friday morning prep periods (PLCs), paid in-service time outside the school day, and release time from class for curriculum alignment activities.

State assessments provide valuable information, but are not available to teachers on a timely basis. Mission Oak, with other high schools in the district, has developed benchmark tests to assess student progress toward proficiency and provide guidance for teachers on adjustments to be made in strategies deployed to assist students. Presently, all departments have developed common benchmarks and have aligned their curriculum to the state standards.

Teachers input on the six-week progress report whether or not students have passed their course benchmarks by showing their level of passage (Advanced, Proficient, Basic, Below Basic or Far Below Basic). It has been noted that there is a high correlation between student passage on their benchmark assessments and passage of the CAHSEE.

With the utilization of the Aeries student data management information system (and some departments utilizing School City), benchmark assessments are corrected through a scanning process. This method not only corrects the document but also provides the teacher with an analysis of class results with a breakdown provided for each standard addressed. The analysis shows which standards the students performed well on and which standards need to be further addressed. This helps the departments to determine how modification needs to be done in their teaching and/or revision of the benchmark exam. This method is already utilized in the English, mathematics, social studies, science and special education

departments. All other departments are presently conducting their reporting and analysis manually, but are encouraged to begin using this method also.

In order to ensure that students with limited English speaking or writing skills are placed properly in English Language Development classes, the student's CELDT scores, performance on standardized tests and grades are analyzed. All teachers at Mission Oak have completed training in the use of SDAIE (Specially Designed Academic Instruction in English) methodologies to better provide instruction to English Learners. EL students are redesignated by using a comprehensive reevaluation which includes grades, teacher evaluations, CELDT scores, CST results and CAHSEE results. Efforts are being made to provide English Language Learners with the tools necessary to acquire competency in the English language and to meet high school graduation requirements.

Examples of other intervention programs resulting from analysis of student needs are:

**ASSETS:** This is a competitive grant program through the California Department of Education, the 21<sup>st</sup> Century High School After-School Safety and Enrichment for Teens (ASSETs) Program. In conjunction with the Tulare County Department of Education, we are utilizing this grant to help fund our after-school programs. This has allowed Mission Oak to hire an Academic Coach to oversee our after-school programs. Research is compelling that viable and active after school programs are critical in helping students stay connected to school.

**Parent Institute for Quality Education (PIQE):** This program provides training for parents on how to be full partners in their children's education. It is an eight-week program (one night a week for two hours). This program is intended to help parents create a home learning environment, navigate the school system, collaborate with teacher, counselor and principals, encourage college attendance and support a child's emotional and social development. During our first year of opening Mission Oak had 23 parents graduate from the PIQE program. During the 2009-2010 school year, 49 graduated and, in 2010-2011, 64 graduated.

**Reconnecting Youth (RY):** This course is based upon youth development research and alcohol abuse reduction research and is targeted toward students who are highly at risk of alcohol and other drug involvement. An approved SAMSHA program, Reconnecting Youth has a very positive track record in Tulare County and is expected to have similar results for our Mission Oak students identified as highly at risk. RY is a school-based program for youth in grades 9 through 12 at risk for school dropout. RY students learn, practice and apply self-esteem enhancement strategies, decision making skills, personal control strategies and interpersonal communication techniques.

**Class Action:** Class Action is an eight to ten-session curriculum that looks at the real-world social and legal consequences involving teens in grades 9 through 12 and alcohol. Students are divided into six legal teams to prepare and present hypothetical civil cases in which someone has been harmed as a result of underage drinking. Using a casebook along with audio taped affidavits and

depositions, teens build legal cases that they will present to a jury of their peers. This is a program proven to delay the age at which young people begin drinking, reduce alcohol use among those who have already tried drinking and limit the number of alcohol-related problems of young drinkers.

**Real Court:** Real DUI Court in Schools brings real cases before students to emphasize the short- and long- term consequences and realities of driving under the influence. The assembly provides high school students with an opportunity to witness the consequences of an adult DUI sentencing hearing, hear from a testimonial speaker, dialogue with judicial staff, defendants, and speakers. The County Office of Education also partners with the County Drug and Alcohol, Friday Night Live Program, to provide a resource table and lunch time prevention activities for students after the presentation. One activity asks student to take a pledge to not drink and drive (Casey's Pledge).

**Challenge Day:** The Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. This is a full day activity, targeting the different types of groups on campus that emphasizes the meaning of acceptance and tolerance. The goal of the Challenge Day Program is to build community and to help stop the teasing, violence and alienation that is so deeply a part of the school experience for millions of young people every day. Challenge Day is a powerful and transformational day that can change the way people view each other forever. It is a day of fun, friendship and new possibilities.

*To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?*

An effective process is in place to annually review Mission Oak's school-wide Action Plan. The process involves both formal and informal means and assures that all stakeholders are heard. It is the responsibility of the leadership team and School Site Council to oversee the process and aggregate findings into the Single Plan for Student Achievement. Each fall the School Site Council, administrators, counselors, department chairs, teachers, parents, and students analyze data in order to refine the SPSA and make needed changes to the action plan. Although this is done annually, Mission Oak is working to gather the data sooner so that the Action Plan can be ready to disseminate as soon as school starts.

Mission Oak's leadership team consists of the principal, two assistant principals, one dean of students, three counselors, library media teacher, athletic director, an ASB club advisor and School Advisory Committee (department chairpersons and classified staff representatives). The leadership team encourages input from staff, booster clubs, parents, students and the community. The School Advisory Committee meets bi-monthly to review the ongoing needs of school curriculum and student activities in order to ensure the most productive and safe learning environment. In an effort to help students achieve the mission, the leadership team

works with teachers in the ever continuing process of aligning course curriculum to state standards.

Prior to the opening of Mission Oak, which was supported by the district and site administration, teachers were compensated for their summer hours to establish common Essential Learnings and six-week benchmark assessments. These have been established in all departments and all departments continue to better align their courses with the state content standards. The Essential Learnings are shared with students and parents at the beginning of each six-week grading period. Benchmark assessments are then administered at the end of each six-week grading period to measure student attainment of the standards identified in the Essential Learnings. Teachers continue to update and revise their Essential Learnings each year, which creates a constant development of aligned and applicable curriculum.

Teachers indicate whether or not the students are passing the benchmark exams on the student's six-week progress reports by their proficiency level. Teachers will use the four early dismissal Mondays and common Friday morning meeting time to meet in the PLC (Profession Learning Community) areas to discuss the results of these six-week assessments and use them to further refine teaching strategies, align curriculum and adjust benchmark exams so that all of these elements more accurately reflect the California Standards Test Blueprints.

Teachers, counselors, assistant principals and the principal encourage students who are not passing benchmark exams and failing classes to attend tutoring. The counseling staff calls in all students who are receiving D's and F's at the end of the 6-week grading period and makes them aware and recommends they attend some of the various tutoring opportunities available to them. Tutoring sessions are provided to help struggling students meet the academic standards before school, at lunch and after school. Tutoring is also available to migrant, EL, and AVID students by individual teachers on their own at lunch and after school.

The leadership team oversees and monitors support programs and resources such as Advancement Via Individual Determination (AVID), before school, lunch-time and after-school tutoring, SDAIE methodologies, Accelerated Reader, Accelerated Math, Edge Intervention curriculum (freshman and sophomore class), and mathematics success labs to support students with specific learning needs. Class size reduction in Edge Intervention classes, Algebra I, and Math Success Lab has allowed teachers to work more closely with students. These programs are designed to improve test scores and enable students to meet the graduation requirements and pursue their career goals.

The integration of technology is continually in progress and expanding so that all students at every level are able to improve their computer skills, apply these skills to improve their academic performance, as well as assist them in a productive work life. The leadership team empowers all stakeholders and encourages commitment, participation, collaboration, and shared responsibility for student learning.

The School Advisory Committee, ELAC and DELAC, Migrant Portable Assisted Study Sequence (PASS) program and tutoring, IEP meetings and student study

teams, Agriculture, Business, English Language, Home Economics, Migrant Education, Parent Boosters, Band Boosters, Future Farmers of America Boosters, Athletic Boosters, AVID and parent meetings are excellent examples of collaboration involving different aspects of the school community. For incoming eighth grade students and parents, Freshman Parent Orientation Night, Back to School Night and eighth grade registrations are conducted to encourage a smooth transition into high school, encourage parental involvement and provide information to parents regarding rules, expectations, activities and shared responsibility for student learning. At the beginning of the school year, the incoming freshmen are linked up with a junior or senior (LINK Crew Leader) that will become their mentor. The Leader will assist in showing the student around, help answer questions, provide tutoring and provide an upper classman for them to know and be comfortable approaching for any assistance they may need in becoming familiar and successful at Mission Oak.

Staff interacts regularly with support personnel in programs such as reading, migrant, English Language Development (ELD), Special Education programs, and career and college counseling to assist student learning. Staff members invite guest speakers from the community into their classrooms to enhance instruction. Teachers are involved with the leadership team in order to ensure student learning and have implemented strategies to meet the mission in their classrooms.

Communication with parents is accomplished through the Mission Oak newsletter, regular school-wide mailings, teacher-parent telephone calls, Teleparent, a school website, email communication, Back to School Night, parent-teacher conferences, tenth grade counseling, Student Handbook, parent forums, parent advisory meetings, booster club meetings, progress reports, parent and student access to the Aeries student data management information system, student study teams, IEP meetings and press releases to the local newspapers.

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**A4 To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction and ongoing professional development?**

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All of Mission Oak's teachers and staff are highly qualified and supported by the district and school through formal programs of preparation, induction and ongoing professional development. The leadership team and staff are committed to ensuring a positive difference in teacher capabilities and expertise to help students achieve the standards and perform at high levels.

The block schedule provides teachers with a minimum of one hour a week on Friday mornings for department meetings, full staff meetings, and school-wide committee meetings. Staff members use the department meetings as an avenue for collaboration and professional development. Five days on the district's school calendar are devoted to staff workdays and professional development.

Mission Oak makes every effort to hire highly qualified teachers. Currently 100% of the staff is highly qualified. Qualified candidates are sought out at teacher fairs, college recruiting trips, via the internet, local and regional newspapers and the district web site. All teachers have the opportunity to request additional funds in order to attend professional development conferences and workshops.

The district supports staff in the mission to align curriculum with the state content standards and in the development of common essential learnings and six-week benchmark assessments. Teachers are allocated time and compensation to develop strategies to accomplish district and site objectives. Workshops are held at the district office focusing on strategies for Special Education students, English Language Learners and migrant students, as well as reading in the content area. The district works with the feeder schools to promote articulation between the high school and the middle school curriculum.

In effort to support student learning, Mission Oak hired a math coach and a literacy consultant in the Fall 2009. The purpose was to provide the math and English departments assistance in developing common benchmarks, support in analyzing data, and developing common pacing guides, and providing effective instructional strategies and feedback.

The district supports an active Beginning Teacher Support and Assessment (BTSA) program and trains and supports first and second-year teachers. As part of the induction process, all new teachers participate in a weeklong workshop prior to starting their teaching assignment. All activities are based on the principles of the California Standards for the Teaching Profession. For example, they receive COMP (Classroom Organization and Management Procedures), a seven-module orientation to classroom procedures and student accountability. In addition, all new teachers to the district receive training prior to the opening of school that addresses technology research, lesson planning, the evaluation process, classroom management, special education topics, educational equity and becoming acclimated to the community and district.

All teachers are formally evaluated every two years by the trained administrative staff. New teachers will be evaluated twice each year by the principal. During the observation, teachers are evaluated for their effectiveness towards student learning, classroom management skills, use of technology and the degree of which standards are being addressed in each lesson. In addition, there are frequent informal classroom visitations and consultations with the staff utilizing the Coaching for Success model that was suggested by WestEd.

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**A5 To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

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Mission Oak leadership and staff utilize technology, professional development opportunities, faculty meetings, and Friday morning department meetings to collaborate and focus on ways to identify student-learning needs.

Teachers are trained and required to use the Aeries student data management information system. This fully integrated web portal allows teachers, parents, students and administrators access to student attendance, grades, test scores, benchmark results, homework and classroom assignments.

Teachers access test results of each of their students through Aeries and through School City: review CST scores and benchmark assessments results. Teachers can meet with their department to discuss and compare the data in order to adjust their curriculum to better achieve the goals of teaching to the state content standards and increasing student learning and meet the needs of each individual student. Although all teachers hired are highly qualified in their subject matter, the leadership and staff are committed to ongoing professional development. Site and district funds are available each year for a variety of professional development opportunities. Professional development offerings include subject matter conferences, summer Advanced Placement institutes and AVID institutes and other state and national conferences. Staff is encouraged to continue their education.

All departments have developed Essential Learnings for every six-week grading period that are aligned with the state standards. The 2-hour block schedule allows for a variety of teaching strategies to be incorporated into the classroom to engage students in different types of learning and to ensure student achievement. Some departments utilize common six-week benchmark assessments to monitor student progress and modify instructional practices as needed. The assessments can be analyzed by grade level and subject matter so the benchmarks can be further compared within the department and adjusted accordingly to better meet the needs of the students. Friday morning department meetings and approved paid winter and summer hours allow faculty to research, adjust and make modifications to the Essential Learnings and/or benchmark assessments.

**A6 To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and expected school-wide learning results?**

Human, material, physical and financial resources have been carefully planned and coordinated.

**HUMAN RESOURCES**

Mission Oak has a variety of human resources to assist in maximizing student learning and achieving the ESLRs.

**Certificated Positions**

- Staff includes 73 certificated teaching positions. All teachers have completed training in SDAIE strategies using a variety of training programs such as SB 1969 training or obtaining CLAD/BCLAD credentials.
- Certificated staff serve in a variety of support positions. An Athletic Director oversees the athletics. A library/media teacher manages the operations of the library and supports students who are on medical excuses for physical education classes.
- Other certificated staff serves in the positions of AVID coordinator, club and class advisors, coaches and serve on the campus supervision team.
- A district psychologist is on campus 1 day a week, and as needed, to provide and coordinate services for at-risk students.

<b>Mission Oak Faculty</b>			
<b><u>Agriculture</u></b> Frank Marinelli Chris McKenna	<b><u>Visual and Performing Arts</u></b> Ryan Dillon Valerie Johnstone* Richard Schubert	<b><u>Physical Education</u></b> Dina DaSilva* Mark Gambini Kymber Gurien Roger Hildreth Lucas Jones Matt Jones	<b><u>Special Education</u></b> John Coppola Michael Machado Jill Monitz Jill Peck*
<b><u>Business</u></b> Michelle Cardoza*	<b><u>Home Economics</u></b> Laurie Hollman*		<b><u>World Languages</u></b> Clemente Fagundes Edith Guzman Oscar Iniguez David Meza* Todd Peterson
<b><u>ELD</u></b> Zilda Hilliard*	<b><u>Librarian</u></b> Christina Larrechea	<b><u>Science</u></b> Diane Brown Michael Conn * Darlien Edmund Alvaro Martin John Navarro Scott Salsedo	
<b><u>English</u></b> Jeff Conn Summer Denney Mike Hazelwood Doug Jones Laurie Jones Carrie Linder Heather Luttrell Scott Pierce Diane Reis Roger Robles Steve Usher* Ruth Williams Rebecca Zegers	<b><u>Math</u></b> Krishna Adams Brandon Dillon Rodney Enns Andrea Fernandes Carolina Hernandez Dane Maness Tina Setser* Shane Varner Steve Warren Donna Weaver	<b><u>Social Studies</u></b> Lisa Allen David Flores Michaelpaul Mendoza Mary-Carmen Pereira Kristin Pires Shellie Taylor Ellen Warren*	<b><i>*Department Chair</i></b>

**Leadership Positions**

- The leadership staff consists of one principal, two assistant principals, one dean of students and three counselors. The leadership team handles supervision, student support, counseling, and discipline. As the school continues to grow each year in attendance, the leadership staff will continue to grow as well.

<b>Mission Oak Administration</b>				
<u>Principal</u>	<u>Assistant Principal</u>	<u>Assistant Principal</u>	<u>Dean of Students</u>	<u>Athletic Director</u>
Isidro Carrasco	Barbara Orisio	Tammy Aldaco	Jose Perez	Roger Hildreth
<b>Mission Oak Counseling</b>				
<b>Counselors –</b>	Bertha Martinez-Tello	Kenny Moore	Miguel Torres	

**Classified and Support Personnel Positions**

- Forty-nine classified positions on staff include 2 management staff, 6 secretaries and clerical staff, 1 counseling aide, 2 attendance clerks, 6 instructional aides (resource and migrant), 1 health aide, 1 family and community liaison, 3 part-time computer technicians, 1 career center technician, 1 textbook clerk, 10 cafeteria staff, 10 maintenance, operations and grounds staff, 2 locker room attendants, 1 part-time In House Instructional Aides, 1 after-school program coordinator and 1 part-time clerical pool clerk.
- A City of Tulare police officer and a security guard provide campus support and security.

