

Mission Oak

High School



WASC • Self-study report • March 5-7, 2018

3442 E. Bardsley Ave.
Tulare, CA. 93274

Mission Oak High School Tulare Joint Union High School District Tulare, California

March 2018

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TULARE JOINT UNION HIGH SCHOOL DISTRICT

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Dean of Students	Mr. Luis Cobarruvias
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Mission Oak Hawks



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Preface

Our process in the development of this self-study report began in the summer of 2015. At this time a new principal, Mrs. Michele Borges, was hired when Mr. Isidro Carrasco, the principal that opened the school in 2008, resigned his position to advance his career in Northern California. Mr. Carrasco lead the school for its first seven years setting a foundation for us to build upon.

When school opened in August of 2015, Mrs. Michele Borges began the process of examining all of the school processes and advocating for new structures and positions to support staff and student needs. Mrs. Borges initially spent time meeting with most of the school staff to gather information about the school's programs, facilities, and culture. Since that time, a number of changes and programs have been implemented which are addressed throughout this document.

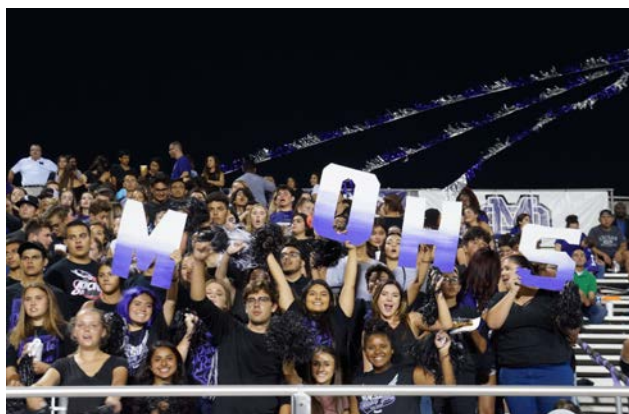
The WASC recommended process was followed and included a variety of stakeholders such as staff members, district personnel, parents, and students. The following is a list of meetings that were held over the past year that contributed to the developments of the Self-Study Report:

Administration Team	Focus Groups	School Site Council
January, 20, 2017	August 7, 2017 (All Staff)	February 22, 2017
February 16, 2017	August 16, 2017 (All Staff)	October 10, 2017
March 23, 2017	October 4, 2017	November 14, 2017
June 7, 2017	November 1, 2017	
August 2, 2017	November 30, 2017	Academic Booster Club
October 6, 2017	December 5, 2017	May 2, 2017
November 3, 2017	December 6, 2017	October 17, 2017
December 6, 2017		December 5, 2017
January 18, 2017	Home (PLC) Groups	
	September 27, 2017	School Advisory
WASC Leadership Team	October 18, 2017	February 8, 2017
August 15, 2017	November 15, 2017	May 17, 2017
December 13, 2017	December - various dates	August 22, 2017
October 2, 2017		September 19, 2017
October 3, 2017		October 17, 2017
January 19, 2017		November 28, 2017



Chapter 1

Progress Report



Chapter I: Progress Report

Below is the summary of progress on each section of the action plan that was identified as a schoolwide critical area of follow-up on the last initial self study and mid-cycle reports.

Significant growth has been made in the following areas:

Campus Culture

Mission Oak High School is home to students from three communities -- Tulare, Pixley, and Tipton. Thus, the school has developed a "Three Cities, One Family" philosophy that has transcended into the everyday mindset of our school community. Day to day activities, including but not limited to efforts by school site administration and staff to ASB and Link Crew events to various classroom projects, are structured so as to include students from all three communities.

Schoolwide expectations have helped to create cohesiveness among our staff. Teachers greet their students at the door at the start of each class period to establish a welcoming learning environment. This has helped teachers make immediate connections with their students and has also assisted administration by adding an extra security measure. Teachers are also encouraged to follow disciplinary guidelines that have been established. They are asked to be as consistent as possible when handling behavioral issues or concerns and to follow our disciplinary process that weighs heavily on communication.

Extra efforts have been made to ensure that students from Tipton and Pixley are not excluded from athletic or school events by providing additional transportation to and from extra curricular school. Transportation has been provided for students to events such as home football games, basketball games, various playoff games, after game dances, Link Crew tailgating events, and "First Flight," which is our freshman student orientation. Student attendance and participation at these events has gone up tremendously thanks to these additional efforts.

Another major component of our campus culture is our PBIS (Positive Behavior Intervention Support) program. The PBIS program has come to fruition with the use of the acronym, "REIGN" (Respect, Excel, Integrity, Give Back, Network). These five items are crucial to the development of our student body as they continue to become important members of the community. As you step onto the Mission Oak High School campus, "REIGN" is visible everywhere as the school has been adorned with visual signage throughout in our school color of purple. Students are also issued a class pass, or a "Hawk Pass," that serves a dual purpose by not only tracking the student's whereabouts during class time, but also tracks which pillar of REIGN the student has been observed displaying. When a student is observed doing something positive on campus, a staff member presents the student with a REIGN ticket. These tickets are submitted to the Assistant Principal's office where the student's pass is stamped and the ticket turned in for an immediate incentive. The ticket then goes into a drawing for bigger incentives that are given to students on a monthly basis. Both students and staff have embraced the program which is now in its third year of

implementation.

Mission Oak students are also heavily involved in various clubs and organizations on campus that also play a significant part in creating our campus culture. Our Associated Student Body (ASB) make-up reflects the student population of Mission Oak. Extra efforts have been made to ensure that students from all communities and from different ethnic backgrounds are represented in the leadership organization. ASB has made a difference by connecting with all feeder schools, visiting them and having our students plan and participate in various activities with our future Hawks from the other sites.

Harvesting Hope is another school-based organization that has taught students the importance of giving back to society. Students, staff, and volunteers go on organized harvests in the surrounding areas, and donate any fruit or vegetables obtained to various food shelter organizations that feed families in need. The Harvesting Hope program originated as a student's idea for a senior community service project and has expanded to not only a campus-wide project, but a project that has since expanded to different schools throughout the county of Tulare. The program has received several awards of recognition from the local to the state level and truly serves as an item of pride at Mission Oak.

PLC Development

In an effort to further strengthen our instructional academic program, Tulare Joint Union High School District has implemented thorough professional development for district staff with PLC's (Professional Learning Communities). Mission Oak High School has fully embraced this training. School site management, including site administrators and counselors, in conjunction with staff department chairs and subject matter leads, have attended a series of trainings during the 2017-18 school year. The goal of this PLC training is to assist with the development, planning, and follow through of our instructional programs to better serve the needs of our students' learning. Staff has diligently worked to align curricular plans and goals at each grade level in different curricular areas, and continues its refinement in the areas of assessment and both student and staff accountability. In addition to the PLC training, our district has also embedded special early release days on the majority of Wednesdays throughout the course of the year. These early release days allow for staff to meet in their PLC groups to coordinate efforts with academia. Site administration works closely with staff and acts as a support and guide for our PLC groups.

CAASPP and State Indicators

With both the CAHSEE and CELDT no longer relevant, genuine efforts have been made in equipping our staff with proper training and preparation in Common Core State Standards, CAASPP, ELPAC, and the new State accountability indicators.

Mission Oak staff has received professional development with respect to the Common Core State Standards. Staff has worked with coaches from the Tulare County Office of Education

for several years to gain a comprehensive understanding of the new standards. Trainings were held for content specific areas such as NGSS (for Science teachers) as well as for campuswide areas such as ELA and ELD.

With English Learner education, ELD teachers and support staff have been provided with contents of the ELPAC and various academic resources for students to assist with both rigor and content. Science, math, social sciences, and English/Language Arts teachers have gone through ELD standards training and have been exposed to and engaged in ELPAC or similar testing materials. Staff will be trained as test proctors for the exam being administered on campus in April.

In late 2017, information on the new State Accountability Indicators for English Learner Progress, Graduation rates, Suspension rates, and College/Career were shared with staff. Although this information is relatively new, staff is aware of how we will be assessed at the State-level in each of these categories next year, and they are aware of where Mission Oak currently stands. Areas of focus have been discussed so as to address current concerns. As we move forward this year and beyond, and as information becomes readily available, Mission Oak will take the necessary steps to ensure that we are progressing forward as a site.

Technology

Technology continues to be a point of emphasis at Mission Oak and at other sites within our district. Students are now at a 1:1 ratio with technology devices. All students are issued a chromebook to use for their academic work upon enrollment at the site. Students are held responsible for their devices and are expected to bring them to home and school each day as they are used in their classes extensively. Several teachers make use of Google Classroom for student assignments, and also communicate with students through school email and our communication outlet, ParentLink.