<b>Mission Oak Classified Staff</b>			
Principal’s Secretary	Ann Garcia	After-School Program Coordinator	
Assistant Principal Secretary	Brenda Najera	Lead Academic Coach	Jesse Medina
Registrar	Corina Gomes	Maintenance Supervisor	Neal Fagundes
Counseling Secretary	Marie McPhetridge	Maintenance	Leon Hickman
Counseling Aide	Stacy Simoes	Lead Custodian	Jorge Avila
Attendance Clerk	Johanna Ayon	Custodian	Pedro Gonzalez
Attendance Clerk	Lisa Bettencourt	Custodian	James Marquez
Receptionist	Leslie Rebelo	Custodian	Jack Patterson
Family & Community Liaison	Amparo Fernandez	Cafeteria Custodian	Omar Noguera-Ventura
Nurse	Donna Borba	Custodian/Bus Driver	Lee Rocha
Clerical Pool Clerk	Anjelica Salinas	Custodian/Bus Driver	Daniel Villarreal
School Media Textbook Clerk	Noreen Cabrera	Lead Groundskeeper	Adrian Ramirez
Career Technician	Denise Aguilar	Groundskeeper	Jose Lopes
Computer Technician	Tim Seible	Groundskeeper	George Tafoya
Computer Technician	Chris Kimes	Cafeteria Manager	Debra Rathjens
Computer Technician	Neal Olsen	Lead Cafeteria Helper	Sylvia Cortez
Locker Room Attendant	Bridgett Enriquez	Cafeteria Helper	Gloria Crisp
Locker Room Attendant	Jose Ortiz-Ramirez	Cafeteria Helper	Mercy Flores
Part Time In-House Aide	Jesse Wyatt	Cafeteria Helper	Erendida Gomez
Special Ed Secretary	Jackie Bickmore	Cafeteria Helper	Miriam Herrera
Special Ed Aide	Jack Peck	Cafeteria Helper	Kristy Johnson
Special Ed Aide	Krystal Ramirez	Cafeteria Helper	Josie Kirby
Special Ed Aide	Ashley Richardson	Cafeteria Helper	Deborah Mumm
Special Ed Aide	Ken VanSickel	Cafeteria Helper	Martha Ruiz
Special Ed Aide (B Days only)	Tara Cranston		
Migrant Aide	Margie Dominguez		

## **MATERIAL RESOURCES**

Mission Oak has a student-to-multimedia computer ratio of 3:1. In addition to Internet access in every classroom, 2 computer labs enhance technology on campus. Students have computer lab and library access before school, during class time, during breaks, at lunch, and after school.

Students and parents have access to a school website, which includes links to specific classes, teacher email addresses, school activities, the Daily Bulletin, and other school-related information. The teachers use the on-line grades and attendance reporting system to provide for more efficient record keeping and teachers were provided with computer access to state test results. Parents are also allowed and encouraged to access their student's attendance, homework assignments and grades.

Minimum Skills tutoring is required for students who do not achieve the district-adopted minimum proficiency level on their CST in order to graduate from Mission Oak.

The AVID program is in place for the freshman, sophomore, junior and senior level. AVID tutors are hired to assist the students in their AVID class.

For English Learners or migrant students, Mission Oak provides English Language Development classes, migrant tutoring, and a migrant Portable Assisted Study Sequence (PASS) program.

Four days a week, tutoring is available in the library after school and also on certain days in the classroom for subject-specific tutoring. LINK Crew also provides tutoring every Thursday during lunch and after school. Other support programs available to Mission Oak students are: Tulare Youth Services Bureau and Turning Point (drug and alcohol counseling).

## **FINANCIAL RESOURCES**

The district allocates an annual instructional supply budget to Mission Oak based on student enrollment. In addition to ADA funding, Mission Oak utilizes the following categorical funds: Title I, Title II, Title IIc Vocational Education Act (VEA), Title III, Title IV Safe and Drug Free Schools, GATE, Economic Impact Aid (EIA), Limited English Proficiency (LEP), Medi-Cal, Medi-cal MAA, Migrant, Tulare County Organization for Vocational Education (TCOVE), and Tenth Grade Counseling. A School Library Grant, Carl Washington Safety Grant, Site Discretionary Grant, Instructional Materials, Library Materials & Ed Tech Grant, Art and Music Block Grant, and a one-time Art, Music, and Physical Education Supplies and Equipment Grant are current funding grants that operate on a year-to-year basis.

Categorical funding is site based and used for supplies, materials, equipment, staff development and travel. Staff members may request money from categorical funds as long as the request follows the guidelines of the funding and is aligned with improving student attainment of the content standards. The categorical funding is allocated to Mission Oak based on the enrollment numbers projected by the district.

**Areas of strength:**

- Strong academic & extra co curricular – program support
- Proactive attitude for implementing best practices, instructional strategies in classrooms
- Programs available for many different populations
- Effective tracking systems on what curriculum is working efficiently
- Collaborative staff who share the same vision for student success
- Early release days-Friday AM meetings to support staff development, as well as four additional early release days for staff collaboration
- Well defined Mission & Vision Statement
- Fiscal support from the central administration
- Regular analysis by the teaching staff of CST, CAHSEE and benchmark exam results drives the academic program.
- A well maintained campus with excellent facilities contributes to a positive learning environment.

**Areas of need:**

- Creating a new teacher/employee handbook that provides school policies, regulations, expectations, & instruction guides.
- Technology, Conferences.
  - Update support for staff & students
- Some courses not offered on campus; bused students lose educational time.
- Upgrades needed for computers, wifi access.
- Continue to establish external and internal communication systems.
- Library Media Center- technology needs to be current to support student need in the 21<sup>st</sup> century.
- Continue to develop leadership skills among staff as needed
- More effective and efficient methods to disaggregate data and report findings

**Evidence Examined:**

- Advance Placement Tests
- Aeries student data management system
- After School Program
- Aptitude test results, e.g. SAT, ACT
- Attendance at professional development programs
- Benchmark exams and results
- Board Reports and District Policies
- CAHSEE Results and Practice CAHSEE test results
- California Standards and Blueprints
- Categorical Funding
- CELDT results
- DELAC and ELAC minutes of meetings
- Discussions among focus groups and department groups
- Gates-MacGinitie test results
- Master Schedule
- Migrant minutes of meetings
- Mission Oak Website
- School Accountability Report Card
- School City Data Program
- School/community profile
- School Athletic Program
- Single Schoolwide Plan
- Six-week grade reports
- Staff development funding sources
- STAR disaggregated data
- Staff, student, parent surveys
- Standardized Testing Data
- Student Attendance
- Student handbook
- Uniform Complaint Procedures

**CHAPTER IV**  
**CATEGORY B**  
**STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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**B1 To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?**

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Mission Oak High School (MOHS) maintains and fosters a learning community in which all students have the opportunity to participate in rigorous, relevant, and standards-based curriculum. All students' achievement of academic standards is evident through a wide variety of assessments. Students demonstrate Expected School-wide Learning Results on a daily basis. Our curriculum is aligned to the State of California Frameworks and Standards of Education, and incorporate research-based instructional strategies aimed at meeting the needs of all students. To support student learning, we have created Professional Learning Communities (PLCs) based on academic areas in which students receive a comprehensive, standards-based curriculum and the additional support of cross-curricular and real-life connections, activities, and assignments. In effort to support student learning, Mission Oak hired a math coach and a literacy consultant in the fall 2009. The purpose was to provide the Math and English departments assistance in developing common benchmarks, support in analyzing data, and developing common pacing guides, and providing effective instructional strategies and feedback.

All curricula at Mission Oak have been adopted by the TJUHSD school board and provide opportunities for students to be actively engaged in rigorous standards-based instruction. Our courses and texts are board approved and state adopted. Students are provided with numerous opportunities to participate in educational programs that promote academics and personal growth. Honors courses for freshmen and sophomores have been created to challenge and prepare those students wanting to take Advanced Placement courses offered junior and senior years. Mission Oak provides quantitative measures, such as benchmarks, to ensure students are meeting the high expectations set for them. The students at Mission Oak must complete 220 units as part of their graduation requirement. The units include standards based classes and a variety of elective classes that challenge students and prepare them for life after high school. Other graduation requirements include passing both sections of the CAHSEE and meeting minimum requirements on the CSTs.

Aligning the curriculum with the academic standards has been a priority over the last three years. Staff, in their departments, have aligned the courses to state standards and developed curricular materials. Following the alignment of the curriculum to the state standards, core departments developed and implemented

common six-week benchmark exams, placing special emphasis on those standards addressed by the CAHSEE and CSTs. The benchmark results are scanned and used together with item analysis to assess performance and help the teachers revise instructional strategies as needed. In addition, benchmark results are analyzed and charted as a tool to project outcomes on the CSTs. Departments, in their subject area groups, have developed timelines to guarantee that students are taught all of the state standards. Elective teachers have identified the English and Mathematics standards that their courses support, and reinforce these standards through their subject specific curriculum. Aligning all courses to the state standards and creating common benchmark assessments ensures that all students participate in standards based curriculum.

English Learner (EL) students' progression from English Language Development (ELD) to fluency in English is monitored by the use of the California English Language Development Test (CELDT), California Standards Tests (CST's), California High School Exit Exam (CAHSEE), and class grades. In the past, administration provided teachers with print-outs to identify EL students in core classes who would benefit from additional support in accessing rigorous curriculum.

Currently, Mission Oak offers eight Honors courses and ten AP courses. The Honors courses include 9<sup>th</sup> and 10<sup>th</sup> grade English Honors, Spanish Language Honors, Geometry Honors, Algebra 2 Honors, Pre-Calculus Honors, World History Honors and Economics Honors. The AP courses include AP Biology, AP English Language, AP English Literature, AP US History, Government AP, Calculus A/B AP, Calculus B/C AP, Chemistry AP, Art History AP, and AP Spanish Language. Students in these courses are exposed to rigorous college-level curriculum. In addition, Mission Oak students are encouraged to take College of the Sequoias classes where students can earn college credit towards their general education requirement at no cost with textbooks provided by the District.

Ninth and tenth graders struggling in English on the basis of grades, class work performance, test scores at Below Basic- and Far Below Basic-levels, and teacher feedback are recommended for placement in our directed reading and writing intervention program. The intervention program adopted by the district is called *Edge*. The Edge (literacy) intervention program primarily uses a series of teacher-guided small group instruction, and one-on-one learning activities. These strategies provide students with a comprehensive literacy curriculum that supports their advancement from current lowered performance to grade level proficiency.

In order to guarantee relevancy in our curriculum and course offerings we have ongoing articulation in math and English with our feeder schools as well as College of the Sequoias.

A variety of support services are available to help students succeed in a rigorous curriculum. The Advancement Via Individual Determination (AVID) program

encourages the students selected for their program to successfully complete rigorous courses necessary to enter a four-year college. This is in part accomplished through teaching students organizational skills, monitoring of students grades and providing tutorial assistance.

Mission Oak offers a range of programs to help students meet academic standards. All English language learners receive English Language Development (ELD) instruction in our English Language Development program. The ultimate goals for students in the ELD program are in alignment with those of the California State Department of Education: the ELD standards as a pathway to ELA standards.

Currently four sequential levels of ELD are offered with students taking one to two classes of the same level. ELD I, II and III classes offer two periods of English instruction sequentially. ELD IV meets every other day. The ELD program is currently using Edge, a state adopted curriculum. The program's instruction and materials address EL student's learning needs and prepare them for transition into mainstream English classes.

The course outlines, have been aligned with the California State Department of Education, the English Language Development (ELD) Standards, the Foreign Language Framework and English Language Arts (ELA) Standards. The course outlines reflect the current research in second language acquisition, teaching methodology and techniques. Included are course descriptions, corresponding student profiles, course goals and objectives for general performance, listening, speaking, reading, writing, critical thinking, and study skills.

This year, the Tulare County Office of Education is assisting Mission Oak in offering intervention and prevention programs. For example, Mission Oak offers a Reconnecting Youth class, which targets at-risk youth and gives them assistance in succeeding academically, as well as socially. The County will also offer a component to the Freshman Studies classes called Class Action. Class Action is set up similar to Mock Trial and is based around five legal cases related to Alcohol. The goal is to help students understand the dangers and risks associated with underage drinking. All of these programs will continue to be a part of Mission Oak's curriculum in the future. In September 2012, Seniors and Juniors were involved in "Court Day," where a real court was brought to the campus and a real drunk driver was sentenced. The sentencing was followed with law enforcement giving a presentation about the effects of drunk driving called "Casey's Pledge," and students having the option to make a pledge to be drug and alcohol free.

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**B2 To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

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Mission Oak has designed a wide-range of academic support programs to ensure that all students have access and will succeed in their personal learning plan. Beginning freshmen year, Mission Oak staff involves parents/guardians, teachers, and students in goal preparation. The counseling department conducts 8<sup>th</sup> grade enrollment at the sites of the two major feeder schools. This gives the counselors the opportunity to begin the communication with incoming parents on class opportunities and the importance of attendance and grades. Parents and students attend a freshmen orientation before the school year begins, and are given a schedule of classes necessary for graduation. Beginning freshmen year, the Career Center offers formal and informal guidance for students going on to Junior College, a four year college, or going directly into the workforce. With the new College of Sequoias junior college being built less than a mile from the campus, the goal is that Mission Oak will offer Junior College bridge classes in the future.

During their sophomore year, the student and parents meet one-on-one with a counselor to explore post high school options. The Counseling department meets with Juniors and Seniors who are short on credits to discuss with them the benefit of taking adult school and Programmed Logic automated Technology Overview (PLATO) classes to help meet graduation requirements. Additionally, counselors will identify students who are failing classes necessary for graduation and discuss the option of attending summer school, adult school classes, and PLATO. Counselors also make students aware of the opportunity to get ahead by attending summer school and taking classes that may not otherwise fit in their schedule.

Bulletin notices, individual contact from counselors and teachers, the school website, and the Principal's newsletter all inform students and parents regarding college applications and scholarship deadlines. The monthly updated "Gold Sheet" lists all available scholarship information. Counselors meet with all senior English classes to provide scholarship and financial aid information.

The counseling staff help students consider academic and occupational options beyond graduation, while monitoring their progress through their career at Mission Oak. Various college personnel, including representatives from CSU and UC systems, conduct workshops throughout the year to present information concerning applications, grants, loans, and perspective coursework. In September a county-wide "College Night" is held for all high school students. Colleges from all around the United States have representatives available to provide information about their respective institutions. Parents and students have opportunities to attend workshops that explain the application and application process.

Student visitations to college campuses are sponsored by AVID, The Migrant Program, The Special Education program, and After Ours. Members of the armed

forces regularly visit campus to answer student questions. Business community members, teachers, counselors, and College of the Sequoias' faculty serve on the COS Tech Prep Consortium advisory committee, which meets quarterly and discusses areas of interest between Tulare County schools and the local community college (College of the Sequoias). Articulation agreements between College of the Sequoias and the Tulare Joint Union High School District exist which allow students to bypass college coursework by taking the vocational education classes at Mission Oak. Mission Oak offers 22 CTE (Career Technical Education) courses. Six of these courses are currently articulated with COS. The district is currently working with COS to have more of our courses articulate with COS.

The Career Center is staffed by our Career Technician who provides students with the resources and materials to support selection of an appropriate post-secondary choice. At the Career Center students have access to catalogs, CDs, brochures, applications, forms, and Internet access to college and career websites and other links. Students are invited and encouraged to attend college fairs hosted at the local community college and speak to college and university representatives who are regularly scheduled to visit our school. Throughout the year, our Career Technician hosts 12<sup>th</sup> grade parent nights to present information on post-secondary options, including college selection and financial aid. Our Career Technician organizes and schedules visits from both public and private colleges and universities to provide students with the opportunity to make appropriate career and educational choices. Our Career Technician organizes "Career Day" for all 11<sup>th</sup> graders to hear presentations from successful members of the community speak about their occupations. A career component is presented to 9<sup>th</sup> grade students during their PE class to obtain information on career information.

Juniors and seniors have the opportunity to participate in College of the Sequoias Tech Prep Expo each spring. The technical/vocational competition not only allows students to compete for cash awards, but also provides a broad spectrum of information on career pathways, with local companies and businesses offering information about entry level, technical and professional jobs.

The Health Occupation program focuses on developing a range of key transferable skills to help students to be highly successful in gaining employment, not only as health care professionals, but also in protecting the health of all Americans and providing essential human services. All programs emphasize improvement of the quality of life for individuals and families and the managing of services that promote health and well-being. The relevant and "real life" significance provides students with additional motivation to succeed in the completion of high school. Students finish the course with TCOVE certificate of completion. After completion of courses, students are able to take the state test to become CNA certified. Starting in fall of 2012, students will be able to gain valuable experience through community service and internship programs.

The Careers in Child Care program provides students opportunities in early childhood education. Students have access to preschool sites and elementary schools where they work in the classroom alongside a mentor teacher. Students learn about careers in the industry and create a portfolio designed to show their expertise in career exploration, lesson planning and the evaluation process. After completing the course, students will receive a TCOVE certificate of completion which shows the number of hours completed during the course of the school year.

Our Special Education department works in partnership with parents, general education teachers, aides, the district psychologist, counselors, administrators, and our Director of Special Education to develop Individualized Education Plans (IEP's). Each student's IEP outlines specific goals for post secondary training and education. IEP's are further refined by Individualized Transition Plans (ITP's) and Student Support Team (SST) meetings and 504 Behavior Support Plans as needed.

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**B3 To what extent are the students able to meet all the requirements of graduation upon completion of the high school program?**

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Mission Oak maintains a professional learning community whose function is to provide all students with the support necessary to be academically successful. Our entire staff is dedicated to supporting all students in meeting all the requirements of graduation, increasing graduation rates, increasing California High School Exit Exam (CAHSEE) passage rates, and reducing dropout statistics.

Mission Oak's student survey indicated that the majority of our students feel the administration, counseling, teachers and staff care for them and their future. Nearly 80% of the students feel that teachers work with them until they understand the material and 85% of the feel that the school provides extra help if they fall behind in class.

All students at Mission Oak receive individual and group academic planning. Graduation requirements have been established by the school board (See Below), including passing the CAHSEE and obtaining "Proficiency" on the California Standards Tests (CST) throughout their 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade. All tenth graders must take the CAHSEE. The students have opportunities in their junior and senior year to retake portions of the test not previously passed. Mission Oak has established a variety of interventions and support services such as CAHSEE tutoring and CST tutoring to assist students in completing these requirements. To better help serve our special needs students, Mission Oak offers several intervention programs, such as study skills classes, lunch and after-school tutoring, specialized tutoring for English Learners (EL) and PASS program for Migrant Students. Each core departments offers tutoring before school, at lunch and afterschool. The mathematics and science department offer students who didn't meet academic standards on benchmarks the opportunity to attend tutoring and retake the benchmarks. In addition, TJUHSD provides a summer school program which allows all students in the district to enroll.

The state requires students to pass the CASHEE in mathematics and English and the school district requires students to meet a minimums skills requirement on the CSTs. In the event a student does not meet the standard, Mission Oak, provides assistance to these students. A counseling aid arranges tutorials for students who do not meet district minimum skills requirements and have not passed the CAHSEE. The aide monitors the progress of these students, contacts parents/guardians informing them of the scheduled tutoring sessions. Students who by their senior year have not completed the minimum skills tutoring requirement are not eligible to receive a high school diploma. Additionally,

counselors identify students who are at risk of not graduating due to not passing the CAHSEE, schedule them in CAHSEE English and mathematics courses, and notify parents/guardians. Multiple opportunities to take the CAHSEE are available on campus and students and parents/guardians are notified of these opportunities.

We have made intensive efforts to support our students in the successful passage of the CAHSEE. The CAHSEE preparation classes are available on Saturdays over a period of six weeks, each semester. Students review key concepts and skills necessary for success. Mathematics and English departments designed lessons which are used during specifically scheduled weeks prior to the March exam to provide students with additional support. In 2010-11, the overall percentage of students passing the CAHSEE increased 1% in Math to 82% and 3% in English to 76%. The subgroups who struggle the most are our Special Education students and our English Learners. One of our identified areas of growth includes the need to provide these groups with effective targeted instruction.

The teaching and counseling staffs work regularly with all students to monitor their progress in meeting all graduation requirements. They regularly contact students who are on the six-week D-F list to offer them advice, help and encouragement. Counselor's continually monitor students' progress to ensure that a student is on track for graduation including the CAHSEE.

Opening in 2008 with a student population of only 9<sup>th</sup> and 10<sup>th</sup> graders, we graduated our first class of seniors in 2011. At this time we have not received our graduation rate from the State of California. We anxiously await this important information so we can develop plans for improvement in the years to come. We plan to continue making every student that enrolls at our school feel that they belong here; and he/she is our responsibility for all four years.

**Graduation Requirements:**

To graduate a student must complete a minimum of 220 credits and pass both the ELA and Math portions of the CAHSEE, and obtain proficiency on the CSTs.

Course Requirements:

English .....	40 credits
World History .....	10 credits
U.S. History .....	10 credits
American Government & Economics .....	5/5 credits
Physical Education.....	20 credits
Science (one year each of biological and physical) .....	20 credits
Mathematics (Including Algebra I) .....	20 credits
Visual and Performing Art/Foreign Language .....	10 credits
Electives.....	80 credits

### **Areas of Strength**

- Successful transition from eighth grade to ninth grade
- Freshmen Orientation night
- We have increased the number of AP classes
- We are fortunate to have comprehensive counseling services, with four full-time counselors with weekly support from District Psychologist, Youth Service Bureau (YSB) counselor, and Turning Point (drug/alcohol) counselor.
- Improved CST test scores
- The training and implementation of the EDGE program
- The development of departmental common formative assessments
- Intervention courses for struggling students
- The implementation of PLATO credit recovery
- The implementation of PASS program to assist migrant students graduate

### **Areas for Growth**

- Increased parental involvement
- Continued planning and implementation of four year plan
- Exiting program improvement status
- Prepare staff with curriculum for the Common Core Standards
- Increased awareness of connection to ESLRs and standards
- All departments need to continue working to align their curriculum horizontally and vertically so that all students taking similar courses have common experiences.
- We need to increase articulation with our feeder schools.
- We need to find better ways to identify and place underachieving new students, including incoming ninth graders, in the most appropriate academic courses at Mission Oak.

### **Evidence Examined**

- California State Standards
- California Course Blue Prints
- CELDT test results
- CST/CAHSEE test results
- ESLRs
- Essential Learnings
- Focus and Department group discussions
- Four-year plan
- Grade Reports
- Graduation Requirements
- Master Schedule
- STAR released test items

**CHAPTER IV**  
**CATEGORY C**  
**STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

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**C1 To what extent are all the students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?**

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All students at Mission Oak are directly involved in challenging learning experiences in order to help them master the academic standards and the expected schoolwide learning results. Course curriculum is developed to align with the California state standards, instruct students in critical thinking skills, and apply knowledge to real-world experiences. According to district policy, all textbooks are aligned to state content standards. Essential Learnings are established in courses to help students achieve proficiency on the California Standards Tests. Benchmark tests are created in all classes to evaluate and monitor student growth toward the Essential Learnings. Freshmen and Sophomore English and mathematics classes have an added focus to aid students in succeeding on the California High School Exit Exam.

Over the first four years Mission Oak has offered Advanced Placement courses. English, social studies, mathematics, science and world languages have developed AP courses for their respective subjects. Mission Oak offers several Honors classes (English I and II, World History, Spanish Language, Geometry, and Algebra). Students who are in the Agricultural Program compete in a variety of judging teams. In addition, extra-curricular teams such as Mock Trial, Robotics, and Academic Decathlon are more opportunities for students to extend learning at high levels beyond the classroom.

In order to help every student achieve the academic standards and the expected schoolwide learning results, Mission Oak also offers students support classes for English I and mathematics (Edge Curriculum and Success Lab). Other support for students include: AVID, Reconnecting Youth, and the Migrant Portable Assisted Study Sequence (PASS). Mission Oak is also establishing an afterschool tutoring program linked to different areas of the curriculum. Certificated staff and student tutors will assist other students during the after school tutoring. Through the intervention and tutoring classes the students are afforded more challenging learning experiences.

The school uses the Aeries program to give teachers the ability to monitor student academic achievement. Teachers are able to access item analysis of student benchmark tests results, California Standards Tests results, and California High

School Exit Exam results. Teachers use this information to adjust instruction to increase learning and rigor in their lessons.

Challenging learning experiences aimed at helping students achieve the academic standards and the expected schoolwide learning results are embedded in all courses in all of our departments. For example:

### **English Department**

The Mission Oak English department has created several challenging learning experiences for the students. The writing program is based upon the 6-Traits writing rubric. Students work to master the skills of development and elaboration of ideas, organization, voice, word choice, sentence structure and variety, and conventions. Reading strategies are modeled on the Junior Great Books reading program and include prereading activities, while-reading thinking and questioning strategies, and post-reading analysis and evaluation. Students also participate in an independent reading program in which they take part in shared inquiry of communally read books. Literature analysis prepares students to examine the effects diction, detail, imagery, syntax, and tone have on writing. Critical thinking activities include Socratic seminars in which students learn how to effectively prepare for a seminar discussion, give evidence and make inferences, ask questions which lead to rich discussion and deeper group understanding, express ideas which lead to rich discussion and deeper group understanding, help the discussion move forward, and act to build a community which can collaboratively search for meaning. Also, critical thinking and reading strategies based on the stages of critical reading developed by The Foundation for Critical Thinking are practiced in every English class on regular bases. The stages include paraphrasing, explication the thesis or main idea, analyzing the logic of an article or essay, evaluating the logic of the text, and role-playing the author.

At present, the English department offers Honors classes at the 9<sup>th</sup> and 10<sup>th</sup> grade level for students desiring to enhance his or her skills more intensely. A support class to strengthen the reading skills of students who read two or more years below grade level is offered on the 9<sup>th</sup> grade level. College Prep English for the 11<sup>th</sup> and 12<sup>th</sup> grade, AP Language and Composition and AP Literature and Composition, a support class for 10<sup>th</sup> grade students, a strategies intervention class for students who are proficient at the 6<sup>th</sup> grade level and up but are unable to pass the CAHSEE, and an intervention program for students who are not yet proficient in 6<sup>th</sup> grade English/Language Arts standards are in the planning process.

## **Mathematics Department**

The Mathematics department is committed to engaging all students in challenging learning experiences. Students are challenged in mathematics through the course offerings. Algebra 1 is the only non college prep mathematics course offered in the Mission Oak mathematics department. All Mission Oak students must pass college prep geometry as a minimum graduation requirement. *The department has also implemented the use of the Intel-Assess to master each California Content Standard.* The program is aligned with the California Content Standards and problems are multi-layered and multi-skilled. Aside from the assessment program, department members are committed to teaching and testing students on more challenging problem solving assignments. Projects and alternative assessments are being utilized to engage students in various forms of problem solving. As our student population expands, higher level Math classes and support classes will be added to the curriculum. *AP and Honors courses are offered in all college preparatory mathematics courses, including Geometry Honors, Algebra II Honors, Pre-Calculus Honors, Calculus AB and Calculus BC.*

## **Social Studies Department**

The Social Studies department follows the History-Social Science Content Standards in developing the challenging curriculum for the Freshmen Studies and World History classes offered at Mission Oak. The course outline at the ninth grade level begins with global studies/geography during the fall semester. The students use the Geography Alive! curriculum provided by Teacher's Curriculum Institute (TCI). They maintain interactive notebooks and are required to use their knowledge of geography in cooperative groups to create projects that reflect their understanding of the world today. *Mission Oak Freshmen Studies a new focus through the course, Comparative Governments. It offers the students an opportunity to learn about government by focusing on governmental systems today. Mission Oak has offered the course since the opening of the school and it has been a success.* In an attempt to prepare the students for future Social Studies courses the foundation will be laid in the freshmen year giving the students a fuller understanding of the basic tenets of governments such as democracy, monarchy, theocracy, communism, socialism and constitutional monarchy through seven weeks of comparative government. Through a grant, the students will participate in "Class Action," a drug and alcohol awareness program for two weeks and finally nine weeks of driver education will conclude the spring semester. Our goal for Freshmen Studies is to create a rigorous course in Social Studies at the freshmen level to prepare the students for the high expectations at the next level in World History. Tenth grade World History is divided into ten units of study organized chronologically from the rise of democratic ideas in the

ancient world to understanding the role of nationalism and self-determination in modern times. Varieties of teaching methods are used, such as: lectures, simulations, writing projects, panel discussions, oral reports, collaborative learning assignments, and supplemental reading assignments. Students are responsible for maintaining their interactive class notebook and preparing to pass common Benchmark tests at the end of each grading period. The course is designed to challenge and engage all students and in order to prepare them for the California Standards Test in World History and to make them aware that our democracy depends on educated people.

*World History Honors is offered on the 10<sup>th</sup> grade level. The United States History class follows California State Standards starting with a review of the British colonies, American Revolution, Expansionism and the Civil War. After this, the heavy concentration is from the 1800's to the present beginning with the Progressive Era and ending with present day. Government has seven units covering from the Foundation of the U.S. Constitution to focusing on the how government is structured. Economics has 18 chapters covering California State Standards for Economics. AP United States History, AP Government, and AP or Honors Economics all follow the California State Standards.*

## **Science Department**

All students taking Science classes are involved in challenging learning experiences in the various ways. All classes develop a rich learning environment in which all learning modalities are addressed. There is a department emphasis on nonfiction reading to support school wide success on the State Standards Tests and to ensure the reading comprehension of our students in the science portions of these exams. All students have access to and regularly use scientific instruments to conduct experiments, analyze data, and synthesize concepts observed in the natural world. All units are composed with auditory, visual and kinesthetic lessons using A.V., realia, lab equipment, computer simulations, digital lab equipment, as well as the traditional books and lecture. All students are presented with the same core curriculum and expected to master the same core benchmarks. Differentiated instruction is used to meet the needs of individual students. All teachers are versed in **SADAIE** and teach their lessons using its principles. This improves access to high level academics for ELL students and underperforming and low reading level English speakers as well. We work with the ELL Department to ensure the success of our joint students, and we have a close collaboration with the Resource Department to ensure that students receiving services from the Special Education department have equal access to the most critical science standards. High performing students have activities that take them beyond the minimum and the department offers a range of classes tailored to their needs, if they choose to take them.

## **World Language Department**

The World Languages Department has implemented the State Standards for the Twenty-First Century. These standards include: Communication, Cultures, Connections, Comparisons, and Communities. The Communication standard engages students in conversation and has them express feelings, emotions, exchange opinions, and provide and obtain information in the language of study. The Cultures standard will help students demonstrate an understanding of the relationship between the practices and perspectives of the language's culture. The Connection standard will reinforce and further their knowledge of other disciplines through their language of study. The Comparison standard will demonstrate students understanding of the nature of language through comparisons between the language of study. The Communities standard will encourage students to use their language of study within and beyond the school setting for personal enjoyment and enrichment. This department currently offers AP Spanish.

## **Special Education**

The Special Education department strives to prepare students for the challenges presented by the CAHSEE and CST by incorporating general education standards throughout its core curriculum. In order for students to achieve success, they are involved in various types of learning experiences, including individual and collaborative projects, reading groups, cooperative learning, direct instruction, and technology-based lessons. To further stress academic standards, students' IEP goals are tied to state standards as well as to the CAHSEE. The Practical (RSP) curriculum is often challenging for students with learning and other disabilities; however, it must serve to bridge the gap between students' present levels of performance and the levels at which they are expected to perform in order to receive a diploma.

The department will expand to include Practical classes for English 3 and 4, U.S. History, Government, Economics, Physical Science, and Practical CAHSEE Math. Practical Art and Vocational Education are in the developmental stage.

## **Home Economics Department**

The Home Economics Careers and Technology (HECT) Department currently offers a comprehensive introductory-level course, On Your Own, which is open to Freshmen. This course covers Individual and Family Health, Consumer Education, Child Development & Guidance, Housing & Interior Design, Fashion Design & Textiles and Foods & Nutrition. The class allows students the opportunity to explore a variety of topics in the area of Home Economics.

Teaching methods used include direct teaching, group projects, oral presentations, supplemental reading assignments, writing and journal entries and computer lab work. Students are required to keep an organized binder as well as a daily journal. Fashion Dynamics is open to sophomores and future juniors and seniors. This course prepares students to understand the social, psychological and physiological aspects of clothing, textiles and fashion. Instruction includes elements and principles of design, color theory, wardrobe planning, history of apparel, quality and specialized clothing, clothing budgets, shopping resources, textiles, garment care, alterations and construction. Teaching methods used include direct teaching, notebooks with required daily sketches, group work, partnership assignments, demonstrations and sample work attachments. This course provides a strong foundation for entry into the career path cluster in fashion. Possible future courses in the HECT Program include: Introduction to Foods, Careers with Children, Married and Single Life and Life After High School.

### **Agricultural Department**

Agriculture students use PowerPoint to present lessons and projects, and use the computer to graph and analyze data at the school farm and nursery. Ag Mechanics classes use the computer to search for engine parts and MS Excel to create “bills of material.” Ag Welding and Construction students utilize a Smart Board and Computer Aided Drafting (CAD) software. Students research agricultural issues on the Internet and analyze data. Ag Business students are required to create resumes, cover letters, and then interview with industry leaders. In the Dairy Skills class, production records of dairy herds are accessed online to determine herd management. Ag Biology students develop college level science experiments in the areas of Physics, Physical Science and Biological Science. In addition, Ag students participate in agri-science related experiments in the areas of Zoology, Botany, Biochemistry, Environmental Sciences and Engineering. Veterinary Science students gain real life experiences by practicing with a veterinarian on school facilities. Supervised Agricultural Experiences (SAEs) are a component of the students’ grades.

### **Physical Education Department**

The Physical Education program is working to promote a healthy generation of students who are able to achieve their fullest potential, reversing the trend of deteriorating health and physical fitness among today’s youth and adolescents. The focus is placed on teaching students to appreciate the value of physical activity as a key component of health and well-being. Particularly, we want the students to understand the value of personal physical fitness by assessing, achieving and maintaining acceptable physical fitness levels throughout

adulthood. In doing so, students are taught basic fitness concepts (health and skill related), knowledge and skills necessary for the maintenance and/or improvement of their levels of fitness. The students participate in a daily warm-up exercise regimen that allows them the opportunity to fully engage and challenge themselves while receiving feedback on their performance. In addition, each unit focuses on the foundations of personal fitness while stressing continuous movement. Thereafter, a variety of directed activities is introduced to measure and enhance these components. By the end of each unit the students are expected to learn the history, rules, basic concepts, principles, strategies and tactics as it relates to certain games/sports and become proficient in the appropriate skills necessary to participate in a game/sport safely. We also feel it is important to have the students read and write therefore, we require them to assess their peers by filling in skill handouts. Additionally, developing teamwork and cooperative skills used to work effectively with others, solving problems and enhancing the quality of interpersonal relationships are stressed.

In partnership with the classroom teachers, the administration and support staff, the mission of the Library Media Program is to create information literate citizens by providing access to information resources and instruction in using them effectively. The methods and services provided by the Library Media center include assistance in the use and integration of technology in the library and classrooms, provide intellectual and physical access to materials in all formats, support literacy and promote the appreciation of literature, teach student to locate, evaluate and apply ideas and information, and work with classroom teachers to plan and prepare instruction which incorporates the use of information research strategies and literary resources.

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**C2 To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

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Mission Oak teachers use a wide range of resources and strategies to insure active involvement of students. Mission Oak teachers use numerous strategies developed from AVID training, BTSA, TESA, CLAD, SDAIE, EDI, Kagan training, conferences, workshops, in-services, ongoing education courses, and individual and departmental research. Each department selects and utilizes a wide variety of effective strategies.