A majority of our staff has had ongoing training with computer devices. At Mission Oak, staff has been trained on GAFE (Google Applications for Education). This training includes applications such as Gmail, Google Drive, Google Documents, Google Sheets, and Google Calendar. Training has also been provided in our online data program, Aeries, IO Assessments, DESMOS, SAMRwise, and Naviance to name a few. Select staff members have also attended the CUE conference, Aeries conference, and other technology-based trainings.

On campus, school administration makes use of SSICA, our student monitoring system. By scanning a student's barcode on his/her student ID card, administration is able to identify students which student is eligible for off-campus lunch privileges and which ones are not. Staff is also able to scan a student's ID card when they arrive tardy to school. The scans are documented in a database with a timestamp of when the scan took place. A report is ran at the end of the school with all of the information from that day's scans.

Mission Oak also employs technology for safety purposes. To date, over 60 cameras have been installed throughout the campus to assist administration with the safety and well being of the school. Many of these cameras have high definition capability with the ability to zoom in and out as needed. Site administration makes modifications to the camera system on an ongoing basis to further meet the needs of the school. Access to these cameras are limited to site administration, but they have proven to be a great asset in ensuring the safety of all.

Vocational Education

Since the last progress report, TJUHSD has created three Linked Learning Academies, one at each comprehensive site. Students throughout the district now have an opportunity to enroll in these academies at any of our district's school sites. Academies have been established in the areas of Pre-Med, Visual and Performing Arts, and Engineering. Mission Oak is the host school for the Engineering program.

The Engineering academy began during the 2014-15 school year with 21 students. The small group of students took a class IED (Introduction to Engineering Design) and were cohorted in English, math, and science classes. Students outside of the cohort also had an opportunity to take the IED class as a stand alone class because if they had an interest. In 2017-18, the program has grown to 121 students in all grade levels. In addition to the IED class, students also have to take classes in Principles of Engineering, Digital Electronics, and Engineering Design and Development. Computer Science Essentials is also offered to students as an elective course. Engineering students have completed modules in PLTW (Project Lead the Way) and they have participated in the College of Sequoias' Be Future Ready Conference, providing students with a well-rounded education.

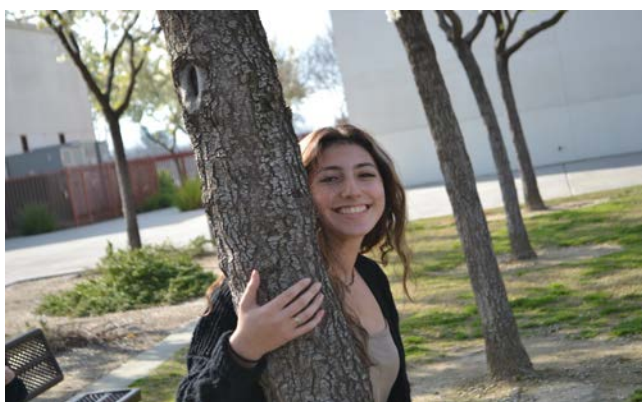
To be admitted into the program, students must fill out an application. The program is an open policy. Students who apply for an academy also fill out an intra-district transfer request if they are in another school's boundary. As long as there is room they can be part of the academy. Maximum capacity has yet to be reached for the program, but a wait list will be enacted if more than 70 new students apply for the program. With the school moving towards a 4x4 class schedule next year, more elective classes are being planned to compliment the students' regularly scheduled cohorted classes. Mission Oak will graduate its first cohort of students in June 2018.

MOHS has worked with TJUHSD to align and sequence its courses in CTE pathways, including Business, Home Economics, Engineering, Visual Arts, and Agriculture. Students may begin a CTE pathway at any time during their freshman, sophomore, or junior year, with a concentrated course in their chosen pathway. Students are considered a "CTE completer" when they have successfully completed a capstone class in their chosen pathway with a grade of "C" or better. This status is documented in the student's Aeries record and is also used as a measure the school's performance in the College/Career State Indicator.



Chapter 2

Student/Community Profile and Supporting Data and Findings



Chapter II: Student/Community Profile and Supporting Data and Findings

The Community

Mission Oak High School (MOHS) is located in the city of Tulare which lies in the south-central part of the San Joaquin Valley in the County of Tulare. The county leads the nation in dairy production. With milk being the first agricultural commodity, it ranks as the #1 largest agricultural producing county in the nation. The City of Tulare is home to the World Ag Expo. This event hosts 1,500+ exhibitors and over 100,000 attendees from all over the world who explore the world of agriculture.

The economy of the community is highly dependant upon agriculture as it is the largest private employer in the area accounting for nearly a quarter of all jobs in the county. It is estimated that the 2016 median household income in Tulare County was \$47,196, compared to the U.S. median household income of \$57,617 and the California median household income of \$63,783. Approximately 22.2% of the residents in Tulare earn an income below the poverty level. The state average is 14.3% and a national average of 12.7%. The education for our community shows a slight improvement over the past six years with only 16% of the population with less than a high school diploma, drop of 1.5% since 2010.

Based on 2016 Census data, the population of Tulare is 61,664: 58.1% Hispanic, 41.9% Not Hispanic: 34.4% White, 3.0% African-American, 2.1% Asian, 1.6% Multi-race, 0.6% American Indian and 0.1% Pacific Islander. The population of Tulare has had a steady increase that many attribute to the affordable housing market and the availability of unskilled work in the agricultural industry.

The School

Mission Oak High School is in its 10th year of serving students in our community. The doors opened on August 14, 2008. The school began 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 61,664), Tipton (population 2,543), and Pixley (population 3,310). There are four primary public elementary school districts that feed into Mission Oak. These districts are Sundale, Tipton, Pixley, and Tulare City Elementary Schools. The school is very fortunate to be located less than a mile away from our community college, College of the Sequoias (COS) - Tulare Campus. The school and district continue to work with COS and other colleges and universities in the area to serve our students beyond high school.

Mission Oak currently serves over 1,500 students with the full complement of coursework,

extra- and co-curricular programs and activities, and student support services for academic and personal development. In our short ten years of existence, Mission Oak has built a strong athletic program including numerous league championships, five valley championships, two state finalists in wrestling, and participated in regional playoffs in three different sports all in just the past three years. For the 2017-2018 school year, our AVID program is highly certified by AVID Center. The Engineering Academy is officially NAF certified and maintains a strong community advisory committee and focuses on project-based work. In addition, Mission Oak has been recognized for the past three years as one of America's Best High Schools by U.S. News & World Report. These are a few highlights that will be addressed further in our self-study report.

Vision, Mission, and Schoolwide Learner Outcomes

In 2015, Mission Oak transitioned from the principal that opened the school in 2008 to a new principal. In this same time period the population of the school began reaching capacity and the staff began to settle in with little staff turnover the past two years. In conjunction with these events, the original staff members were noticing that the common vision and mission that was set by the founding staff was no longer being supported by the new members that comprise over two-thirds of the current staff. At our opening staff meeting in August 2017, it was discussed and agreed upon to revisit and develop a new vision and mission that all current staff could have input and would support. After a few meetings, gathering input from various stakeholders, and a vote via Google Forms, the following Vision, Mission and Student Learner Outcomes have been established:

Our Vision Statement

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

Our Mission Statement

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

Schoolwide Learner Outcomes

Mission Oak High School Graduates will earn their WINGS:

Will to succeed

- Embrace learning
- Adapt to change
- Set and strive towards personal and professional goals

Innovative and Creative

- Critical thinker
- Problem solver
- Express self through arts, sciences, and humanities

Networking

- Communicate and Collaborate
- Digitally Literate
- Invest in and connect to school and community

Global Citizens/Minded

- Global awareness
- Respectful, Responsible, and Accountable
- Understand the rights and responsibilities of life in a democracy

Self-Directed Learner

- Read, write, speak, listen with a growth mindset
- Gather, analyze and synthesize information
- Time management and ability to follow directions

Staffing

Management Team

The Mission Oak management is a team of twelve certificated members composed of one principal, two assistant principals, two deans, four counselors, one school psychologist (four days a week), and an athletic director. The current principal is serving her third year and is the successor to the principal that opened the school in 2008. The school full-time psychologist position, fourth counseling position, and second dean position are also in their third year of existence for the site which has brought the Mission Oak to parity with the two other comprehensive sites' management staffing.

Certificated Teaching Staff

Mission Oak's teaching staff consists of sixty-six(66) certificated teachers. Of these teachers, two(2) are part-time teachers, two(2) are Ag teachers and work out at the district

farm where all ag classes are taught, and one(1) is serving temporarily as the Library Media Teacher for part of her assignment. In addition to their regular teaching assignments, eleven(11) teachers are serving as department chairs and fourteen(14) serve as Professional Learning Community(PLC) Leads for various subjects/areas (English 1, English 2, English 3, English 4, Physical Science, Biology, Chemistry, Algebra 1, Geometry, Algebra 2, World History, US History, Econ/Gov, and Freshmen). Thirty-three(33) teachers hold a master's degree and one(1) holds a doctorate degree. All teachers have earned a CLAD or BCLAD certification or specialized training for ELL and are highly qualified, according to NCLB standards.

Number of Certificated Staff by Ethnicity According to Dataquest						
	African-American	Am. Indian/ Alaskan Native	Hispanic	White not Hispanic	Multiple/No Response	Total
2016-17	1	1	13	48	3	66

Certificated Staff by Gender 2017-18		
Total	Male	Female
66	32	34

The teacher salary schedule is established through negotiations with the teachers' union. The salary schedule consists of five classes based on units/degree and 17 steps based on years of service. The schedule is equitable and near the top end as compared with other districts of the same size and demographics. The district also contributes \$15,920 towards the cost of health insurance.

Teacher Salaries		
	District	State Average for Districts in the Same Category
Beginning Teacher	\$54,649	\$48,678
Mid-Range Teacher	\$74,120	\$78,254
Highest Teacher	\$100,679	\$96,372

Classified Staff

Mission Oak's classified staff consists of fifty-nine(59) employees as follows:

- 10 Office Support
- 1 Family Community Liaison
- 2 Library/Textbook Support
- 1 Career Technician
- 2 Locker Room Attendants

2 In-House Aides
6 Special Ed Aides
1 Nurse
1 School Resource Officer
1 Computer Technician
1 Athletic Trainer
14 Maintenance Staff
17 Cafeteria Staff

Professional Development

The transition from the California State Standards (CST) Testing to the Common Core State Standards (CCSS) Testing along with the new Local Control Funding Formula (LCFF) funding model brought about many changes in the way the district supports professional development. Due to the significant need to train staff on the new state standards and the new testing model, as well as the New Generation Science Standards (NGSS); 20th Century technology; Writing Across the Curriculum; Professional Learning Communities (PLCs); English Learner Development (ELD); and a variety of other mandated training, our teachers have been provided professional development during the school day and outside their regular hours. The district currently provides PLC time on most Wednesday afternoons; however, this time is not sufficient enough to meet all the learning needs of the staff. Most training days that are outside the school day are paid hourly, and all training during the school day are covered by subs funded by the district.

New Teachers

Teachers who have not attained permanent status, and are eligible to receive mentor support by an experienced teacher in the district, preferably on the same campus. The probationary teachers that qualify are enrolled in an induction program through the Tulare County Office of Education (TCOE). Probationary teachers that are interns or do not qualify for induction are assigned a mentor that provides support until they complete their preliminary credential and are eligible for the TCOE Induction Program. All new teachers are provided two days of new teacher orientation and training.

Educational Technology

In 2015-2016 the district hired two full-time technology coaches to support instructional technology. In 2016-17 the technology department was restructured naming an assistant superintendent to oversee the technology department and the instructional coaches. At that time one of the coaches was appointed as Coordinator of Educational Technology. In 2015 the district adopted the SAMR Model (SAMR is an acronym that stands for Substitution, Augmentation, Modification, and Redefinition). All teachers have been issued a device of their preference (ie. iPad, Chromebook, laptop) and are required to complete the SAMR training. It is expected that most of the teachers will have completed this training by the end of this school year. In addition, a PD Game has been set up for staff through Alludo. Teachers are expected to complete the online training for a stipend. The training will cover Digital Citizenship, Collaboration, Critical Thinking, Communication, and Creativity. The activities are designed for choice and personalized learning. The educational technology

coordinator and coach are available for group training and one-on-one training throughout the district and support most technology applications that support the classroom.

District Supported Training

The district supports various types of professional development training. The list is comprehensive. Some training is conducted by our staff and some is outsourced as appropriate. Internally we provide educational technology training as mentioned above; however, the district also funds training for staff to attend CUE Conferences, Desmos training, Aeries training, and other specialized technology training as approved.

The district employs an English Learner (EL) Coordinator that works closely with the sites to provide training. Over the past few years the EL Coordinator has worked specifically with the Math and Social Studies departments to improve instructional strategies to support EL students. This year, the coordinator is continuing his work with these departments and expanding to the science and other elective departments.

Over the past few years the major focus for our Math and English Departments has been the transition to Common Core State Standards. Funding and professional development has been provided to support this transition. Along with the transition to CCSS a number of other initiatives began to unfold and more opportunities were provided to improve instructional strategies and collaboration. The math and literacy coaches were hired to support instruction, professional development, and collaboration. Our literacy coach has spent a significant amount of time working with the entire teaching staff on Writing Across the Curriculum. Our math coach focuses primarily on the math department and effective instructional strategies along with changing the mindset of teachers and students about math. Both instructional coaches work closely with the principal on the Instructional Rounds Process. Instructional Rounds in Education (IR) was developed by Dr. City and Dr. Elmore of the Harvard Institute. This is a process that all teachers are required to participate in at least once each year where the philosophy is “learn by doing”. Rounds are an inquiry process. People doing rounds should expect to learn something themselves. It is a non-evaluative process and the focus is referred to as the “Problem of Practice” or POP. Mission Oak’s current POP is, “Are students engaged in academic conversations?” At least half of the Mission Oak teaching staff has been trained in the use of Kagan Structures. These are instructional strategies that support student interaction and engagement and provide a great foundation to support our POP. We are beginning to close that chapter as we are finding traction campuswide, and we will soon begin to explore our next POP as we move into next year.

The district also supports and funds the implementation and preparation for the CAASPP testing. The Math and English Departments have been working to develop measurable ways to assess student growth. Our challenge is that the state testing does not require 9th and 10th grade students to be tested which creates a gap in our data between 8th grade and the junior year. Currently, each of these departments are implementing the Smarter Balanced Interim Assessments to collect data and plan instruction. As a district we are also looking at implementing the PSAT each year, 9th through 11th, to provide measurable data

through a validated testing system. The PSAT will also provide a wealth of other data for student placement and it connects to Khan Academy providing students with tutorials aligned with their academic needs.

The Science Department, in the most recent two years, has also had their work cut out for them as they prepare and begin to implement the Next Generation Science Standards (NGSS) and the new California Science Test (CAST) that aligns with NGSS. The Assistant Superintendent that oversees curriculum and instruction has worked closely with the science teachers throughout the district to provide the professional development necessary to meet the new standards and assessment.

The English Department, in addition to their focus on the CCSS, have implemented the Expository Reading and Writing Course (ERWC) for all 12th graders beginning in Fall of 2016. The ERWC was developed through the collaboration of high school teachers and California State University faculty members. It is a college preparatory, rhetoric-based English language arts course designed to develop academic literacy, and provides seniors who are conditionally ready for college level English to meet the criteria of readiness.

With all the work that needs to be done, one initiative has been put into place to pull it all together. This movement is the concept of Professional Learning Communities or PLCs. As schools have moved away from the isolated classroom and into a more collaborative environment, our district has adopted the PLC model. The initial training for some site leaders began as far back as 2011, and in 2014 the district began funding stipends for PLC leads. Unfortunately, the PLC model was not being implemented with fidelity. As a result, the district invested in hiring Dr. Timothy Kanold to train and guide all of our administration, counselors, department chairs, and PLC leads through the process of developing the true PLC model with purpose and clarity. Dr. Kanold served as the Superintendent of Adlai E. Stevenson High School District where he worked with Richard DeFour who was a leading voice in the PLC movement. Dr. Kanold will also begin work with our district math teachers in the development of effective curriculum and instruction in effort to improve student learning and assessment results.

Along with the shift in education from isolation to collaboration, the concept of teaching the whole child and the understanding that each child brings with them different backgrounds, experiences, and stories has undergone its own evolution. Our work in schools is more complex than ever before as we not only focus on the academic success of students, but their mental, social, and physical well-being is now in the forefront of our work. Our teachers and staff are not only being trained on how to educate our students, but also how to keep them safe physically and mentally. Last year over 95% of our district management teams were trained in suicide prevention and other mental health conditions that affect our students. In collaboration with the Tulare County Office of Education, all of our teachers will be trained in Youth Mental Health First Aid by the end of this school year. The district also adopted a new model for responding to an active shooter situation. Several district site administrators attended the ALICE Training Institute over the past year, including our site Assistant Principal and School Resource Officer, and earned a certification as ALICE

Trainers. At the beginning of this school year, all district and site staff were trained on the process through a presentation and a active participation in various active shooter scenarios. The ALICE Program (Alert, Lockdown, Inform, Counter, Evacuate) steers away from the traditional lockdown (sitting duck) model and provides alternate means of action aside from the Run-Hide-Fight model.