Resources available and used by teachers include computers in the classroom with internet access, video projectors/televisions, computer labs with internet access,

science labs, a library/media center, and physical education facilities. The district farm, located off-site, includes a working dairy, a livestock facility, swine and sheep units, a greenhouse, a shade house, four classrooms, a computer lab, a machine shop, a welding shop, and a seventy acre crop lab. Mission Oak also has two teacher workrooms that are used to facilitate inner and inter-department collaboration. Teachers have a common weekly meeting time every Friday morning that is built into the schedule so they can plan and evaluate curriculum together. AVID tutors assist the AVID teachers in the classroom. Special Education aids support teachers with students being mainstreamed. Departments at Mission Oak use the following strategies:

### **English Department**

The Mission Oak English department uses many teaching/learning strategies to actively engage students in the practice of higher order thinking skills. These strategies include, but are not limited to the following: Socratic seminars, literature circles, Cornell note-taking, career projects, internet-based research projects, theatrical performances, writing projects, graphic presentations, schoolwide literature competitions and activities, field trips to young writers' conferences, video presentations, and direct coaching of critical thinking skills. Students have access to classroom computers and a department computer lab to develop projects. Some rooms are equipped with video projectors that can be interfaced with a computer. In the future, all rooms and the computer lab will be so equipped so teachers and students can share information and creations.

### **Social Studies Department**

The Social Studies department uses a variety of teaching/learning strategies to actively engage students that include but are not limited to Socratic seminars, daily use of the interactive notebook that includes Cornell note-taking, extensive use of technology such as PowerPoint lectures with hyperlinks to video streaming, Costa's model of higher level thinking, cooperative learning assignments, research based projects such as current events scrapbook, world problems poster, etc., presentations of projects or other class assignments, jeopardy for review and reinforcement, and use of graphic organizers. As our technology tools expand there will be more research based assignments added to the Social Studies courses.

### **World Languages Department**

Some of the teaching strategies used by the Mission Oak World Languages department include cooperative grouping, partner activities, use of realia, listening

activities, and video presentations. Students also participate in school and community cultural events tied to their language of study.

### **Special Education Department**

The Special Education department uses classroom and school computers to complete web-based activities, research and word processing. Accelerated Reader is used to monitor and improve students' basic reading skills. Regular visits to the library expose student to literature at their interest and reading level. Various strategies within the classroom (e.g.: poster projects, literary responses, essay writing, reading activities) all tie in with state standards.

### **Agricultural Department**

The broad-based agriculture program makes extensive use of the district's off-site school farm including a working production dairy, livestock production units, swine and sheep units, a greenhouse, a shade house, four classrooms, a computer lab, a machine shop, a welding shop and a seventy-acre crop lab. This is the only high school farm in the country that has a working dairy on its facilities. All agriculture students participate in supervised agricultural experience projects, leadership and competitive career development events that take place outside of the instructional day. The Future Farmers of America (FFA) program continues to receive recognition annually at both the state and national level. Agriculture teachers provide current research in their area for in-class analysis. Students integrate research and investigative skills through Ag Issues projects. All students participate in lab activities covering a wide range of agriculture disciplines and labs are developed utilizing state-of-the-art lab equipment. Ag Mechanics uses new technology in the form of CAD powered tools and a computerized plasma cutter. Agri-science fair experiments and competitions encourage students to use higher order thinking skills. All teachers participate as coaches for students in over twenty different Career Development events at the fair, supervise agricultural experience programs, and teach students public speaking skills along with how to judge various agriculture related events. Animal production and management courses provide students with an opportunity to learn about the industrial field of agriculture.

### **Home Economics Department**

The Home Economics department goes into the library and uses computers. Students have a program called "Dine Healthy" which incorporates our unit on nutrition into what they actually eat. They put in a typical menu for one day and it tells them how much they eat in terms of fat, carbs, etc. and gives all kinds of nutritional information and what they should do to improve their diet.

## **Mathematics Department**

The Mission Oak Mathematics Department uses several teaching strategies to engage students. The use of manipulatives allows students to “touch” the mathematics and learn kinesthetically. We then transfer the concrete knowledge to a pictorial understanding of the mathematics and from there to the abstract equation form of mathematics. We are utilizing the Cornell note-taking strategy to encourage reflective thinking and study strategies as well as building higher level thinking skills. Cooperative groups along with the manipulatives increases universal access for all students. Many projects, puzzles, and posters are used to further improve higher level thinking.

## **Science Department**

The Science department uses computer virtual labs in conjunction with the textbook in addition to the classroom lab. To delivered shortly: computer-based labs, probes to collect live data that can be loaded into and manipulated by computers. Some science teachers use “Pass Out of Class” questions posted during the period. They inform the students what they are expected to know by the end of the period, and they are quizzed on it prior to the end of class. Extra Credit Tickets are also used alone or in conjunction with pass out of class to reward those who are answering correctly (reviewing new and old material). Technology that will be added for student use included, digital laboratory probe-ware, virtual simulations, and on-line homework assistance.

## **ELD Department**

The English Language Learner department uses Accelerated Reader as part of the reading program to motivate, diagnose and record students' strengths and weaknesses; student computers for a variety of activities; PowerPoint to create projects/presentations; LCD projector and document camera will eventually be added. SDAIE strategies are used; Intro, Through & Beyond activities to help students understand lessons; Phonics (ELD I); Writing strategies (Step-Up to Writing, Jane Schaffer and Six Traits); and CAHSEE review material (CAHSEE on Target, Standards Plus-English Arts, Measuring Up).

## **Areas of Strength**

1. Curriculum and textbooks aligned to the state standards
2. Multiple advanced placement course offerings
3. Intervention classes to support students
4. Strong vocational program available to all students, e.g. district farm
5. Students provided with multiple experiences beyond the textbook, including a variety of teaching strategies in the classroom

6. Many staff have been trained in EDI and Kagan Strategies

### **Areas of Growth**

1. Increase professional development to give teachers more strategies to increase student learning, specifically with:
  - a. English Learners
  - b. Special Education
  - c. Hispanic Students
2. Increase the effective use of School City data system
3. Continue to emphasize rigor and the use of higher order thinking skills in the classroom
4. Increase the use of technology in the classroom for instructional purposes

### **Evidence Examined**

- Master Schedule
- Accelerated Math and Accelerated Reader
- Aeries on-line grade book and assignment sheets
- Benchmark exams and results
- CAHSEE and CST results
- California State Standards and Blueprints
- Robotics, Academic Decathlon, Mock Trial activities
- Course description handbook
- Curriculum reports from departments
- Discussions regarding WASC criteria
- ESLRs
- Focus and department group discussions
- Grades
- List of Professional Development trainings attended

**CHAPTER IV**  
**CATEGORY D**  
**STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND**  
**ACCOUNTABILITY**

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**D1 To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

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Mission Oak utilizes professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to all stakeholders.

Our staff begins the process of collecting performance data as early as the spring of the previous year. We begin by reviewing the results from the CAHSEE testing which we usually receive in May. This data is shared with the English and Math departments. As part of the reporting out process, our school recognizes those students who scored over 900 points on the CAHSEE at our Academic Awards; in addition, students receive their scores from the California Department of Education. Parents are notified in advance that the student will receive the award so that they can be in attendance. In August, our Assistant Superintendent for Curriculum and Instruction gives us an estimated API report which contains the estimated scores for each grade and sub group. This data is collected and shared with core departments so that they may review and analyze the data. Likewise, CST data is received during the summer before each school year begins and is sent out to each parent. Mission Oak also works with its feeder schools to collect recommendations and data regarding the incoming freshmen. Using the data from feeder schools helps Mission Oak place its students in the appropriate class.

Data from benchmark exams is collected on a regular basis by our core departments. We currently use two tools to help us with this process. First, Intel Assess is used to create a benchmark of the same rigor as the CSTs. The exam is graded and results are scanned into School City Data Management System. The departments use the Friday morning meeting to analyze the results and make needed changes in curriculum.

The results of the Benchmark assessment are reported out to stakeholders in a variety of manners. To begin with, the principal reports out the assessment results to District Administrators and the School Board via a board presentation once a year. During the presentation the principal shares the results of the state testing from the previous year. Parents, the public, and the media are invited to the presentation.

Students also participate in the data assessment in vital ways. First, at the beginning of the year the students review the previous year's CST result and make goals for the current year. Teachers also provide students the opportunity to review the results of their Benchmark exams in order to see how each student has done.

Parents are notified in a variety of manners about how their students are progressing towards their academic goals. First, parents receive daily telephone messages via Teleparent. This is an automated telephone messaging system that informs parents of up and coming work and also test results. At this point approximately 30 % of our teachers use the system. In addition, the teachers make personal phone calls home regarding student progress. Parents also receive a progress report every six weeks. These reports also indicate whether a student passed the benchmark or if they didn't pass it. Parents also have access to student grades via an online program called Aeries.

Several other forums are sponsored by the school to inform parents and community shareholders of student performance data. These include:

- Sophomore counseling
- Student assemblies for CSTs
- Parent meetings on test score reports for the PLAN and PSAT
- Mission Oak Parent Academic Boosters Meetings
- CELDT recognition and celebration
- English Learner Advisory Committee (ELAC)
- Migrant parent meetings
- District English Learner Advisory Committee (DELAC)
- IEP meetings
- Teacher, parent, student conferences
- School Accountability Report Card (SARC)
- Articulation meetings with feeder districts
- School Newsletters
- Board Meetings of Feeder Districts

Subject specific assessments are administered throughout the school year. These include oral presentations, research projects, various reports, labs, multiple choices, free response, performance-based tests, and oral participation. Combined with benchmark assessments these various measures provide a more complete basis for evaluation of student individual learning.

The school uses a number of collection methods. Following each six-week benchmark exam, teachers submit to their department chair and the principal a benchmark analysis, which includes pass rates, adjustments, and needed modifications. Teachers in the English, mathematics and special education

departments use the Aeries student data management information system, the schoolwide grading system, to scan benchmark tests into the system. On Aeries, the data can be accessed and analyzed by individual teachers and administrators. Benchmark results are posted to Aeries for online access by students and parents. Other departments on campus continue to utilize traditional methods for grading, accessing and analyzing benchmarks.

Much of the data collected from these assessments is disaggregated and analyzed by staff and used to modify instruction to meet the various needs of our students. Staff meets regularly by department to discuss testing results and modifications to curriculum. Time has been built into the block schedule to allow for department meetings on Friday mornings to analyze results. Specific course meetings within each department occur as needed to plan interventions and additional curricular adjustments.

All assessment results are posted to student files in Aeries and are accessible by teachers, counselors and administrators. Staff members request various queries to be run by the district technology department which allows them to analyze the available data in a wide range of formats or groupings (ie. by subgroups, class, course, teacher, grade, etc.). For example, the school has run reports comparing the passage rates on the benchmark tests with the passage rates on the CSTs and CAHSEE to determine the validity of the benchmarks. Data has shown that there is a high correlation of pass rates between the school-developed benchmarks and these state tests.

In addition to collecting, disaggregating and analyzing data, as well as using this data to modify curriculum and instruction, findings are reported to students, parents, teachers and other community stakeholders in a variety of ways. As mentioned above, Aeries allows students, parents, teachers, counselors and administrators to access individual student data online. The six-week progress reports that are mailed out to parents not only inform the parents of the students' grades but also include a comment code indicating whether or not they have passed their benchmarks.

These assessments include: tests, quizzes, book reports, oral presentations, group projects, research projects, science labs, portfolios, and physical exercises in PE. Students are also assessed in co-curricular activities such as band performances, choir performances, FFA performances and presentations.

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**D2 a) To what extent do teachers employ a variety of assessment strategies to evaluate student learning? b) To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of each student?**

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*To what extent do teachers employ a variety of assessment strategies to evaluate student learning?*

A variety of assessment strategies, formal and informal, are used to evaluate student learning at Mission Oak. The assessment process begins in the classroom with daily checking for understanding. Over the last three years teachers have participated in Professional Development to train them how to check for understanding. Two years ago ten (10) teachers attended the Tulare County Office of Education one day workshop on Checking for Understanding. The teachers who attended the workshop became the trainers for the rest of the faculty. The principal also distributed the workshop materials to all the staff and as a result the entire faculty was exposed to the training. In addition, this year fifty (50) of our core subject teachers were trained in a one day workshop on Explicit Direct Instruction (EDI). This training provided the faculty with tools to assess student learning during the lesson.

In addition to the assessment that is used in the classroom on a daily basis, Mission Oak uses the following standardized assessments:

- California High School Exit Exam (CAHSEE)
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California Physical Fitness Test
- Advance Placement (AP)
- Armed Services Vocational Aptitude Battery (ASVAB)
- PSAT
- SAT
- PLAN
- ACT

Departments at Mission Oak use a variety of strategies that are unique to each department. Below is a description of what each Department does.

### **English Department**

Assessment in the Mission Oak English department begins with the “Measuring – Up” test to assess the ninth and tenth grade students progress toward achieving proficiency on the CST and CAHSEE. This assessment is given three times a

year: at the beginning of the school year, at the end of the first semester, and shortly before the CST testing. The department also gives the ninth grade students the district created “Practice CAHSEE.” They also assess tenth grade students’ writing ability several times throughout the year. Eleventh and twelfth grade students are given the Gates-MacGinitie reading test at the beginning and end of the school year. Benchmark Tests that monitor students’ achievement of the State standards are given to all levels on a regular basis. Teachers of the Edge intervention program use district assessments to measure the learning of the students in those intervention classes. Finally, the department is beginning to develop formative assessments and exhibitions of mastery that will measure students’ performances in the new Common Core Standards.

### **Math Department**

The Math Department uses a variety of assessment strategies to evaluate student learning in the classroom. This department begins with common district benchmarks for the entire district for Algebra 1. These tests use CST type of questions that are developed through Intel Assess. Professional Learning Communities for each course work together to create unit and chapter quizzes and tests. In addition, the district has created a practice CAHSEE exam in order to properly assess students. In the classroom there are a variety of assessments that are used daily. For example, white boards, questioning strategies, manipulatives, group work, pair-share, projects, and independent work are some of the varieties of assessment.

### **Social Studies Department**

The Social Studies Department also uses a variety of assessment strategies to evaluate student learning in the classroom. Classes administer a pre-and post-test each semester to help guide instruction and measure student learning. The Department also uses frequent formative assessments in all subject areas. These assessments include but are not limited to: section, chapter, vocabulary, and focus reading quizzes. Summative standards based multiple choice assessments are administered at the conclusion of each chapter in Economics/Government and each unit in Freshmen Studies, World History and United States History classes.

### **Science Department**

Science department uses many strategies to evaluate student learning. For formative assessment the department uses basic strategies like answers on individual white boards, chalk on tables, dice to randomize calling on students for response, homework checks (stamps) in class, students at the board, monitoring of student in class work by inspection, one on one discussions with students in lab,

and warm up questions. Formal assessments, such as benchmarks, are scanned and analyzed by the teacher for clues as to which concepts/ skills need reteaching before the benchmark tests. Summative assessments include Benchmark tests, chapter tests and foundation knowledge tests. Summative assessments also include authentic assessments like, but not limited to making solutions and dissections and project presentations related to standards topics.

### **World Languages Department**

The World Languages department uses a variety of assessment strategies. Teachers use the traditional tests, quizzes, pop-quizzes, and Benchmarks. Benchmarks exams are the same for all students in the department for each different level of another language. As second language teachers, much of the assessment is also done based upon the teacher observation of the student's speech and this type of assessment is used when oral reports are being done along with presentations. Projects, in groups or individually, are also a major form of assessment in the department. In addition, rubrics are also utilized for the different grade levels. And finally, portfolios are used as well to track the progression of the students work throughout the year.

### **Special Education Department**

The Resource department at Mission Oak utilizes a variety of strategies to evaluate student learning. The teachers incorporate frequent checking for understanding and monitor comprehension. These includes such strategies as: white boards, CFU strategies like thumbs up or down, think-pair-share, inner/outer circle, rally round robin, random selection, mimeo vote, having a student teach a concept to the class, round robin reading, choral reading, I do-We do-You do, and a variety of competitive games such as: jeopardy, vocabulary bingo and memory, and hands up-stand up-pair up. The teachers also use many common assessment tools such as: quizzes, tests, benchmarks, and projects.

### **Physical Education Department**

This Department does a variety of assessment by incorporating a variety of exercises and sports. Classes begin with dynamic warm-ups and state fitness test preparations. Through these exercises, the Department is able to assess the fitness levels of students and plan lessons accordingly. In addition, the Department uses a variety of drills, simulations, and games to assess the students' ability to perform certain skills for each sport.

### **Fine Arts Department**

The Fine Arts department includes Art, Music, and Drama. In general, the teachers use a specific rubric based on a posted objective to assess student learning. The rubric specifies mastery of techniques, demonstrated procedures as well as creative risk taking which encourages students to think outside of the box and problem solve. Grades are based on how closely students met stated project criteria and demonstrated appropriate levels of workmanship and control of the media. Students take a combination written and project based benchmark every six weeks. They are responsible for knowledge of art vocabulary as well as art history, artist's backgrounds, and procedure.

### **Home Economics Department**

The Home Economics Careers and Technology Department uses several assessment strategies in their classes. First, students are shown demos and then asked to show knowledge of skills and procedures in lab work as they prepare recipes and evaluate their final products. Benchmarks are given at the end of each grading period. Projects are assigned in Life Management where students incorporate their knowledge into creating a final project. Written quizzes and tests during each unit assess knowledge of individual objectives. Checking for understanding is done with pair/share, clock buddies, dry boards and peer helper strategies. Teacher evaluations from community classrooms are completed and returned in the Careers with Children Class.