In effort to provide the behavioral supports and improve the social culture needed for our students to be socially and academically successful, the Tulare Joint Union High School District (TJUHSD) applied for and was awarded the School Climate and Transformation Grant funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) in October 2014. The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) oversees the program and supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Mission Oak has a PBIS Team made up of management team members, certificated teachers, and classified staff. The PBIS team meets regularly to plan and implement programs and structures to meet the PBIS requirements. The team also attends training offered through TCOE and provides training for our site staff.

Student Data

Enrollment and Demographics

Number of Students Enrolled					
	9	10	11	12	Total
2008-09	383	332	0	0	715
2009-10	385	339	294	0	1018
2010-11	398	357	314	260	1329
2011-12	444	361	331	282	1419
2012-13	412	444	357	322	1535
2013-14	377	387	420	332	1516
2014-15	378	373	360	383	1494
2015-16	425	353	355	331	1464
2016-17	438	408	338	321	1505
2017-18	431	413	384	323	1551

Student Distribution by Ethnic Group				
	2016-17		2017-18	
American Indian or Alaska	10	0.70%	10	0.60%
Asian	20	1.30%	23	1.50%
Pacific Islander	4	0.30%	0	0
Filipino	6	0.40%	7	0.50%
Hispanic or Latino	1109	73.70%	1153	74.30%
Black or African American	27	1.80%	24	1.50%
White	320	21.30%	322	20.80%
Two or More Races	3	0.20%	4	0.30%
Not Reported	6	0.40%	8	0.50%

Mission Oak High School ACS WASC/CDE Self-Study Report

Enrollment by Grade Level						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 9	444	412	379	378	425	438
Grade 10	361	444	393	373	353	408
Grade 11	331	357	431	360	355	338
Grade 12	282	322	358	383	331	321
Total	1419	1535	1561	1494	1464	1505

Enrollment by Ethnicity						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	5	8	16	13	9	10
Asian	28	22	29	17	21	20
Pacific Islander	4	2	2	1	2	4
Filipino	5	6	0	6	5	6
Hispanic	963	1087	1133	1104	1083	1109
African American	45	42	36	32	33	27
White, not Hispanic	356	363	344	318	302	320
Multiple/No Resp.	9	4	1	3	4	6
Two or More Races	4	1	0	0	5	3
Total	1419	1535	1561	1494	1464	1505

Transfer Data			
Year	Total Students	Transferring in	Transferring out
2016-2017	1505	78	143
2015-2016	1464	72	171
2014-2015	1494	88	191
2013-2014	1516	102	149
2012-2013	1535	61	148
2011-2012	1419	56	137
2010-2011	1329	67	92

California Assessment of Student Performance and Progress (CAASPP)

ELA																		
	2014-15						2015-16						2016-17					
	# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded	# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded	# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
Overall	329	17%	27%	36%	19%	55%	330	14%	28%	42%	17%	59%	315	27%	25%	37%	12%	49%
African American						0%						0%						
Hispanic	246	20%	32%	35%	13%	48%	236	15%	30%	39%	16%	55%	232	28%	28%	34%	10%	44%
White	67	9%	10%	40%	40%	80%	62	10%	19%	52%	19%	71%	68	24%	19%	41%	16%	57%
SED	227	22%	32%	34%	11%	45%	229	16%	28%	41%	16%	57%	212	32%	28%	30%	9%	39%
Non-SED	102	6%	17%	42%	35%	77%	101	10%	28%	44%	19%	63%	103	16%	18%	50%	17%	67%
EL	46	63%	33%	4%	0%	4%	46	43%	41%	13%	2%	15%	48	58%	23%	15%	4%	19%
Reclassified	124	6%	34%	44%	16%	60%	103	2%	34%	47%	16%	63%	108	14%	32%	43%	11%	54%
Non-EL	283	10%	27%	42%	22%	64%	161	14%	20%	47%	19%	47%	148	27%	20%	39%	14%	53%
SWD	16	75%	13%	6%	0%	6%	21	62%	29%	10%	0%	10%	18	94%	0%	6%	0%	6%
Non-SWD	313	14%	28%	38%	20%	58%	309	11%	28%	44%	18%	44%	297	23%	27%	38%	12%	50%
Migrant	22	14%	23%	36%	27%	63%	15	13%	27%	53%	7%	60%						0%

Math																		
	2014-15						2015-16						2016-17					
	# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded	# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded	# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
Overall	332	42%	32%	18%	7%	25%	330	45%	28%	20%	6%	26%	319	48%	28%	19%	5%	24%
African American												0%						0%
Hispanic	248	48%	31%	17%	4%	21%	238	50%	26%	16%	5%	21%	235	50%	29%	17%	4%	21%
White	68	21%	38%	25%	16%	41%	62	26%	29%	37%	8%	45%	69	39%	28%	26%	7%	33%
SED	229	49%	32%	15%	3%	18%	229	49%	29%	17%	4%	21%	216	55%	26%	15%	4%	19%
Non-SED	103	27%	31%	25%	17%	42%	102	37%	26%	26%	10%	36%	103	34%	31%	27%	8%	35%
EL	45	82%	16%	2%	0%	2%	45	91%	9%	0%	0%	0%	50	74%	18%	4%	4%	8%
Reclassified	128	36%	41%	17%	6%	23%	103	35%	36%	20%	9%	29%	108	43%	31%	21%	5%	26%
Non-EL	287	36%	34%	21%	8%	29%	162	41%	28%	23%	7%	30%	149	45%	26%	22%	7%	29%
SWD	13	100%	0%	0%	0%	0%	21	100%	0%	0%	0%	0%	18	94%	6%	0%	0%	0%
Non-SWD	319	40%	33%	19%	8%	27%	310	42%	30%	22%	6%	28%	301	46%	29%	20%	6%	26%
Migrant	21	38%	43%	10%	10%	20%	15	60%	20%	20%	0%	20%						0%

Conclusions indicated by the data:

1. ELA decreased 10% overall and Math decreased 2% overall.
2. EL's increased significantly from 4% to 19% in ELA over two years and increased from 2% to 8% in Math.
3. ELA scores decreased significantly (23%) in the white group in two years, from 80% to 57%

Courses with the highest % of D & F's

Schools	1st 6 weeks		2nd 6 weeks		1st Semester	
	Course	% D/F	Course	% D/F	Course	% D/F
Mission Oak	Integrated Math- (57/94)	60.6%	Integrated Math- (25/68)	36.7%	Integrated Math- (30/64)	46.8%
	Algebra 1- (191/376)	50.8%	Algebra 1- (181/443)	40.6%	Algebra 1- (187/445)	42.0%
	Algebra 2- (47/123)	38.2%	Algebra 2- (100/180)	55.6%	Algebra 2- (80/180)	44.4%
	Int. Ag Bio- (14/38)	36.8%	Int. Ag Bio- (40/75)	53.3%	Int. Ag Bio- (38/75)	50.6%
	Precalculus- (22/64)	34.4%	Precalculus- (10/44)	22.7%	Precalculus- (4/41)	8.9%
	ADDITIONAL COURSES after 1st 6 wks		Intro Phys Sci (68/122)	55.8%	Intro Phys Sci (40/121)	33.0%
					Spanish Lang 5 (13/32)	40.7%

Over the last two years the English Learner PLCs have focused on have shown growth in the number of Ds and Fs assigned to English Learners. At the beginning of the 2017-18 school year all of the site principals in the district identified the courses with the most Ds and Fs. At the first six-week mark, four out of the five top D/F courses were math classes. Due to the low CAASPP performance and the low grade distribution, mathematics has now become a district focus as well as an improvement area in our action plan.

A-G Completion Rates

Year	Gender	Hispanic or Latino, of Any Race		African American, Not Hispanic		White, Not Hispanic		English Learner		Socioeconomic Disadvantaged		Overall	
		# of Grads	Met UC/CSU requirements	# of Grads	Met UC/CSU requirements	# of Grads	Met UC/CSU requirements	# of Grads	Met UC/CSU requirements	# of Grads	Met UC/CSU requirements	Total # of Students	% of students
2012 - 2013	Female	102	40.20%	5	40.00%	13	39.40%	3	0%	94	38.30%	144	39.60%
	Male	87	27.60%	11	54.50%	17	41.50%	13	0%	80	26.20%	144	35.60%
	Total	189	34.40%	16	50.00%	30	40.50%	16	0%	174	32.80%	288	37.50%
2013 - 2014	Female	101	50.50%	1	100.00%	30	56.70%	3	0%	90	51.10%	136	52.20%
	Male	115	32.20%	6	50.00%	45	40.00%	11	0%	114	29.80%	172	34.90%
	Total	216	40.70%	7	57.10%	75	46.70%	14	0%	204	39.20%	308	42.50%
2014 - 2015	Female	128	45.30%	4	50.00%	43	58.10%	9	0%	129	46.50%	178	49.40%
	Male	122	35.20%	5	40.00%	45	31.10%	16	6.20%	121	30.60%	177	34.50%
	Total	250	40.40%	9	44.40%	88	44.30%	25	4.00%	250	38.80%	355	42.00%
2015 - 2016	Female	124	50.00%	6	50.00%	31	64.50%	9	22.20%	111	45.90%	168	53.00%
	Male	107	33.60%	1	0%	35	51.40%	15	0%	99	30.30%	146	37.70%
	Total	231	42.40%	7	42.90%	66	57.60%	24	8.30%	210	38.60%	314	45.90%

Conclusions indicated by the data:

1. Our A-G completion rates have increased steadily from 2013 to 2016 for all student and in all subgroups except for African American with White, not Hispanic holding the greatest gains.
2. Our A-G completion rates for English Learners is just beginning to show some progress.
3. Our female A-G Completion Rates overall are notably higher than males every year in every subgroup.