### **ELD Department**

The ELD Department uses a variety of assessment strategies. Some of those strategies include but are not limited to: collaborative learning strategies, student responses to reading analysis questions, Teacher-student one-on-one readings, cluster exams, Reading Journals. They also employ a variety of formal assessments such as unit exams, CST's, CELDT. Teachers in this Department have been trained in EDI and Kagan Strategies.

### **Business Department**

In the Business department each course uses unique assessments strategies. For example, the Keyboarding classes evaluate students in act of doing and performing. A rubric is utilized for every student, based on the 10 correct typing techniques. A grade is based on the Technique Rubric.

Student/Peer evaluation is done so students can be the teacher and the facilitator while all students are learning, being good role models for others to learn from.

Projects are another means of assessment. Through the project students must demonstrate understanding of the formatting features. Then benchmarks are offered when the student has progressed into the subjective stage where testing of actual formatting rules are applied, then assessed.

Retail Merchandising has chapter tests/benchmarks to assess student understanding. This class also incorporates many hands on projects and classroom discussions regarding the information. The assessment for this course is 1/3 from the textbook assignments, 1/3 from the hands-on projects needed to operate a business, and 1/3 time spent actually operating the student store. Assessment for the latter is a challenge.

Advanced Computer Applications is more like the Keyboarding course above. Projects are created and assessed according to a Rubric for each project. Some multiple choice and T/F questions asked about the formatting rules during the project in a benchmark exam. Demonstrations by students are also a form of assessment used.

*To what extent do students and teachers use these finding to modify the teaching/learning process for the enhancement of the educational progress of each student?*

Each department utilizes a variety of assessment strategies and then uses the data from those strategies to modify instruction. Daily assessments are made during the lesson and teachers quickly make instructional decisions in order to increase student learning. Mission Oak staff use assessment results to modify the curriculum and instruction for the progress of each student. Teachers throughout the district have a common prep/meeting time on Friday mornings the entire year. Departments utilize this time to evaluate the results of various assessments, discuss changes that are necessary and make modifications to instruction. Although Friday mornings are sometimes used for faculty meetings, the majority of the Friday mornings are reserved for department meetings. Professional Development days throughout the year also give time for teachers to collaborate with each other to improve instruction. Beginning in the Spring of 2012, our district will have a total of four early release days for Professional Development.

As with a variety of assessment, each Department has some unique ways in which they modify instruction based on assessment.

### **English Department**

The teachers in the department use the information collected from the assessments to identify student needs and target the standards in which students need the most assistance. The results from the benchmarks help teachers develop review

material that is given before the CST, EAP, and CAHSEE. The 10<sup>th</sup> grade writing samples are used to place students into an afterschool tutoring program. As a department, the results from the State tests and the school benchmarks are used to make curriculum changes from year to year.

### **Math Department**

This department modifies instruction based on the data analysis in a variety of manners. For example:

- The day after a district benchmark, students are sorted according to proficiency level or need for intervention and teachers then provide a differentiated approach to meet the needs of all students. The process has encountered some challenges that the department is currently seeking to resolve.
- This year the department created an opportunity for students to receive additional instruction if they did not pass the benchmark. The department has pulled together students that do not pass benchmarks in to the after school program to give them specific tutoring, reteaching, and retesting time in a program we called FAST pass academy.
- On a daily routine, the department incorporates warm up problems and review activities to fill the gaps of the learners that are falling behind while maintaining our teaching pace to complete the required material for the rest of the students that are not falling behind.

The math department feels that the area of intervention is where we are the weakest, trying to meet the needs of the individual while maintaining the high standards for the majority. We believe that all students can learn the material but that the time it takes one students to learn may be different then other students. Our struggle is in finding the additional time to meet the needs of the students that need that additional time.

### **Social Studies Department**

The formative assessments are used to measure student understanding of the standards daily or weekly. World History students attend after school tutoring either with their teacher or in the library through the After Ours program. Once the summative assessments or benchmark tests have been administered and scored, students are given the opportunity to attend tutoring in order to improve their understanding of the standard being addressed. Those students are allowed to re-take the exam. In addition to re-taking the exam, questions that are given on the chapter/unit exams are used for the benchmark exams that are administered at the 6, 12 and 18 week marks in the semester. This gives students multiple exposures to the questions and an opportunity for a "re-learning" of troublesome material.

## **Science Department**

When the majority of students do poorly on particular questions, the question is analyzed by the teacher for evidence lack of understanding and for poor test design. Poor design is fixed and lack of understanding is addressed through reteaching of the whole concept. Benchmark tests are designed on scanned through School City and subjected to collective item analysis. Benchmark questions that students struggle on become subjects for reteaching. PLCs are redoing Benchmark tests to spiral the material from benchmark to benchmark. When individual students do not score proficient they are assigned after school tutoring to do item analysis, receive extra instruction and to retest the benchmark. Some of these questions continue to reappear in class warm-ups, end of the year reviews, and in other (lab) uses throughout the year. In addition, every assignment is evaluated as to its effectiveness and retained, changed or discarded next year based on whether it moved our students forward in terms of knowledge, competence, and test score. The major exams are previewed and edited by each member of the PLC and the results evaluated by the PLC for coordinated reteaching. Time allotment for reteaching on the pacing calendars is decided in the PLC as well. In a sense every exam, every assignment is formative.

## **World Languages**

The modification is an ongoing process. Benchmark scores are analyzed to see where the students are struggling. If a great number of students have the same struggles then that sections needs to be re-taught and then move on. Rubrics are refined to produce quality work from the students. The department may also include more frequent quizzes to make sure the students comprehend the material being presented. Teachers also collaborate on different ideas to produce a better learning environment. The students that continue to struggle are advised to seek help from the teacher or attend tutoring session offered here at Mission Oak.

## **Special Education**

Our department constantly looks for ways to ensure that our students understand what has been taught. As we see students struggle with particular lessons/concepts we will re teach the lesson by chunking the lesson into smaller steps, offer them 1:1 assistance, assign them to after school tutoring, or re teach using a projects based or hands on approach. The more our students are up and moving and involved in the learning process the more of the learning they retain. We also consistently have our students who fall in the far below basic category of a benchmark retake either the same benchmark after re teaching, or a similar test. We have also found that many of our students are able to score highly on group tests and/or projects and oral exams and so we utilize these methods as frequently as possible.

## **Physical Education**

This department modifies instruction in a unique manner. First, teachers in the department make needed modifications to the data that has been gathered from the students participating in different physical activities such as running, sit ups, and pushups to mention a few of the exercises. Once teachers have made an accurate assessment, then the teachers increase the time, intensity, or repetitions of the activities. The department also includes different types of exercises to address specific needs based upon the student assessment.

## **Fine Arts**

Modifications are made on an individual basis based on assessments of project work. Students may be given more time on an assignment, have a reduction in criteria requirements, be paired with an advanced student or when possible, receive one-on-one instruction from the teacher. In most cases, students are not graded on their artistic talent as much as they are on their ability to interpret and follow no more than 3 objectives stated in the grading criteria. We support the learning process by delivering information in a variety of learning modalities. We lecture, demonstrate/model, use a text book and when applicable, show videos illustrating procedure.

## **Home Economics**

The Home Economics Careers and Technology Department modifies the teaching/learning process based upon the findings of assessment for the progress of the student by allowing students to retake measurement tests after extended practice with clock buddies, re-teaching concepts, breaking down information in smaller segments, modeling skills and teacher input on lab days. Checking for understanding allows teachers to modify lessons along the way as concepts are introduced and explained. Special Education students are allowed to re-take tests as needed with their teacher in the Special Education Department.

## **English Language Department**

Proper student class placement based on CELDT and CST scores; re-teaching of material based on results from cluster exams and day-to-day informal evaluations.

## **Business**

Instructional modifications for Keyboarding & Advanced Computer Applications are based upon the class of students as a whole for Keyboarding. Due to typing being a skill learned it is difficult to hold up the entire group until all students have the complete skill mastered. Our modification comes with drill & practice time allowed. Some students enter with good technique and skill, while others need much lengthier practice time. Many of our students still do not own computers at home where these skills are reinforced often. We modify the levels of expected proficiency for different competency levels in students. Grades are reflected accordingly.

Retail Merchandising has another challenge here as well. To modify teaching/learning process based upon the findings during assessment. Each student will get small group instruction. Small group projects within the whole project, rotating through the four small groups throughout the year. The success of the project is the assessment of the entire class. Ultimately the student will gain real-life work experience worthy of a letter of recommendation, or if the student chooses to be content with a smaller role in the project then the work world experience is further limited by the effort put forth. The challenge comes from making students realize the more effort put forth the greater the return on the time/energy/skills learned to help them in the job market.

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**D3 To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?**

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Mission Oak, with the support of the district and community, uses a systematic approach to determine progress toward the achievement of student academic goals and the ESLRs. To begin with, the staff at Mission Oak reviews student progress on a regular basis. Teachers, counselors and administrators spend time reviewing benchmark scores, CST scores, CAHSEE scores and six-week grades. Progress grade reports are sent home each six weeks to inform parents of the student progress towards academic goals and benchmarks. Additionally, counselors and assistant principals meet with students to discuss their progress and inform them of opportunities to improve.

The counseling staff at Mission Oak reviews assessment data and meets with students to discuss results. In addition, counselors utilize this data to determine appropriate classroom placements. Counselors utilize CST scores to help determine placement in both English and Mathematics classes for 9<sup>th</sup> graders. The data and the placement in these classes are discussed with parents when registering students. The counseling office spends a significant amount of time meeting with all 10<sup>th</sup> graders during sophomore counseling. This time is utilized by counselors to review test scores, CSTs, pre-CAHSEE results and progress reports for students. These results are used to determine class placement. With the addition of AB 1802 funds, over the next two years, counselors at MO will spend time with all 11<sup>th</sup> and 12<sup>th</sup> graders that are not meeting the necessary requirements for graduation. Students who are behind on credits, have failed the CAHSEE or are not making satisfactory progress towards graduation must meet with their parent and counselor to design and implement a plan of action.

Mission Oak faculty reviews student progress on an on-going basis. Built into our school schedule throughout the year is a common prep period for all teachers to meet. Friday mornings from 8 to 9 a.m. are set aside for these meetings. During these meetings, teachers review the results of benchmark exams, CST scores, and CAHSEE and discuss and implement modifications to instruction.

Mission Oak's AVID (Advancement via Individual Determination) program monitors students' progress. The AVID program monitors student progress every six-weeks and works with teachers on campus to ensure students are successful in meeting all requirements for college. AVID teachers and counselors keep in close contact with students and parents about student progress.

The Athletic Director for Mission Oak, along with most coaches, monitors student progress every six-weeks. A tutoring program was created by some of the coaches to meet the needs of athletes who are in jeopardy of becoming ineligible. Once they have completed the tutoring, they can practice.

The District Office plays a vital and important role in help Mission Oak maintain an assessment and monitoring system to determine student progress toward the goals and to address the ESLRs. First, about two years ago the District Office agreed to purchase two major computer programs to help the school manage the testing data. The first program is Intel-Assess. This program is design to provide teachers a bank of test questions for the core subjects. The second program is School City. This program stores and manages student academic achievement data. In addition, the Assistant Superintendent of Instruction regularly analyzes assessment data for the school district and each school site. This information is shared with the school board on a regular basis at school board meetings. Additionally, the Assistant Superintendent of Instruction utilizes the results of

assessment data to suggest modifications to programs throughout the district. The Assistant Superintendent of Instruction oversees the district's Data Assessment Specialist, who collects, organizes, and disseminates a variety of data for analysis and interpretation.

Mission Oak utilizes a variety of methods to communicate information to students, parents and the community. This site is used to post pertinent information, including important dates, upcoming events and teachers' contact information. The principal's newsletter is mailed home three times a year. Information is presented to parents through Parent Club Meetings, ELAC meetings, DELAC meetings, Migrant Parent meetings, School Advisory meetings, School Site Council meetings, articulation meetings with feeder schools and the local newspaper.

Various programs were established to focus on students with special needs. The special education department regularly assesses its students, and a Teacher of Record (TOR) monitors individual student progress in their classes to determine what levels of achievement they have obtained and identifies areas where additional assistance is necessary.

Every spring, counselors meet with sophomore students and their parents to review student progress, to determine a Program Major and to update four-year plans.

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**D4 To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

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Mission Oak staff uses assessment of student achievement data in relation to the academic standards and the Expected School Wide Learning Results in order to drive the school's programs and curriculum. In addition, the staff uses available resources in order to help students reach high academic standards and achieve its ESLRs.

Our mission is to create and maintain a safe and nurturing environment ensuring that every student reaches a high level of academic achievement as determined by the state and national standards; we commit to a comprehensive system of support to assure that all students are provided an equal opportunity to succeed. And our ESLRs are:

- \***H**ighly effective communicators
- \***A**ctive citizens
- \***W**orking now to succeed in college and/or career
- \***K**nowledgeable problem solvers
- \***S**ocially aware and respectful

Analysis of student achievement data allows us to see how well we are meeting our mission and ESLRs. In addition, our school uses the results from assessment to evaluate our school's programs and make the needed changes to improve the academic achievement of our students.

Student achievement at Mission Oak is measured first by graduation rates. We are currently waiting to hear from the State Department of Education our first graduation rate from last year when we had our first graduating class. This data will be used to evaluate the effectiveness of our instructional practices and make the changes that are determined by the analysis of the data in order to increase student achievement. We also use achievement data from the State testing program, STAR (State Testing and Reporting) system. The STAR data includes primarily the CST and CAHSEE test results. Mission Oak also uses data from benchmark and chapter exams in order to determine the modifications that need to be made to instruction, curriculum, and assessment. We have as a site aligned our curriculum in the core subjects to the California Standards. We have also begun the process of making the shift to the new Common Core Standards.

Staff uses a variety of tools to assess student achievement and make the needed adjustments to the overall school program to continue to increase student achievement. Administrators, counselors and teachers use assessment data to determine the extent of student achievement. An aligned curriculum, Essential Learning and benchmark tests have ensured that all classrooms address the ESLRs. All departments administer benchmark assessments during each six-week grading period to determine student mastery of the Essential Learnings.

Teachers use benchmark results to revise the curriculum, modify teaching strategies, and identify students who need tutoring.

Other forms for assessing student learning and needs are the California Standards Tests (CSTs) and California High School Exit Exam (CAHSEE) scores, content readiness exams, feeder school recommendations, California English Language Development Test (CELDT), special education student program evaluations, and student surveys of computer literacy skills.

Mission Oak has established minimum standards for performance on the CSTs for each grade level. Students not meeting these minimum standards receive additional tutoring to meet minimum competencies. Summer school classes are offered for low-achieving students.

Mission Oak offers an English Language Development (ELD) program for English Language Learners. The ELD program offers three levels of instruction taught by a qualified multilingual credentialed teacher. This department uses CELDT data to make the needed changes to the curriculum, instruction and assessment.

The Special Education department regularly assesses its students. Each student has a Special Education teacher as his or her Teacher of Record (TOR) to monitor the student's progress and communicate with the student and his or her parents. The TOR consults with the student's other teachers and prepares and implements the Individualized Education Plan (IEP) along with the Individual Transition Plan (ITP) to determine what levels of achievement they have obtained and identify areas where additional assistance is necessary and prepare them for a successful life after high school.

Site, district and board decisions regarding allocation of resources have been influenced by schoolwide assessment results. District funds provide reading support, support classes in mathematics (Success Lab) for low achieving students.

School and district funds are used to expand technology schoolwide by providing and maintaining multiple computer stations in each classroom, upgrading software (Microsoft Office 2007 was installed on every computer campus-wide in January 2008), providing a safe and secure network for staff and students use, housing computer labs, and training staff and students.

Assessment is done through testing (oral, written and auditory). CD's are used so students can hear someone other than the teacher speak in the target language. Dictations are done to assure students are on target with plenty of visuals to help

all types of learners. Fill-ins handouts are also given for comprehension checks. Everyday observations are done with students while working and working in pairs or on activities (teacher monitoring). Students are also asked to begin immediately with their warm-ups and are ask to take notes that may or may not be collected. The teachers also have a weekly goal of a quiz or test for evaluation of mastery of the subject.

Mission Oak seeks to uses a variety of resources in order to implement changes that will help to increase the success of the school's program. This includes our human, financial, and physical resources to increase achieve as determined by our mission and ESLRs. The administration and staff analyze results from API, CST, CAHSEE, and AP exams in order to determine the number of classes offered to students. Based upon review of the data our district has started new classes such as the Edge Program which is intended to help students who are one to two grade levels behind in reading. We have also started a Pre-Algebra course in order to help those students who do not have the skills to succeed in regular Algebra. Our master schedule also includes a Success Lab in our math department. This class is given to students who need extra support as they take Algebra 1. The master schedule also contains five Class Size Reduction Algebra classes to help keep the student enrollment to a minimum in order to increase student achievement. We currently also have a total of five AVID classes to meet the needs of our students who can increase their academic achievement by participating in this program. Title 1 district funds are used to help meet these needs. In addition, we use the After School Program resources in order to meet the needs that have been determined by our data. The Program helps students by providing tutoring in all core subject areas before and after school. Based upon the data, our district and site have started the PLATO program which is a credit recovery program for our students. Students have used this program in order to recuperate credits that had been previously lost. Regain the credit helps to keep the students on track to graduate.

**Areas of Strength:**

1. Common six-week benchmarks in all departments
2. A variety of assessments to evaluate student learning
3. Item Analysis of assessments by the staff
4. Various ways to inform parents about student progress, including direct parent and student access to Aeries online grade program and Teleparent
5. Support programs and resources targeted at meeting the needs of struggling students
6. Intel Assess
7. School City

**Areas of Growth:**

1. Improve the data collection process to allow benchmark assessments scoring to be completed in a timely manner.
2. Continue to review and analyze benchmarks results and alignment to the standards.
3. More interventions when students don't learn
4. Deeper and more specific data analysis
5. Create more time for staff to analyze and disaggregate data
6. Explore the hiring of a literacy coach and data management specialist.

**Evidence Examined:**

- Aeries data management system
- Aptitude test results, e.g. SAT, ACT
- Attendance at professional development programs
- Benchmark exams and results
- CAHSEE Results and Practice CAHSEE test results
- California Standards and Blueprints
- CELDT results
- DELAC and ELAC minutes of meetings
- Discussions among focus groups and department groups
- Gates-MacGinitie test results
- Master Schedule
- School Accountability Report Card
- School/community profile
- Six-week grade reports
- Staff development funding sources
- STAR disaggregated data
- Staff, student, parent surveys
- Categorical Funding
- After School Program
- Advance Placement Tests
- Student Attendance
- California Fitness Tests
- School Athletic Program

**CATEGORY E**  
**SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND**  
**ACADEMIC GROWTH**

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**E1 To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

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Parent and community involvement is an ongoing process that is taken very seriously at Mission Oak. Mission Oak employs a variety of means to ensure that the parents and community stakeholders have a clear line of communication with the school. To ensure this process, the school website is kept current, which allows parents and community open access, up to date information of activities/events, and programs being sponsored by the school. Tele-parent messages and newsletters are sent home in both English and Spanish on a regular basis. Parents have access to internet aeries grade book to view students' daily and weekly class grades and assignments. Mission Oak continues to investigate ways to encourage parents and stakeholders to take an active role as partners in the planning, making decisions, and providing opportunities for student academic growth.

Mission Oak understands the importance of communication between teachers and parents. The staff makes conscientious efforts to work very close with parents to ensure the academic success of all students. Every six-week grading period, students in all departments are provided with Essential Learnings. Essential Learnings are sent home for students to share with their parents. The Essential Learnings are state specific expected performance levels, explaining what the student should know and be able to do by the end of those six weeks. At the end of the six-week grading period, students take a benchmark assessment to determine their progress toward the standards. Student academic results are communicated to parents every six weeks and progress reports are mailed home for parental review of grades, benchmark results, and student attendance. All identified Special education students meet with their Teacher of record (TOR) and counselor at least once a year at the annual IEP meeting. Each Resource student and parent receives D/F reports every 6 weeks from each classroom teacher, if they have a D or an F. In addition, all Resource parents receive Goal Progress Sheets twice a year, in December and June, to inform them of their student's progress or growth on the goals that are written in the IEP. At each IEP, parents are asked to complete a survey discussing our department's services and suggestions for program improvement. All resource students' grades, discipline, and extracurricular activities are monitored by their TOR and this information is shared with parents via Teleparent or phone calls. Our special education and general education staff collaborate on a consistent basis concerning academic achievement and strategies to help student with needs. If a concern arises parents are informed and often a meeting between parent, TOR, student, counselor, and general education teacher is held to support the student, family, and teacher. Throughout the year, parents are encouraged to monitor their student's performance on benchmarks and class work through the use of the school's webpage and Aeries grade book information system. Counselors monitor student's grades closely.

Counselors make efforts to contact parents of students earning D's and F's grades and those with poor school attendance. Student support and tutoring service information is shared with both parent and student; the student is encouraged to utilize the services. In some instances, counselors help students make the connection to the tutors by walking the student to the tutorial room if need be. When school staff is unable to reach a parent, a counselor intern, with the assistance of the attendance clerk, make a home visit to alert parents of concerns and update family information in our aeries information system. All parental communication is conducted in the appropriate home language.

Mission Oak utilizes several means of communicating with parents and community members. Examples include the following:

- Essential Learnings are sent home in all departments at the beginning of each six-week grading period
- Benchmark exam results are noted on the six-week progress report
- Online access to regularly updated school website
- The Aeries student data management information system allows counselors, teachers, parents, students and administrators access to student attendance, grades, test scores, benchmark results, homework and classroom assignments
- Email communication between staff, parents and the community
- The Student Handbook is distributed annually to incoming freshmen, new students and their parents to acquaint them with available opportunities
- School site assistance such as: mandatory tutoring for students who are on the D's and F's list
- Minimum Skills Test (MST) tutoring
- California High School Exit Exam (CAHSEE) Tutoring
- LINK CREW tutoring
- Resource Tutoring
- SST, IEP and 504 Plan Process
- The Mission Oak newsletter and activities calendar are mailed to parents and members of the community
- Migrant Parent Advisory Committee Meetings
- English Language Advisory Committee (ELAC) meetings
- Parent Booster Clubs
- The School Accountability Report Card (SARC) is made available online through the district website
- Parent conferences
- Informational fliers and letters are sent home to parents on a regular basis promoting activities and disseminating useful information
- Contacts with the local newspapers: Tulare Advance-Register and Tulare Valley Voice

- Translated literature and bilingual staff are available for non-English speaking parents. Spanish and Portuguese speaking staff is available in the front office, counseling, and attendance office to work with our bilingual or non-English speaking parents
- Expected School wide Learning Results (ESLRs) are being established and will be included in school publications and posted throughout the campus
- Tenth grade counseling is scheduled annually with students and parents to assure that the student and the parent understand where they stand in their high school and post high school goals and have a plan to close deficiencies
- Parent Institute for Quality Education (PIQE):
- Eighth grade “Road Shows” and freshman registration process
- Counseling team meets with parents of those students who received Ds and Fs on their progress reports and who demonstrate poor attendance
- Full time on-site computer technician maintains computer and server hardware and software to promote communication with students, parents and the community
- College Night exposes all students to colleges and universities
- Attendance office makes home calls and visits to make sure parents are aware of their child’s attendance at all times
- Counselor interns assist the counseling team
- The administration leadership team encourages direct teacher-to-parent communication
- Annual academic and athletic awards ceremonies will be established at Mission Oak
- Teachers and administration are encouraged to use Teleparent on a regular basis to continue parent communication
- Several programs have been established to assist at-risk students. These programs include lunch and after school tutoring, Reconnecting Youth, Turning Point and Tulare Youth Services Bureau (TYSB) and After OURS
- Perfect attendance recognitions
- Advanced Placement Parent Night
- Art Web Blog Page, featuring student work
- Red Ribbon Week
- Happy Trails/Miracle League: community service projects by the tennis teams

There are several school functions that encourage students to interact with the public in positive ways. Mission Oak offers a range of clubs from those that celebrate cultures like Aloha Club and SOPAS (Society of Portuguese American Students), to academic minded pursuits like Mock Trial and CSF (California Scholarship Federation), as well as service orientated groups like FFA, FNL,

Environmental Club, S Club, Interact, and the Tennis Teams. There are also organizations formed to support the four classes (freshmen, sophomore, junior and senior) as well as clubs that support important issues like the environment (Environmental Club) and tolerance (White Rose Club). Also clubs that focus on religion are available (Christians on Campus). All told, over 25 clubs operate to meet the diverse interests of the students of Mission Oak.

Along with holding meetings, fund raising, and using those funds to address issues specific to their cause; our clubs participate in several school-wide events throughout the year. Homecoming, Tree Lighting Ceremony and Mission Madness are events that bring our clubs together for fun and positive interaction. Through competitions, parades, ceremonies and performances, members of the clubs are afforded the opportunity to work collaboratively, bond with other students, and build positive connections to their campus. Some of the clubs even host large scale events like Luau (Aloha Club), Backwards Dance (sophomores), Winter Formal (Senior class), and Prom (Junior Class), affording those members valuable experience in organizing and executing events of scale in a collaborative fashion. Similarly, ASB, Student Store, and Yearbook students are engaged in yearlong projects that bring much needed services to our students. ASB has created events such as: Night Rallies and a Facebook fan page for all Mission Oak students and alumni. AVID also hosts a parent/family workshop that helps to inform parents of the college application and the financial aid process.

Last year, both tennis teams, volunteered at Happy Trails Riding Academy in Tulare, which offers therapeutic horse riding to individuals with disabilities; the girls tennis team, weeded their sensory trail, and the boys' team painted the fence in the arena. The tennis teams will continue to work with Happy trails. In addition, the tennis teams also have established a relationship with a new organization: Visalia's Miracle League, a baseball league for adults and children with disabilities. The students serve as "buddies" for one adult game. They play catch with the adults in the outfield, escort them around the bases and cheer on the players. The Miracle league runs two seasons of baseball, which allows both boys and girls tennis teams an opportunity to contribute.

Last summer, the District's Migrant Education Program piloted a Summer Bridge Program. The purpose of the program was to help prepare eight grade students for the transition to high school, increase enthusiasm and motivation for learning, improve academic skills and help increase the number of students completing ninth grade. The program ran for two weeks, four hours per day and was led by a credentialed school counselor. Fifteen Migrant students from Pixley elementary volunteered to participate in the program. Thirteen of the fifteen students started

Mission Oak in the fall of 2011. These students were assigned as counselees to the counselor who ran the program. These students' grades and attendance are monitored every 6 weeks by the counselor. The counselor also meets with all the students once a month. By the end of the 12 weeks grading period, all but two students were earning a 3.0 and above grade point average (GPA) while keeping almost perfect attendance. These students will continue to be monitored throughout their four years of high school; support will be given as needed. The hope is that this program can be offered at the district level to all students.

Parents and community members are involved with Mission Oak in a variety of ways. Some examples include but are not limited to:

- Back to School Night
- Freshman Parent Orientation Night
- School Advisory Committee
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Migrant Parent Advisory Committee
- School Site Council
- Parent Institute for Quality Education (PIQE)
- School Safety Committee
- Library Committee
- Financial Aid Night
- Eighth Grade Presentations to feeder schools (Road Shows)
- District Parent Advisory Committee
- AVID potluck/parent night
- College Night
- Challenge day
- Career Day
- Bully Prevention program
- Band Boosters
- Football Boosters
- Academic Parent Boosters
- Sophomore Counseling
- Band Boosters
- Sports banquets

The Mission Oak staff will continue to explore ways to get community members involved in our school.

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**E2 a) To what extent is the school a safe, clean and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism and high expectations for all students with a focus on continuous school improvement?**

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*To what extent is the school a safe, clean and orderly place that nurtures learning?*

Mission Oak recognizes that all students have the right to be educated in a clean, safe and nurturing environment which helps to promote teaching and learning. Maintaining a clean and safe campus is an ongoing process that requires the unified efforts of all students, parents, classified and credentialed staff, and the community. Mission Oak has a Safety Plan which is reviewed and revised yearly by the safety committee team composed administrators, parents, teachers, and the school's police officer.

This year, students, parents and teachers were surveyed. Survey participation was low. Results yield that 71% of the students, 89% of parents and 84% of the staff felt that Mission Oak is a safe place to be. One hundred percent of parents and 100% of the staff and 72% of the students and 96% of the parents felt Mission Oak has a well maintained campus. Approximately 75% of the students reported they feel connected and supported by their teachers. A small percentage of students and staff perceive Mission Oak has a problem with gangs. A few students reported having observed peers being bullied. Overall, 54% of the students reported that they feel Mission Oak has effective violence prevention. Seventy percent of the students and 92% of the parents reported feeling safe when attending off campus school sponsored activities.

Administrators continue to investigate ways to minimize bullying, school violence and drug abuse. Currently, a website (Spreigo) has been established to help students, parents and community members report bullying in an anonymous manner. According to survey results, drug use related incidents grew. To help provide awareness for students who have or may become involve with substance abuse, Turning Point is available on site once a week. Tulare Youth Services Bureau (TYSB) is also on campus once a week to provided one on one and group mental health counseling to students at risk. The District's Psychologist is also on site, one day a week, to provide counseling support and conduct psychological and academic assessments.

In efforts to continue to reduce drug and alcohol related incidents, beginning in February 2012 the district will implement a random canine search program. This

is a preventative measure to keep students safe and free of the influence of drugs and alcohol. Students will be introduced to the canines during an assembly on January 20, 2012.

Examples of other intervention programs resulting from analysis of student needs are:

**ASSETS:** This is a competitive grant program through the California Department of Education, the 21<sup>st</sup> Century High School After-School Safety and Enrichment for Teens (ASSETs) Program. In conjunction with the Tulare County Department of Education, we are utilizing this grant to help fund our after-school programs. This has allowed Mission Oak to hire an Academic Coach to oversee our after-school programs. Research is compelling that viable and active after school programs are critical in helping students stay connected to school.

**Parent Institute for Quality Education (PIQE):** This program provides training for parents on how to be full partners in their children's education. It is an eight-week program (one night a week for two hours). This program is intended to help parents create a home learning environment, navigate the school system, collaborate with teacher, counselor and principals, encourage college attendance and support a child's emotional and social development. During our first year of opening Mission Oak had 23 parents graduate from the PIQE program. During the 2009-2010 school year, 49 graduated and, in 2010-2011, 64 graduated.

**Reconnecting Youth (RY):** This course is based upon youth development research and alcohol abuse reduction research and is targeted toward students who are highly at risk of alcohol and other drug involvement. An approved SAMSHA program, Reconnecting Youth has a very positive track record in Tulare County and is expected to have similar results for our Mission Oak students identified as highly at risk. RY is a school-based program for youth in grades 9 through 12 at risk for school dropout. RY students learn, practice and apply self-esteem enhancement strategies, decision making skills, personal control strategies and interpersonal communication techniques.

**Class Action:** Class Action is an eight to ten-session curriculum that looks at the real-world social and legal consequences involving teens in grades 9 through 12 and alcohol. Students are divided into six legal teams to prepare and present hypothetical civil cases in which someone has been harmed as a result of underage drinking. Using a casebook along with audio taped affidavits and

depositions, teens build legal cases that they will present to a jury of their peers. This is a program proven to delay the age at which young people begin drinking, reduce alcohol use among those who have already tried drinking and limit the number of alcohol-related problems of young drinkers.

**Real Court:** Real DUI Court in Schools brings real cases before students to emphasize the short- and long- term consequences and realities of driving under the influence. The assembly provides high school students with an opportunity to witness the consequences of an adult DUI sentencing hearing, hear from a testimonial speaker, dialogue with judicial staff, defendants, and speakers. The County Office of Education also partners with the County Drug and Alcohol, Friday Night Live Program, to provide a resource table and lunch time prevention activities for students after the presentation. One activity asks student to take a pledge to not drink and drive (Casey's Pledge).

**Challenge Day:** Challenge Day was implemented in February 2009. The Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. This is a full day activity, targeting the different types of groups on campus that emphasizes the meaning of acceptance and tolerance. The goal of the Challenge Day Program is to build community and to help stop the teasing, violence and alienation that are so deeply a part of the school experience for millions of young people every day. Challenge Day is a powerful and transformational day that can change the way people view each other forever. It is a day of fun, friendship and new possibilities. Approximately 110 students, cross age (mostly on junior students), and 25 adult volunteers, including parents, teachers and administrators participate in a one day event. Last year, February 2011, 115 students participated in Challenge Day, 29% males and 71% females. For Challenge Day 2012, efforts will be made to recruit more male participation.

**Character COUNTS:** Character Counts was implemented with partnership from the Tulare County Office of Education to help maintain and improve student behavior, performance and maintain an orderly campus. Students displaying a pillar of character are publically recognized monthly basis, through the county office of education and on a regular basis via the intercom system, when caught exhibiting a pillar on campus.

**Police Officer on Campus:** Mission Oak and Tulare Joint Union High School District have entered into partnership with the Tulare Police Department. This agency provides Mission Oak with a full time police officer. The officer works collaboratively with Mission Oak administration to keep a safe and orderly campus. The officer also helps administration deal with incidents that enter their jurisdiction. In addition, a full time private security guard is employed to patrol the campus, the student parking lot, and to escort students to and from class to ensure the safety of students and others around them. Mission Oak has a campus supervision team, composed of the school principal, two assistant principals, a counselor and several teachers. All supervision team members are equipped with two-way radios for routine communication. Members are stationed at specific locations before school, during health break, lunch, and after school. Staff is easily identifiable. Every staff member is required to wear their purple identification lanyard. During rallies, all staff members are stationed at specific locations to help avoid student disruptions. During the lunch hour, a counselor is assigned to monitor the student parking lot gate as well as students entering and exiting campus. The campus buses and premises are also equipped with surveillance cameras. Additionally, all physical education teachers, principal, assistant principal's secretary, health aide, and attendance clerks are equipped with two way radios.

**Health Aide:** Mission Oak has a full time health aide on campus to assist students with illnesses or injuries. The health aide provides information to students and parents about physical and personal problems. She works closely with counselors in matters relating to student's illnesses and their having to miss extended periods of time. All accidents reports are handled by the health aide.