Graduation/Dropout Rates

	Graduation Rate				Dropout Rate			
	2013	2014	2015	2016	2013	2014	2015	2016
Hispanic or Latino of Any Race	87.40%	88.20%	90.90%	91.30%	12.60%	11.80%	8.00%	8.30%
African American	100.00%	100.00%	100%	100%	0.00%	0.00%	0.00%	0.00%
White, Not Hispanic	94.90%	94.90%	93.60%	95.70%	5.10%	5.10%	4.30%	4.30%
English Learners	74.40%	83.50%	87.60%	87.10%	25.60%	16.50%	10.10%	11.80%
Migrant Education	88.00%	90.30%	94.30%	89.70%	12.00%	9.50%	5.70%	10.30%
Special Education	77.80%	85.70%	90.50%	93.30%	22.20%	14.30%	4.80%	6.70%
Socioeconomic Disadvantaged	87.20%	88.60%	91.00%	90.40%	12.80%	11.40%	7.70%	9.30%
All Students	89.70%	90.30%	92.00%	92.30%	10.30%	9.70%	6.70%	7.40%

Conclusions indicated by the data:

1. Dropout rates in all subgroups have decreased (improved) 2013 to 2015 with a slight increase in 2016p
2. Graduation rates in all subgroups has steadily increased in all subgroups over the four year comparison except a notable dip in Migrant Ed students.

Suspension Data

MOHS Suspension Data 2015-2016

MOHS Suspensions by Grade
9th Grade = 28
10th Grade = 17
11th Grade = 8
12th Grade = 10
Total Suspensions = 63
Total Suspension Days = 142
**SpEd Suspensions = 8

MOHS Involuntary Transfers/Expulsions
Expulsion = 2
Male = 2 vs Female = 0
Involuntary Transfers = 4
Male = 3 vs Female = 1

Males vs Females Suspensions
Males = 48 vs Females = 15

Total Students Suspended = 50
Total **SpEd Students Suspended = 4

Incident Description (Violation) - Total Suspensions
1 - Assault = 6
2 - Defiance = 3
5 - Fighting - Physical = 16
6 - Fighting - Verbal = 2
8 - Harassment or Bullying = 2
9 - Hate Crime = 2
11 - Possession of Drugs = 15
14 - Possession of Weapon = 1 (imitation)
15 - Profanity/Obscenity = 1
18 - Selling Drugs = 2
20 - Theft/Robbery = 1
21 - Threat = 5
22 - Under the Influence of Alcohol = 1
23 - Under the Influence of Drugs = 5
56 - Dress Code = 1

Suspensions by Ethnicity
Black or African American = 4
Hispanic = 33
White = 12
Samoan = 1

MOHS Suspension Data 2016-2017

MOHS Suspensions by Grade
9th Grade = 75
10th Grade = 31
11th Grade = 23
12th Grade = 3
Total Suspensions = 132
Total Suspension Days = 306
**SpEd Suspensions = 24

MOHS Involuntary Transfers/Expulsions
Expulsion = 6
Male = 5 vs Female = 1
Involuntary Transfers = 5
Male = 2 vs Female = 3

Males vs Females Suspensions
Males = 82 vs Females = 50

Suspensions by Ethnicity
Black or African American = 8
Hispanic = 66
White = 14

Incident Description (Violation) - Total Suspensions
1 - Assault = 21
2 - Defiance = 19
5 - Fighting - Physical = 34
6 - Fighting - Verbal = 13
8 - Harassment or Bullying = 3
11 - Possession of Drugs = 8
13 - Possession of Tobacco = 1
14 - Possession of Weapon = 1
15 - Profanity/Obscenity = 2
21 - Threat = 4
23 - Under the Influence of Drugs = 14
24 - Vandalism = 4
55 - Disruptive = 3
57 - Horseplay = 2
67 - Aiding and Abetting = 1
68 - Instigating = 1
82 - Harassment or Bullying - Race/Ethnicity = 1

Total Students Suspended = 88
Total **SpEd Students Suspended = 16

Mission Oak High School 2016-17									
Suspension Data 2016-17							Expulsion Data 2016-17		
	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
English Learners	258	45	21	8.1%	52.4%	47.6%	2	2	0.78%
Foster Youth	10	0	0	0.0%	0.0%	0.0%	0	0	0.00%
Homeless Youth	91	13	9	9.9%	66.7%	33.3%	1	1	1.10%
Migrant Education	30	7	2	6.7%	0.0%	100.0%	1	1	3.33%
Socioeconomically Disadvantaged	1,137	152	87	7.7%	66.7%	33.3%	5	5	0.44%
Students with Disabilities	89	28	15	16.9%	60.0%	40.0%	2	2	2.25%
African American	30	10	6	20.0%	66.7%	33.3%	1	1	3.33%
American Indian or Alaska Native	11	0	0	0.0%	0.0%	0.0%	1	1	9.09%
Asian	22	0	0	0.0%	0.0%	0.0%	0	0	0.00%
Filipino	*	*	*	*	*	*	*	*	*
Hispanic or Latino	1,176	131	77	6.5%	71.4%	28.6%	2	2	0.17%
Pacific Islander	*	*	*	*	*	*	*	*	*
White	339	21	15	4.4%	66.7%	33.3%	2	2	0.59%

Suspension Rate has come to be a major focus for both the State and Federal education departments. The State has included the suspension rates as one of the indicators for the Equity Report. And as stated earlier, we are currently participating in PBIS which is monitored under federal guidelines. Our suspension rates increased significantly during the 2016-17 school year. Our overall suspension rate for the previous two years was 2.6%; however this past year they increased to 6.2%. As a school we have taken a number of steps to identify and improve upon our suspension practices and interventions. These steps are outlined in our action plan in Chapter V.

California English Language Development (CELDT) Data

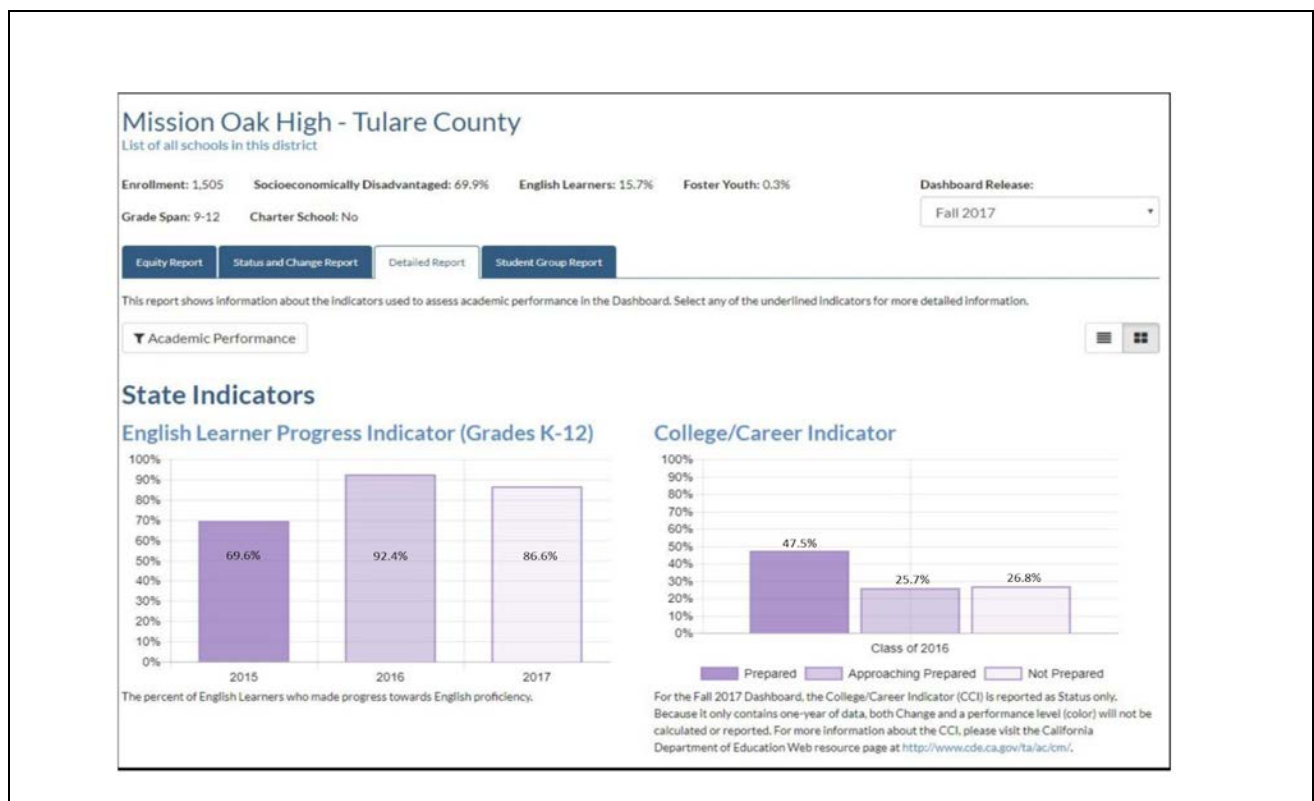
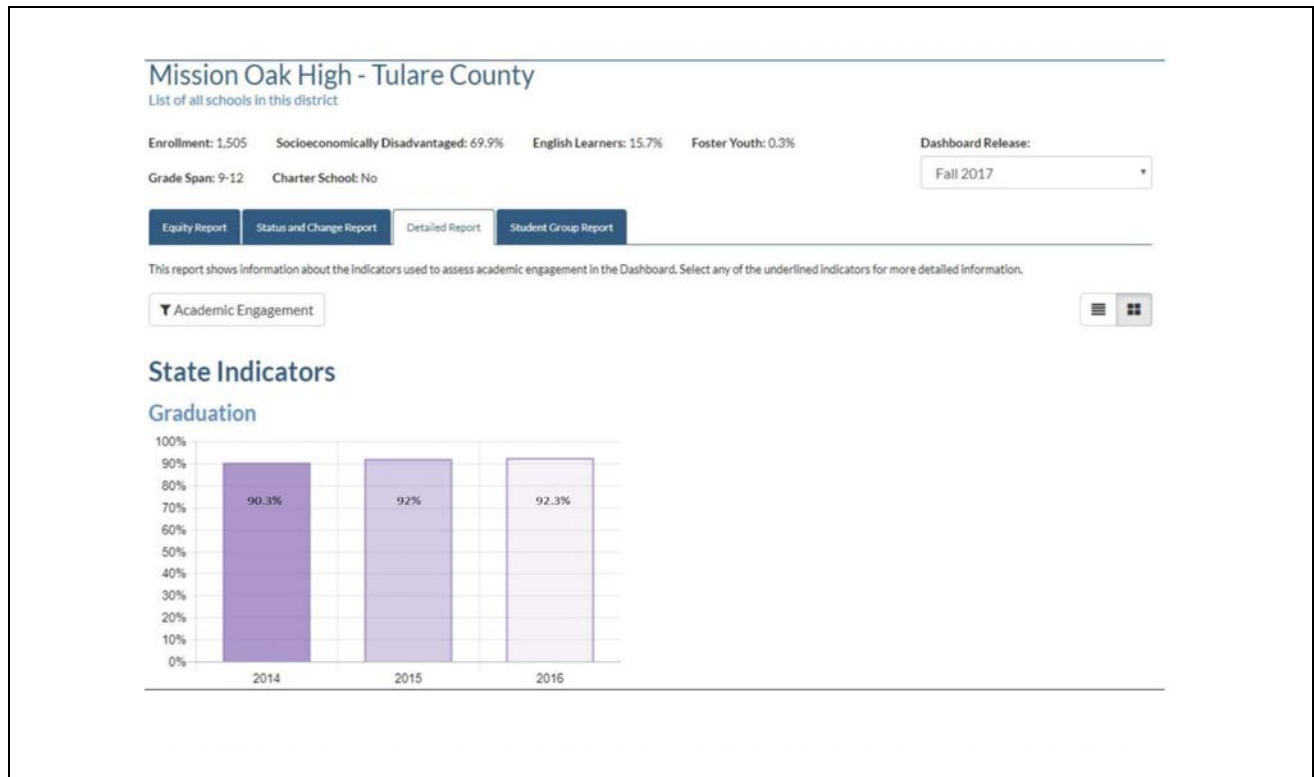
CELDT Results															
Overall Proficiency	2014-15					2015-16					2016-17				
Grades	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total
Advanced	5	4	2	5	16	8	12	6	3	29	2	4	8	9	23
	5%	6%	5%	17%	7%	10%	19%	13%	8%	13%	4%	6.00%	21%	36%	13%
Early Advanced	51	25	23	11	110	24	30	23	19	96	17	26	17	5	65
	56%	40%	55%	37%	49%	31%	48%	51%	51%	43%	36%	40%	44%	20%	37%
Intermediate	28	18	12	8	66	33	18	8	11	70	17	25	12	6	60
	31%	29%	29%	27%	29%	43%	29%	18%	30%	32%	36%	38%	31%	24%	34%
Early Intermediate	6	9	3	5	23	8	2	5	4	19	9	7	1	4	21
	7%	15%	7%	17%	10%	10%	3%	11%	11%	9%	19%	11%	3%	16%	12%
Beginning	1	6	2	1	10	4	1	3	0	8	2	3	1	1	7
	1%	10%	5%	3%	4%	5%	1%	7%	0%	4%	4%	5%	3%	4%	4%
Number Tested	91	62	42	30	225	77	63	45	37	222	47	65	39	25	176

	Total	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced & Above
2016-17	176	4%	12%	34%	37%	13%	50%
2015-16	222	4%	9%	32%	43%	13%	56%
2014-15	225	4%	10%	29%	49%	7%	56%
2013-14	230	3%	7%	33%	47%	9%	56%
2012-13	257	5%	10%	35%	42%	7%	49%

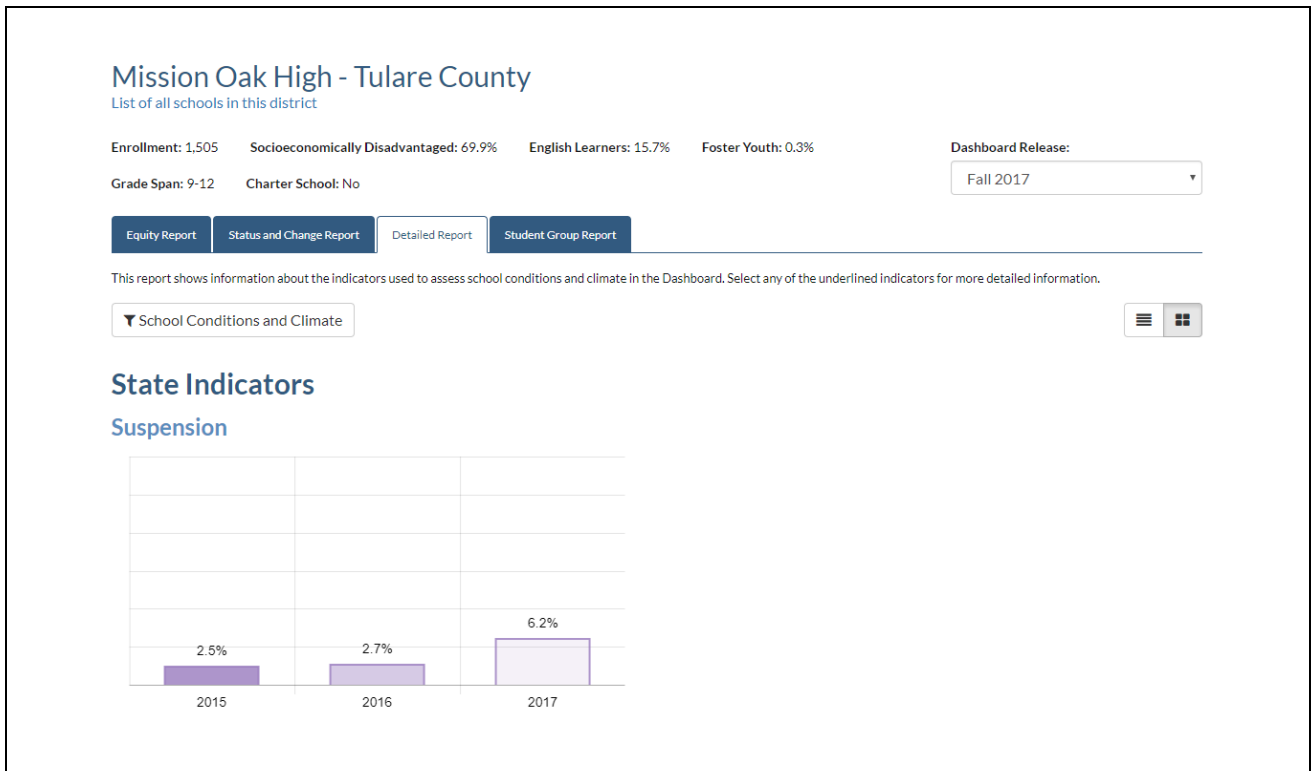
Conclusions indicated by the data:

1. The percent of students scoring Early Advanced & Above has remained above 50% over the past four years.
2. The percent of students scoring as intermediate has stabilized in the low 30%. This is a focus schoolwide to move these students into Early Advanced & Above.