**Mission Oak a Semi-Closed Campus:** Currently, Mission Oak is a semi-closed campus. The District's policy states that freshman and sophomores shall remain on campus during the lunch hour unless permitted to leave by the school administration. Parents and guardians may request permission for their ninth and tenth grade students to go home for lunch, provided adult supervision is present. Juniors and seniors who are in "good standing" are allowed to go off campus during the lunch break. The good standing criteria are based upon the student's behavior and their school attendance. Eleventh and twelfth grade students who fail to maintain good attendance or discipline records may have their off campus privilege suspended. Please note that beginning the 2010-2011 school year; "good standing" will expand to include academic performance. This change has been implemented in an effort to emphasize to students the importance of maintaining adequate academic progress and staying on track for graduation. In order to maintain off campus at lunch privileges, junior and senior students must maintain a minimum progress toward meeting the high school graduation requirements pre-

scribed by the Board. Minimum progress toward graduation shall include all courses taken by the student and be based on the following:

**Juniors:**

100 units by the beginning of the first semester of the junior year; **or**  
130 units by the beginning of the second semester of the junior year

**Seniors:**

160 units by the beginning of the first semester of the senior year; **or**  
190 units by the beginning of the second semester of the senior year

Students are only permitted to leave campus with an adult whose name is listed in the Mission Oak Aeries system. Parents/guardians must show identification before the student is released. Parents and visitors must register at the switchboard upon arrival. The switchboard directs parents to the appropriate office. If a parent needs to go into the campus, he/she must sign in and a purple visitor's pass is issued. The visitor will wear his/her badge visible to all school staff. The visitor must sign out at the switchboard upon departure. If a parent wishes to see his/her student during class time, the switchboard operator will require to see a valid identification and parent/guardian's name on the aeries information contact list.

**Emergency Procedures:** Mission Oak has also established standard operating procedures to handle site emergencies. Fire and disaster drills will be conducted annually as required by Education Code. All classrooms are equipped with telephones and internet/email capability that promote campus-wide and outside communication. An emergency telephone code 5-5-5-5 has been established, as well. If an emergency should arise where a teacher needs immediate assistance, the teacher can dial 5-5-5-5 on the classroom phone. The phone will ring twice in the assistant principal's office; if there is no response, the call will then be simultaneously transferred to all extensions in the attendance office and the switchboard office and continue to ring until someone responds.

The campus administration, in collaboration with the maintenance and operations staff, work hard to sustain an aggressively clean campus that ensures a safe, well-maintained, and attractive environment for its students and staff. A paper work order process is in place to alert maintenance staff of work needing to be performed. Maintenance and safety issues are a high priority at School Advisory Committee meetings. Teachers, administrators, counselors, and parents may express any safety and/or maintenance concerns at any time. Maintenance staff works arduously to keep a safe, clean, and well-functioning campus.

Mission Oak promotes an atmosphere of trust, respect, accountability, and professionalism. Expectations for students are communicated to parents and students through:

- School Newsletters
- Student Handbook
- Classroom posters
- Back to School Night
- Advisory Committee Meetings
- School Site Counsel
- Essential Learnings (sent home every 6 weeks)
- Benchmark Results
- Expected Schoolwide Learning Results
- Parent Boosters
- Back to School Night
- Teleparent messages
- Intercom messages by the school's principal

Departments work hard to make curriculum rigorous and relevant for all students, to meet state and district expectations. All departments have developed and implemented Essential Learnings and benchmark assessments. These Essential Learnings are sent home in all departments at the beginning of each grading period. Benchmark results are also communicated to parents every six weeks on the student's progress report card. All Teachers work with students to prepare them for the California High School Exit Exam (CAHSEE) and the California Standards Tests (CSTs).

Professional growth and collaboration is encouraged and supported campus- and district-wide. Staff participates in conferences, workshops, professional development classes, and BTSA programs. The District Office provides time and funding as needed for professional growth. The block schedule provides for Friday morning department meetings before the school day starts. This gives teachers the opportunity to share and discuss current educational research, continue to develop standards-based curriculum, review assessment data for ways to improve instruction, disseminate information from School Advisory meetings, as well as discuss strategies and information obtained through professional development activities. Starting January 2012, Mission Oak will have early release days to allow the teachers' time to review assessments, plan curriculum and work with other departments.

In addition to regular quizzes, tests, class work and homework assignments, student performance is measured by standards-based benchmark tests, California High School Exit Exam (CAHSEE), California Standard Tests (CST), as well as

by their progress toward meeting the district's graduation requirements. All core departments have developed six-week Essential Learnings and common benchmark assessments that are aligned to the state's standards. Teachers are encouraged to utilize a variety of teaching strategies to engage students and ensure that all students are afforded the opportunity to learn despite different learning styles. Some of the strategies utilized are: technology in the classroom, Specially Designed Academic Instruction in English (SDAIE) strategies, Cornell note taking, small group instruction, collaboration, cooperative learning, Accelerated Reader, hands on activities, and use of manipulative.

Many opportunities are available for students to take an active role in school. A full range of extra and co-curricular activities provides students with the chance to grow in citizenship, professionalism and ethical values. A significant number of staff serves as club advisors and athletic coaches. Currently, Mission Oak supports many athletic teams and more than 20 clubs and organizations. The clubs offered at Mission Oak range from those that celebrate cultures like Aloha Club and SOPAS (Society of Portuguese American Students), to academic minded pursuits like Mock Trial and CSF (California Scholarship Federation), as well as service orientated groups like FFA, FNL, S Club, Interact and the Tennis teams. There are also organizations formed to support the four classes (freshmen, sophomore, junior and senior) as well as clubs that support important issues like the environment (Environmental Club) and tolerance (White Rose Club). All told, over 25 clubs operate to meet the diverse interests of the students of Mission Oak.

Along with holding meetings, fund raising, and using those funds to address issues specific to their cause, our clubs participate in several school-wide events throughout the year. Homecoming, Tree Lighting Ceremony and Mission Madness are events that bring our clubs together for fun and positive interaction. Through competitions, parades, ceremonies and performances, members of the clubs are afforded the opportunity to work collaboratively, bond with other students, and build positive connections to their campus. Some of the clubs even host large scale events like Luau (Aloha Club), Backwards Dance (sophomores), Winter Formal (Senior class), and Prom (Junior Class), affording those members valuable experience in organizing and executing events of scale in a collaborative fashion. Similarly, ASB, Student Store and Yearbook students are engaged in yearlong projects that bring much needed services to our students.

*To what extent is the culture of the school characterized by trust, professionalism and high expectations for all students, and a focus on continuous school improvement?*

Mission Oak is characterized by trust, professionalism and high expectations for all students. The school openly communicates with all stakeholders in order to foster mutual trusts. Stakeholders serve to give input and guidance to the operation of the school. Mission Oak promotes high expectations in a supportive environment, where students, families, staff and the community work in partnership for the success of each student. Administration visits all classes in order to explain and share the high expectations of the school. Students sign a contract that they agree to do all they can to meet up those expectations. The principal also visits classes prior to state testing to encourage students to put forth their best effort on the standardized tests. Student performance is measured by state standards, CAHSEE, CSTs, district graduation requirements, and other classroom assessments.

The Mission Oak staff seeks to practice a professional attitude to all stakeholders. In dealing with students, the public, parents, and colleagues staff treats people with respect and dignity. This type of behavior helps to foster the trust needed to help students succeed.

Mission Oak is committed to continuous improvement. In only its fourth year, Mission Oak realizes that there is still much to accomplish and improve. Analyzing data and receiving feedback from stakeholders is how improvement begins on the campus. Through such groups as the School Site Council, Advisory, and Parent Booster groups the school gains the insight to help improve.

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**E3 To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

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The approach to guidance counseling is school wide, focusing on students' personal, career, and academic interests and goals. Learning plans are individualized to suit students' needs, preferences and strengths. Counselors meet with freshmen student in the spring semester and formulate a four year plan of classes. Post high school options are discussed. All tenth grade students and their parents must attend a sophomore counseling session with a counselor. Personal, career and academic goals are discussed. The four year plan is revisited and changes are made, if necessary. District alternative educations options may also be discussed. The counseling office is staffed with three full-time credentialed

counselors, one Head Counselor/ Assistant Principal, two secretaries, a career technician, a counselor aide, and a part-time student intern from Fresno State University. Mission Oak is privileged to have an intern from California State University for one full school year. The intern works under the supervision of a credentialed counselor. The intern assists all of the counselors in whatever capacity needed. In most instances, the intern will develop and facilitate groups with students with specialized needs, such groups have included, new comers, improving social relationships with others, and most recently, pregnant teens and teen mothers.

To ensure the success of all students, teachers are encouraged to utilize a variety of teaching strategies to engage students and ensure that all students are afforded the opportunity to learn despite different learning styles. Some of the strategies utilized are:

- Use of technology in the classroom
- Two hour block schedule
- Specially Designed Academic Instruction in English (SDAIE) strategies
- Cornell note taking
- Small group instruction
- Collaboration
- Cooperative learning
- Accelerated Reader, hands on activities
- Use of manipulative.
- Use of math standard review questions for all 9<sup>th</sup> and 10<sup>th</sup> graders

The school has established incentives and public recognitions for students demonstrating gains in the CELDT, CSTs and CAHSEE. Math teachers utilize CAHSEE standard review questions for grades 9<sup>th</sup> and 10<sup>th</sup>. English teachers utilize Standards Plus to help students prepare for CAHSEE. Increased writing is encouraged across the departments. Freshmen students take a CAHSEE practice exam, sophomores students go through CAHSEE boot camp prior to the CAHSEE census administration. Juniors and seniors who have not passed CAHSEE are encouraged to attend CAHSEE tutoring prior to the exam.

In 2010, Mission Oak began implementing a schoolwide “Pyramid of Intervention” to ensure that all teachers core and elective, are continually monitoring student progress and developing instructional goals with department members. Each department established intervention strategies for all students earning D’s and F’s at the first six week grading period. Teachers conference with the students and make themselves available to the student to tutor and or help

the student make up work, an exam, benchmark or simply get additional help. Teachers work closely with the counselors to enlist parental support. Through the implementation of “Pyramid of Intervention”, all staff members will be able to answer the following five critical questions:

- What are students expected to learn?
- How do we teach to maximize learning?
- How do we know that they have learned it?
- What do we do if they don’t learn it?
- What do we do if they already know it?

Because the district and site administration have recognized the importance of teachers having time to effectively address the five critical questions stated above, weekly collaboration time is provided in the district’s yearly calendar to allow for common subject area teams to meet and discuss, as well as implement all aspects of “Pyramid of Intervention.”

### **Tier 1**

Mission Oak currently implements several levels of intervention both within core content classrooms and beyond the classroom. The campus intervention philosophy is to address student academic concerns within the classroom. Students are placed in courses based on their performance on a variety of tests (CELDT, CST, English and Math Placement and CAHSEE) in order to address their academic needs. These courses include ELD core content classes where the teacher is EDGE trained and skilled at instruction for English learners. Juniors and seniors struggling with passing the CAHSEE (California High School Exit Exam) are placed in a special course to address their learning deficits in English language arts or mathematics. Through the creation and implementation of common formative assessments, all teachers are able to identify and address gaps in student learning as a means of Tier 1 intervention.

Along with class placement, Mission Oak provides tutoring before, during, and after school. Intervention also includes students utilizing our “After Ours” after school program and our PLATO credit recovery program.

### **Tier 2**

During the 2009-10 school year, Mission Oak implemented the first Tier 2 intervention program to address students who were failing two classes in a grading period. Counselors and Administrative staff conduct a meeting with the student where mandatory tutoring is assigned and a progress report is required every three weeks. Both counselors and administrators discuss strategies and or areas that could assist improvement such as parent meeting, drug and alcohol

counseling, or anger management. If students in Tier 2 are juniors or seniors, a loss of off-campus privileges is imposed on the student until the following semester grading period.

### **Beyond the Classroom**

Mission Oak is committed to promote and advance other aspects of student growth which is evident in our elective course offerings and extra-curricular opportunities available to our students. Many extracurricular activities are offered to meet the needs of students and to provide a wide range of opportunities for students to become active in the school community. Associated Student Body organization is structured to oversee all class and club activities on campus. There are forty-nine clubs, which meet the various interests of the students. Students interested in sports may select from (four) fall, (five) winter, and (six) spring sport activities. Mission Oak is part of the East Yosemite League and complies with the California Interscholastic Federation (CIF) rules. Some additional activities on campus for students are: Science Olympiads, Mock Trial, Color Guard, choral groups, marching band, concert band, theater arts, Cyber Quest, robotics, History Day, and the Mission Oak dance club. The “Eyas” is the annual school yearbook published by students.

Students having some difficulty in the areas of English and /or Math are placed in support classes in their freshman and sophomore years. The Edge intervention classes were implemented during the 2009-2010 school year to help students who are reading two levels or more below grade level according to their 8<sup>th</sup> grade Gates-McGinitie testing. Students who struggle with math may take Pre-Algebra in order to prepare them for Algebra their sophomore year. Students who can do algebra but may need additional support are encouraged to take Success Lab to receive assistance with what they are learning in Algebra.

The Special Education Department provides support for resource students at three levels: At the first level, the resource specialists provide core classes in English, social studies, math and science for students who are not developmentally capable of understanding mainstream material. The second level combines mainstream classes along with a resource study skills class. The study skills class assists students with organization, time management, and help with mainstream assignments. Students at the third level are immersed in mainstream classes and resource specialists monitor their academic progress and consult with these students’ teachers to ensure that their academic needs are being met. Each Resource student has a Teacher of Record (TOR) who monitors their academic progress, and communicates with regular education teachers and parents on a

consistent basis. The TOR also prepares and implements the student's Individualized Education Plan (IEP) along with his or her Individualized Transition Plan (ITP). The IEP team is composed of the TOR, parents, student, counselor, and teachers. The IEP team determines a student's present levels of performance, develops a plan to support the student, and helps prepare them for life after high school. In addition, each RSP student and parent receives D/F reports every 6 weeks from each classroom teacher. If a student has a D or an F, parents receive a Goal Progress Sheets twice a year, December and June, to inform them of their student's progress or growth on the goals that are written in the IEP. The Especial Education Program continues to seek feedback from parents to improve delivery of service. At every IEP, parents are asked to complete a survey discussing the department's services and needs for improvement. Special Education and general education teacher's collaborate on a consistent basis concerning academic achievement and strategies to help student with special needs. If a concern arises parents are informed and often a meeting between parent, TOR, student, counselor, and gen education teacher is held to support the student, family, and teacher.

The Student Study Team (SST) is a process that was established to examine the needs of students having academic, attendance, or behavioral difficulties and in identifying strategies that may resolve or alleviate these difficulties. It is expected that the SST will improve communications with the school and with parents; while supporting teachers in working with the student. The SST can be initiated by a teacher, parent or counselor. During the meeting, a Pyramid of Intervention goes into effect, which enhances the student's academic success. Pyramid of Intervention, RTI (response to intervention), tutoring, CAHSEE Intervention courses, and PLATO are different types of interventions that take place on campus.

All English Language Learners lacking proficiency in English are placed in the English Language Development (ELD) classes; taught by a credentialed multilingual teacher. All newly-enrolled students complete a home language survey to determine their level of English proficiency prior to enrolling in core classes. If there is a home language other than English, students are administered the CELDT. Depending on the CELDT results, a student may be placed in mainstream classes, or have the support of an ELD class to help with their English acquisition. Through a variety of options, English Learners and students with special needs are assisted in successfully meeting the demands of the curriculum. English Learners are supported by a strong ELD program. The ELD teachers

collaborate with other teachers to help meet the need of the ELD student population.

All students whatever their abilities, are encouraged and supported to meet the challenges of a standards-based curriculum. All departments have developed six-week Essential Learnings which correspond with state standards. At the end of each 6-week period, departments give benchmark tests in order to assess student acquisition of the standards. Some may give multiple benchmarks, every six weeks. All teachers are allotted time, every Friday, for departments to meet and analyzing these benchmark results. In addition, administrators meet with core departments to review CST and CAHSEE results in an effort to continually search for ways to improve student achievement. In 2011, departments were asked to explore strategies to reduce the learning gaps between student subgroups. As a result, there is an increase of non-fiction reading, school wide emphasis of Cornell Notes, methods of checking for understanding, teachers being allowed to visit colleague classrooms, comparison of blueprints to benchmark exams, use of cooperative learning, incorporation of seminars and an increase use of visuals.

Mission Oak has increased the number of Honor and Advanced Placement (AP) course offerings. Mission Oak offers 11 AP classes: U.S. History, Government, Spanish Language, Spanish Literature, English III, English IV, Calculus I, Calculus II, Art History, Biology, and Chemistry. The Honors classes include: English 1, English II, Geometry, Algebra II, Pre-calculus, Spanish 5 and World history

The After Ours Program was established in 2009 to help provide a myriad of academic and enrichment services to all students. These services include but are not limited to: enrichment classes and activities, academic tutoring (before school, during lunch and after school) for all students. Other academic support programs include: AVID, Edge Intervention classes, ELD tutoring, school-wide tutoring at lunch and after school, and various other tutoring run by core departments.

The school focuses the use on existing resources and support activities in order for students to achieve the standards-based curriculum and the learning results. Each classroom is equipped with a teacher computer. In addition, there is one computer lab on campus available for teachers to use with their classes, as well as COWs: Computers on Wheels; which is a laptop cart equipped with 16 laptops and wireless internet and printing capabilities. The library also has 32 computers available for individual use and classroom use in the main library.

The library has a broad range of materials available for students, with a total of almost 11,000 holdings. While this only equates to an average of eight books per student available and the standard is 12, the one thing we do offer is a more

current collection. The average copyright date of our holdings is 2005, while most school libraries average a much older copyright date. The district office and administration have continued to offer the library additional funding in order to increase the number of books available for each student in order to bring it up to standards. Additionally, the library has, since its first year open, continued to maintain the highest per capita circulation rate of all the high schools in the TJUHS district.