California School Dashboard Equity Report

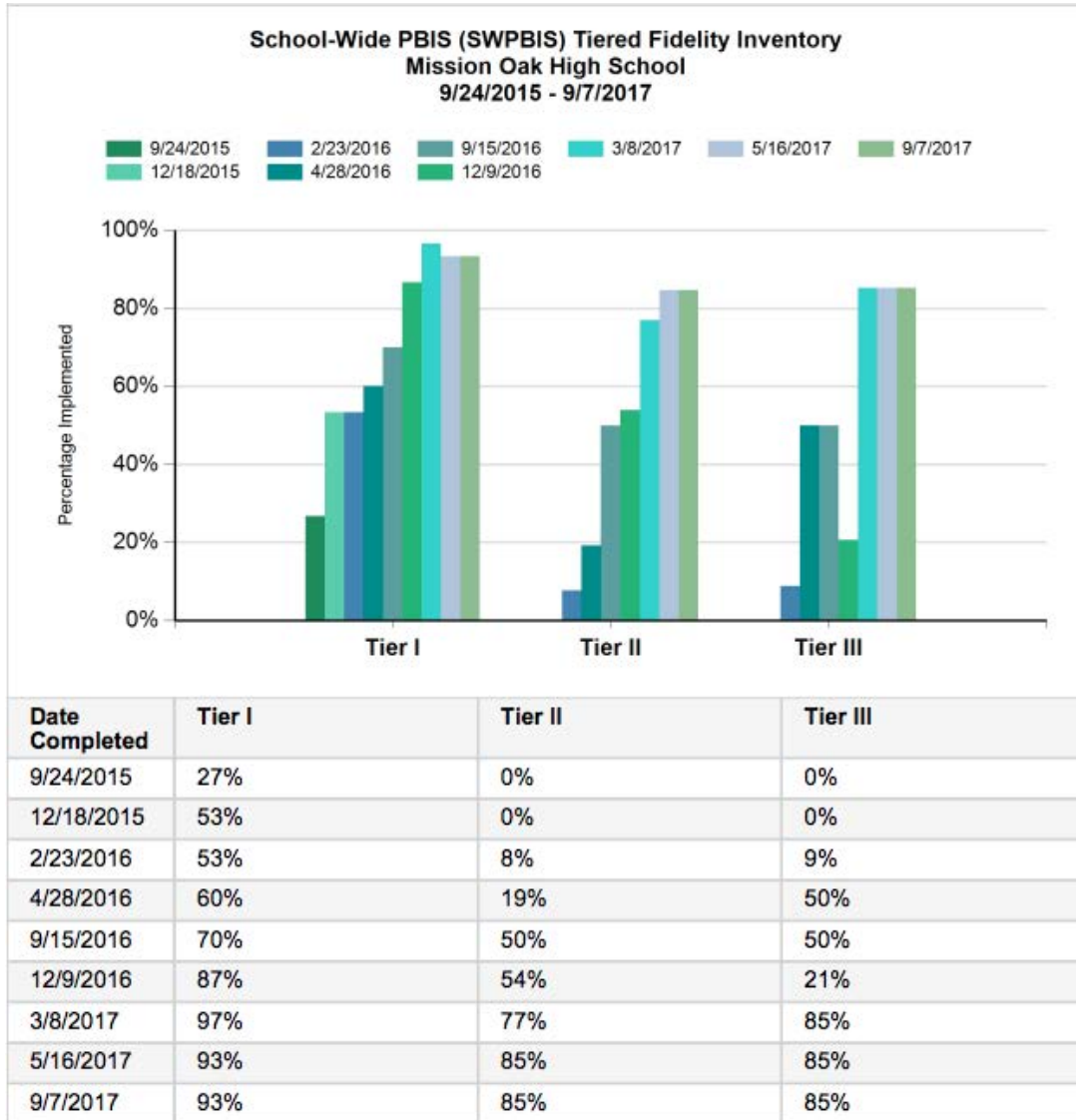


Mission Oak High School ACS WASC/CDE Self-Study Report



This year the State released the Dashboard Equity report which included the three State Indicators that districts would be held accountable for their performance in the 2016-17 school year. Mission Oak performed well in the areas of graduation and English Learner progress. As mentioned earlier in this report, our suspension rates for the 2016-17 school year did not fare well and fell into the red zone in the State Indicator rubric. Also shown above is the College/Career Indicator. This particular indicator is not part of the 2016-17 accountability; however, for 2017-18 it will in addition to individual school accountability.

Mission Oak High School ACS WASC/CDE Self-Study Report



According to the Tiered Fidelity Inventory, Mission Oak is on track to reach our goal of reaching full implementation within the next two years. This is one of the factors to improve our campus culture and assist with adding effective intervention plans to assist with reducing suspension rates.



Chapter 3

Self-Study Findings



Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

David Flores, Focus Group Leader	Social Studies
Michele Borges	Principal
Michelle Cardoza	Business
Dina DaSilva	Physical Education
Summer Denney	English
Neal Fagundes	Classified
Ann Garcia	Classified
Corina Gomes	Classified
Roger Hildreth	Physical Education
Alvaro Martin	Science
David Meza	Foreign Language
Bob Rajewich	Mathematics
Debra Rathjens	Classified
Diane Reis	English
Robin Rodriguez	Fine Art
Karly Smith	Social Studies
Carlos Soleno	Mathematics
Bertha Tello	Counseling

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
<p>Mission Oak High School has a clearly established vision and mission statement created and updated by the various stakeholder in our school. It's focus is on our students centers on providing the best learning opportunities and preparing them for life beyond high school.</p> <p>Vision: All students will be prepared to embrace challenges, seek opportunities, and find purpose in a dynamic global society.</p> <p>Mission: Our mission is to empower all students to graduate with college, career, and life-readiness skills.</p> <p>Schoolwide Learner Outcomes: Mission Oak High School Graduates will earn their WINGS:</p> <p>Will to Succeed</p> <ul style="list-style-type: none"> ● Embrace learning ● Adapt to change ● Set and strive towards personal and professional goals <p>Innovative and Creative</p> <ul style="list-style-type: none"> ● Critical thinker ● Problem solver ● Express self through arts, sciences, and humanities <p>Networking</p> <ul style="list-style-type: none"> ● Communicate and Collaborate ● Digitally Literate 	<ul style="list-style-type: none"> ● August Staff Meeting Agenda ● Career Day ● Senior Surveys ● Administrative Team Meeting Agenda ● College Night ● School Site Council Agenda ● Internships/Community Service ● Google Form Survey ● Assemblies: <ul style="list-style-type: none"> ○ PBIS ○ REIGN ○ College Signing ○ Outstanding Hawk Awards ● Technology Expo

<ul style="list-style-type: none"> ● Invest in and connect to school and community <p>Global Citizens/Minded</p> <ul style="list-style-type: none"> ● Global awareness ● Respectful, Responsible, and Accountable ● Understand the rights and responsibilities of life in a democracy <p>Self-Directed Learner</p> <ul style="list-style-type: none"> ● Read, write, speak, and listen with a growth mindset ● Gather, analyze and synthesize information ● Time management and ability to follow directions 	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>In the three days leading up to each school year stakeholders (certificated and classified) meet at the district, site, and department levels to discuss ongoing desired outcomes and areas for reflection and modification.</p> <p>The school's vision, mission, and SLOs are routinely updated after feedback is provided from all stakeholders including the Leadership Team, School Site Council, PBIS, as well as parents and students.</p> <p>Through the process of instructional rounds teachers provide input on the school-wide problem of practice (POP) and work towards aligning the POP with the vision, mission, and SLOs.</p>	<ul style="list-style-type: none"> ● State of the District presentation ● Beginning of the year site level staff meeting (certificated, classified, and department) ● Instructional Rounds ● PLC meetings ● Google Form surveys ● Parent Survey ● Student Surveys ● Student School Climate Survey ● School Newsletters