To support student learning at all levels, the school library subscribes to several digital resources. The school uses the Renaissance Place, Accelerated Reader (AR) program as a school wide initiative and incentive program. While each individual teacher has the choice of whether or not to use the program in their classroom instruction; the library has created several programs that students can participate in, of their own free choosing in order to create and maintain life-long readers. Since the library uses the AR program, all of the books in the library are leveled not only according to the grade level, but also according to the nationally recognized Lexile reading measurement. These reading measurements are located on the spine of the book in exactly the same type and font as the call number, so that reading levels, while visible, are not viewed as a possible deterrent from students checking out the book. Additionally, students can search the library's holdings through the dedicated OPAC searching computer by keyword, author, or reading level. Students and staff have access to the school's library catalog that is located on their desktop. The library continues to support all levels and interests in reading including contemporary fiction, along with high interest low readability books, picture books, and nonfiction books. In addition, the school library subscribes to several subscription databases including, Web Path Express, SIRs Proquest, and Discovery Education Streaming. As well as starting a small collection of electronic and downloadable books and reference material for both pleasure reading and research.

The school employs a full-time Teacher Librarian, as well as a full time School Media Textbook Clerk. The teacher librarian continually collaborates with teachers at all levels of instruction in order to ensure that students are receiving instruction in the newly adopted Model School Library Standards of California which includes 21<sup>st</sup> Century Standards. The teacher librarian gives book talks on an ongoing basis with all the English classes, creates and teaches research lessons with all curriculum areas, as well as sharing support resources with all of the teaching faculty on campus. While the teacher librarian is in constant demand from all faculty and students, we continue to maintain a flexible schedule in the library. This means that students and staff have access to the library and computers daily before school, during break, lunch, and after school, as well as during class time when appropriate.

Our school employs a full-time School Media Textbook Clerk. The textbook portion of the Library is instrumental in the learning process on our campus. It provides textbooks and supplemental materials to all students and teacher resources for our teaching staff. On average each student checks out four to five textbooks per year. With our current student enrollment we check out over 5500 textbooks at the beginning of each school year. Our textbooks are reviewed yearly by our teachers in order to keep up to date with the newest materials available.

A section of the textbook room is specifically designated for our English preceptorial novels. In their English class, students are split up into groups (consisting of three to four students) who read the same novel at the same time. We currently carry over two hundred novel titles just to support this classroom activity.

Supplemental materials are also used as a learning tool. Each subject area enlists the use of workbooks, visual materials, etc. of some kind to enhance student learning.

These materials are an essential part of the classroom. CAHSEE along with Standards Plus, and Practices workbooks are used in our Algebra 1, Geometry and Algebra 2 courses. Summative and AP workbooks are used for Pre-Calculus and Calculus AB & BC classes. Our Social Studies and upper level Science classes use workbooks to compliment the textbooks they use in the classroom. Standards Plus- Diploma Ready and CAHSEE workbooks are used throughout our English classes along with workbooks that are companions to our current literature textbooks. DVD's have been specially ordered for our Social Studies and English classroom to promote visual learning. These materials are all ordered through the School Media Textbook Clerk.

Many classrooms are equipped with LCD projectors which serve to enhance learning. Document cameras are also being used by the math, science and English departments. Several classrooms continue to use overhead projectors as a way to provide visual support to students. Teachers have access to other technology resources, including United Streaming, VBrick, and Tulare County Office of Education Educational Resource Services, which provides DVDs and other supplemental materials. Mission Oak has a part-time computer technician to address the campus needs, in addition to district-level support when needed.

Students are encouraged to seek support, which the school publicizes to both parents and students. There are various forms of support currently available to students, beyond their counselors and principals. YSB and Turning Point assist students who have extensive counseling needs. The school health aide provides

assistance for medical issues. Reconnecting Youth is a program designed to keep at-risk students in school. The school psychologist is on campus one day a week to conduct psychological and academic assessments as well as provide ongoing behavioral or emotional support to students.

Such support mechanisms and other news items are reported to parents in a variety of ways. First, the school's website offers a great deal of information, including the daily bulletin. In addition, parents can access their student's grades via the internet. Teleparent was purchased by the District, and is used by teachers and administrators as a way to communicate with parents and keep them informed of their students' progress. Other ways that information is publicized include the local newspaper, and by school newsletters that are sent home three times during the school year.

The school is strongly supported by the district in meeting the academic needs of all students. Class sizes have been reduced in freshmen English and Algebra classes in order to better meet students' needs. Teachers are allotted time for departmental meeting and cross department collaboration. Department heads have been making and continue to make presentations to the school board, addressing the issue of how standards are being met, and how student needs are being addressed. In order to keep the parents informed and involved in their student's progress in education programs such as TeleParent and PIQE are being funded by the district in order to enhance student academic performance.

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**E4 To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

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Mission Oak has a comprehensive counseling program, co-curricular and extra-curricular activities in place to ensure that all students feel supported and connected to their school and community. The counseling department is staffed with three full time credentialed counselors and an Assistant principal/Head Counselor. Two of the four counselors are bilingual and bicultural. Together the counseling team offers myriad years of knowledge and experience. The Counseling staff offer support to students who may be experiencing academic, personal and social difficulties in school. Each student is assigned to a counselor. The counselor is trained to provide academic guidance, crisis intervention, suicide prevention and college admission information and financial aid. Other counseling services include: parent conferences, parent/student/teacher conferences, Student Study Team (SST) meetings, 504 plan, and Individual Education Plans (IEP).

These processes are utilized throughout the year to support student learning. A psychologist is available one day a week to provide individual counseling to students experiencing severe difficulties in school and conduct psychological/academic tests as needed. In addition, Mission Oak makes available drug counseling to all students through Turning Point and mental health services through Tulare Youth Services Bureau (TYSB). The school has the service of a full time police officer who assists staff in cases of child abuse or neglect, and violent crimes against children and emergency response.

Counselors make classroom presentations to the feeder schools to introduce incoming freshmen to the academic and daily life routines of high school. An informational night for 8<sup>th</sup> grade parents and students is held prior to the end of the 8<sup>th</sup> grade school year and another orientation hosted by Link Crew, is held the Friday before school begins. The goal of the parent/student orientation is to ease the transition into high school. Once students become freshmen, the Career technician works with them in the fall to help them develop career goals and assists them in choosing a career pathway. Then counselors meet with the freshmen during spring semester to schedule classes for the following year, discuss post secondary plan, and develop a four-year academic plan. This plan is reviewed in the sophomore year during their sophomore counseling. During sophomore counseling, post secondary goals, testing and graduation status is evaluated. If the student has academic deficiencies, plans are developed to close the deficiency. Some students may be recommended to attend summer school to recover lost credits, while other students may be recommended to attend Tulare Adult School or PLATO and some students may be referred to the District's Alternative Education Programs. The Career technician organizes a career day for all the juniors, helps student find community service projects, and arranges for college visitations for our students.

Standardized testing services are provided by the counseling staff, such as PSAT, PLAN, ACT, SAT, and AP exams. Each year all student s are encouraged to attend College Night, and throughout the year, college and universities hold information and admission forums on campus. AVID also takes more than 100 students on college tours throughout the school year. The career center technician works with freshmen students to helps them identify strengths and careers relating to their strengths.

In the Spring of 2009, Mission Oak, in association with the Tulare County Office of Education, has established after school tutoring hours for core classes and enrichment activities such as dance classes, athletics, music, cooking class, drama class, drum line, color guard, and any other activities that meet the interest of the students. Drum line and color guard are dependent on After Ours for funding

coaches and practice time. The after school program or After Ours as we call it, is coordinated by Mr. Medina, a staff member hired by the Tulare County Office of Education. Mr. Medina is responsible for hiring tutors, arranging rooms for tutoring and activities, as well as snacks for students. He also ensures accountability during tutoring sessions. All core classes have mandatory tutoring during After Ours for each subject on specific days. At the end of the day, Mr. Medina directs students to the late bus, which leaves Mission Oak at 6:00 p.m. By extending the tutoring hours, we have been able to service more students from Tipton and Pixley since transportation is no longer be an issue.

In addition, Mission Oak has other academic programs to enhance the learning experience of all students. These programs include but are not limited to:

- Block Schedule
- Honors courses
- Sophomore Counseling (conference with both student and parent to assure that the student and parent understand where they stand in their high school and post high school goals)
- Advanced Placement (AP) classes that will be implemented during the 2009-2010 school year
- Advancement Via Individual Determination (AVID)
- Special Education Program
- English Language Development (ELD) Program
- Migrant Education Program, Portable Assisted Study Sequence (PASS) an independent study program which helps students recover lost credits, CLOSE-UP which selects 2-3 students to go to Washington D.C for one week, with all expenses paid, to experience politics and history first hand
- Science Olympiad
- Support Groups for students of Mission Oak, run by a counseling intern under the supervision of a credential counselor
- Friday Night Live (FNL)
- Reading Program
- Math Success labs
- Edge Intervention Classes
- CAHSEE Boot Camp
- Cyber Quest
- After Ours
- COS Fast Track Bridge Classes

Mission Oak also offers numerous opportunities for students to get involved in extra-curricular activities. There are more than a 25 clubs and organizations on campus. Students are made aware of activities at the beginning of the school year, through bulletin announcements and through a club fair sponsored by the Associated Student Body (ASB) Club. The club fair offers students an opportunity to learn about the different clubs and organization available at Mission Oak campus. The clubs offered at Mission Oak range from those that celebrate cultures like Aloha Club and SOPAS (Society of Portuguese American Students), to academic minded pursuits like Mock Trial and CSF (California Scholarship Federation), as well as service orientated groups like FFA, FNL, S Club, Interact and the Tennis teams. There are also organizations formed to support the four classes (freshmen, sophomore, junior and senior) as well as clubs that support important issues like the environment (Environmental Club) and tolerance (White Rose Club). All told, over 25 clubs operate to meet the diverse interests of the students of Mission Oak.

Along with holding meetings, fund raising, and using those funds to address issues specific to their cause, our clubs participate in several school-wide events throughout the year. Homecoming, Tree Lighting Ceremony and Mission Madness are events that bring our clubs together for fun and positive interaction. Through competitions, parades, ceremonies and performances, members of the clubs are afforded the opportunity to work collaboratively, bond with other students, and build positive connections to their campus. Some of the clubs even host large scale events like Luau (Aloha Club), Backwards dance (sophomores), Winter Formal (Senior class), and Prom (Junior Class), affording those members valuable experience in organizing and executing events of scale in a collaborative fashion. Similarly, ASB, Student Store and Yearbook students are engaged in yearlong projects that bring much needed services to our students.

Many students, in addition to being involved in a clubs may become involved in sports. Different sports are available throughout the year:

**Fall Season:**

Football, Volleyball, Girls Waterpolo, Boys Waterpolo, Girls Tennis, Girls Cross Country, Boys Cross Country, Girls Golf

**Winter Season:**

Boys Basketball, Girls Basketball, Wrestling, Girls Soccer, Boys Soccer

**Spring Season:**

Baseball, Softball, Boys Tennis, Boys Golf, Track, Swimming

The Athletic program continues to build the program around the traditions of: Integrity, competitiveness, sportsmanship and loyalty to the team concept.

Students are also connected to their community through classes such as Careers with Children, Workability Program, Internship Programs such as University of California Davis (UCD) Internship, General Work Experience, Yearbook and Health Occupations classes. Community connections are also made through programs such as Teens on Board, Relay for Life, Bell ringing for the Salvation Army, Pennies for Patients drive for the Leukemia and Lymphoma Foundation, can food drive, toy drives and Teen Hero, FNL, FFA. A Book Club was created last year. Last year it offered FREE gift wrapping at Borders for the holiday season. This year it started a book drive and donated almost 400 books to a local charitable agency that then gifted these books along with food baskets during the holiday season. The Book Club also plans to do read-aloud at several local pre-school and day care providers. Several of the Book Club members are volunteers at the Tulare Public Library.

Last year, both tennis teams, volunteered at Happy Trails Riding Academy in Tulare, which offers therapeutic horse riding to individuals with disabilities; the girls tennis team, weeded their sensory trail, and the boys' team painted the fence in the arena. The tennis teams will continue to work with Happy trails. In addition, the tennis teams also have established a relationship with a new organization: Visalia's Miracle League, a baseball league for adults and children with disabilities. The students serve as "buddies" for one adult game. They play catch with the adults in the outfield, escort them around the bases and cheer on the players. The Miracle league runs two seasons of baseball, which allows both boys and girls tennis teams an opportunity to contribute.

Last summer, the District's Migrant Education Program piloted a Summer Bridge Program. The purpose of the program was to help prepare eight grade students for the transition to high school, increase enthusiasm and motivation for learning, improve academic skills and help increase the number of students completing ninth grade. The program ran for two weeks, four hours per day and was led by a credentialed school counselor. Fifteen students from Pixley elementary volunteered to participate in the program. Thirteen of the fifteen students started Mission Oak in the fall of 2011. These students were assigned to the counselor who ran the program and have been monitored by her. By the end of the 12 weeks of school all but two students were earning a 3.0 and above grade point average (GPA) while keeping almost perfect attendance. These students will continue to be monitored and offered support as needed. The hope is that this program can be offered at the district level to all students

Students have opportunity to take classes at the local community college, College of the Sequoias, to support academic success. Student can earn college credit at Mission Oak, while also earn college credits, by taking Bridge course that are articulated with COS. Mission Oak works closely with COS to offer workshops to complete the COS admission application and Free Application for Federal Student Aid (FAFSA). Students are able to take the COS English and math Placement exams at Mission Oak campus during school hours.

In efforts to help students who are struggling to pass algebra 1 class, starting in Spring of 2012, all students who have failed algebra 1 will have an opportunity to learn algebra concepts. Student will take algebra 1 in a two blocks and will be re-taught algebra concepts. If students are successful at the end of the semester, they will have earned a full year of algebra credit and can go on to the next level math class.

Mission Oak offers a variety of intervention programs that address retention, redirection, and retrieval. Crisis intervention and personal counseling are available to students both on and off campus. Some of the school's community partners include Tulare Youth Service Bureau (YSB), Reconnecting Youth (RY), Tulare County Child Protective Services (CPS), and Turning Point drug and alcohol counseling. A mental health counselor is available on campus one day a week and/or as needed for individual and crisis counseling. The district's school psychologist is available for assessment, counseling and support. Two part-time probation and police officers are assigned on campus to assist students who exhibit elevated aggression.

The Special Education program uses standard base course work, provides tutoring, after school, one day a week, assists students with class work through their Study Skills class, offers students in regular core classes to test in the Resource office, and offers a Workability Program that allows students to be employed by local businesses

Mission Oak students who are not being successful at the comprehensive site may be recommended to attend a District's Alternative Education Program such as Valley (9<sup>th</sup> and 10<sup>th</sup> graders), Tech Prep (11<sup>th</sup> and 12<sup>th</sup> graders) Sierra Vista (Independent Study, grades 9-12), Countryside (academic and mental health support, grades, 9-12), and Superior Community School (Court appointed, grades 9-12). Referrals to alternative education can be initiated by students, parents, counselors, and administrators. Once a referral is made, the student referral is then presented to the Educational Opportunities Committee. The committee reviews and approves all student transfers within the school district. They also monitor the progress of students who have been placed in a new educational

setting. The committee consists of one administrators and counselors from each school site, a district office representative, the Director of Special Education, and the district psychologist. Representatives from the Community School program and feeder schools are invited to attend meetings that include recommended placements for their current student

### **Areas of Strength**

- Support programs and resources available for students and parents
- Open communication with parents through Teleparent, DELAC, ELAC, Migrant Education, Site Council, correspondence in Spanish, parent meetings, school website, and school functions
- A nurturing, safe, orderly and well maintained campus
- Wide range of extra-curricular activities available to students
- Regular home visits to inquire why students are not attending
- Professional Staff collaboration
- Recognition Awards programs for students doing well
- Bilingual and bicultural counselors who mirror the population they serve
- Bilingual/trilingual support staff, (Spanish, Portuguese and English)
- Increased number of Honors and AP course offerings
- Number of programs available to help students make community connections

### **Areas of growth**

- Continue efforts to encourage parent involvement
- Continue to develop ways to get more students involve in clubs and organizations
- Continue to develop ways to measure and promote positive relationships between staff and students
- Continue to develop ways to meet the diverse needs of the changing student population
- Continue articulation efforts with the feeder schools
- Continue to find ways to meet the needs of students in Algebra classes
- Develop intervention English classes for juniors and seniors
- Expand opportunities for students to get students involved in lunch and after school tutoring
- Increase percentage of students completing A -G courses
- Increase male participation in Challenge day
- Continue to address issues of drug use and bullying
- Continue to research ways to get parent and student feedback

## **Evidence Examined**

- Master Schedule
- Teleparent Messages
- Essential Learnings
- IEPs
- Aeires
- Benchmark Data
- ASB Clubs
- Master Calendar
- Counseling Calendar and Logs

## **Prioritized Areas of Growth Needs from Categories A through E**

After examining all of the information from Chapter 4, Mission High School determined that the following items will be implemented in our Action Plan included in Chapter 5:

1. Provide assistance/interventions increase student proficiency levels in the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE) in all subgroups.
2. Improve the percentage of completion of Mission Oak Students in the A-G requirements by expanding the support for all incoming freshmen in order to provide the foundation needed to successfully complete high school and prepare for post-secondary education, technical-vocational education, the military and/or the work force. Increase the college preparedness rate by focusing on college and career pathways at all grade levels.
3. Increase the opportunity for students to enroll in courses at Mission Oak by increasing course offerings in elective and Advance Placement classes.
4. Increase the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

**CHAPTER V**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**  
**ACTION PLAN**

Chapter 5 Single Plan for Student Achievement, please see attached.