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
<p>The school's process in adopting the mission and vision statements involved certificated and classified staff, students and parents. The mission and vision is shared throughout the year with certificated staff, parents and students.</p> <p>Incoming freshmen and their parents are welcomed to our campus in the late spring in what has been called "The Hawk Nation Celebration." School programs ranging from</p>	<ul style="list-style-type: none"> ● CA Healthy Kids Survey ● Certificated Staff Survey ● School Site Council ● Parent Booster

<p>service clubs to sports programs are present to field questions and take names for those incoming freshmen in building that bridge from middle school to high school.</p> <p>Incoming freshmen are taken to the local movie theater to hear from our counseling and support staff about the academic expectations of students, the registration process and other general information about our campus.</p> <p>Board meeting agendas are easily accessible via Google Drive through the district website. Student reps attend these meetings and update the board on events taking place on our campus.</p>	<p>Club</p> <ul style="list-style-type: none">● School Newsletter● ELAC Meetings● Board Meeting student reps● Freshman Orientation● Link Crew● Galaxy Theater orientations● Principal's Newsletter
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Findings	Supporting Evidence
<p>Policies and procedures related to the selection, composition, specific duties, and meetings of the TJUHSD governing board are well defined and communicated clearly. Guidelines are established by California state law and local education board policies.</p> <p>In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets the direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives, and/or comprehensive plans.</p> <p>Regular board meetings are held twice monthly on Thursday evenings. Staff, parents, students and community members are encouraged to attend the meetings. Our campus has student reps who attend each board meeting, listen to the board content as well as update the board on the happenings of the campus events.</p> <p>Board documents are available through the district website through Google Drive and are provided pursuant to the California Education Code. Board documents are also provided to all staff members from our principal's secretary. The Tulare Joint Union High School District is governed by a five-member board and serve terms of four years.</p>	<ul style="list-style-type: none"> ● District Vision and Mission ● Board Policies and Administrative Regulations on District Website ● TJUHSD LCAP ● Board Meetings (Agendas and Minutes)

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Findings	Supporting Evidence
<p>The TJUHSD Board of Trustees work closely with the district superintendent and assistant superintendents to govern in the best interest of the community and its stakeholders. The Board reviews performance data, school goals, graduation rates and attendance data.</p> <p>The Board also recognizes outstanding students from the various content areas at a special meetings held twice a year at each of district's school sites. Teachers present these students to their families in the presence of the Board and district administration.</p> <p>Board members are present at many of the events held in the community. They are available for comments from any and all stakeholders including community members, parents, students and faculty of the district.</p> <p>The Board solicits input from stakeholders through the use of surveys as well holding community forums for parents and community members to attend. The district also works with a local newspaper and education correspondent to provide information about the district to the community.</p>	<ul style="list-style-type: none"> • SARC • Board Agendas • District Website • Board Meeting Calendars • LCAP Meetings • Professional Development • Budget Advisory • Community forums • Local newspaper correspondent

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

Findings	Supporting Evidence
<p>Mission Oak High School's community is built upon the motto "Three Cities, One Family". Mission Oak stakeholders come from the city of Tulare and communities of Pixley and Tipton. Programs are designed to incorporate stakeholders from each of these communities. Parents and community members are invited to serve on the School Site Council, ELAC, and LCAP committees. Board meetings are open to the public with the board calendar set nearly one year in advance, and provided to all community members through various mediums including publication on the</p>	<ul style="list-style-type: none"> • Parent, Teacher, Student Informational Night • Board of Trustees • Newsletter • Parent Link • Back To School Night • Freshman Orientation • School Site Council • ELAC • Budget Advisory

<p>district website, and newsletters sent home to families.</p> <p>The board provides oversight to the goals and mission statement and learning outcomes of Mission Oak. Input provided by the board is then taken back to the school site level, discussed and then implemented as best possible.</p> <p>There is a clear understanding about the relationship between the Board of Trustees, Superintendent, District Administration, Site Administration, Classified and Certificated Staffs. These relationships have been very positive and each of these entities works to further both the district and school goals and objectives.</p>	Committee
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Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Findings	Supporting Evidence
<p>The certificated staff responsibilities and expectations are clearly defined in the Collective Bargaining Agreement between the Tulare Joint Union High School District and the TJUHSD-Teachers Association (2015-2018).</p> <p>Guidance for new teachers is provided through the California Teacher Induction Program (TIP). Intern teachers not eligible for TIP, are supported through the district's Intern-Mentor program. Teacher support is also provided via the Teacher Improvement Plan and supported with a mentor teacher.</p> <p>Information regarding board policies and administrative code are provided through the district website and readily available for any staff members or community members. Hard copies are also available upon request from the district office.</p> <p>The review of LCAP goals and the Eight State Priorities are held in open session of board meeting. All stakeholders are provided the opportunity to provide input as these are being reviewed and discussed. Areas of focus are discussed and action plans are then developed and implemented to target growth areas.</p>	<ul style="list-style-type: none"> ● LCAP Fact Sheet ● Intern-Mentor Program ● California Teacher Induction ● Consultants ● Collective Bargaining Agreement <ul style="list-style-type: none"> ○ Salary schedule ○ Health and welfare ○ Association rights ○ Leaves ○ Transfers and reassignments ○ Employee evaluation ○ Grievance procedures ○ Working hours ○ Evaluation Procedures ● LCAP public hearing ● Board Meetings

<p>Action plans may include the use of consultants to work with staff on areas of growth.</p> <p>The business office works with the school site in providing fiscal oversight of budgets and spending. This is overseen by the Board. Input on budgets and spending is provided by the Budget Advisory Committee. All stakeholders are welcomed at Budget Advisory meetings.</p>	<ul style="list-style-type: none"> • Budget Advisory Committee
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Findings	Supporting Evidence
<p>The Tulare Joint Union High School District Board of Trustees asks that complaints be resolved in a timely fashion with minimal disruption to the education process. Members of the public are encouraged to utilize the established procedures set forth by Education Code and Board Policy regarding the Uniform Complaint Procedure. The Board takes all complaints under advisement and works to resolve complaints fairly and expeditiously.</p> <p>Complaints should be submitted in writing to the district office to allow district staff to resolve the issues. Statements should be directed to the attention of the Superintendent's office. In order to protect the confidentiality of the parties involved, board policy states that complaints will be considered in closed sessions in complaints that are related to specific students.</p> <p>Complaints and conflict resolution established by the board and carried out by the district have been effective. The working relationship between administration, the two bargaining units, students, and parents have been very good. Since our last WASC review, there have been no unresolved issues that have had a negative impact on these relationships.</p>	<ul style="list-style-type: none"> • Posted On Campus • Student Handbook • Board Policy on District Website • Community Liaison • Uniform Complaint Procedure (UCP)

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Findings	Supporting Evidence
Formal planning and communication occurs every three weeks through School Site Advisory meetings, quarterly School Site Council meetings, monthly curriculum leaders meetings, monthly department meetings, and weekly Professional Learning Community meetings. Informal planning and communication occurs through the Academic Parent Boosters, various other booster groups, administrative team meetings, and in the Principal's Newsletter (sent out three times a year). The Single School Plan for Student Achievement drives professional development, instruction, and assessment. It is developed collaboratively with representatives from all stakeholder groups. Analysis of student performance data and the review of Critical Academic Needs are the driving forces for the development of focused action plans. School Site Council members are engaged in this process. There are correlations among the allocation of resources (time, funding, personnel, materials, etc.), the integration of Schoolwide Learner Outcomes, and the nature of improvement articulated in the schoolwide action plan. Effective execution of the action plan is the foundation for achieving student outcome goals.	<ul style="list-style-type: none"> • School Action Plan • School Site Council • PLC Leads • Safety Plan • Math Coach • Literacy Coach • ELD Coordinator • Technology Committee • PD Committee • Advisory

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Findings	Supporting Evidence
The staff at Mission Oak High School collaborates on a continual basis in a variety of meetings and workshops. Through our department PLC meetings, SMART goals have been established in every subject for each grade level. Instructional rounds are held three to four times a year, during which staff examines the problem of practice to establish school-wide instructional strategies	<ul style="list-style-type: none"> • PLC • SMART Goals • Instructional Rounds • Problem of Practice • Advisory Meetings • Essential Learnings • Pathways

accessible to all grade levels and in all subjects. Mission Oak houses the Engineering Academy. Math and literacy coaches lead the staff in the analysis of CAASPP data, which results in the administration of CAASPP practice tests throughout the school year. The practice tests are also hand scored by our staff.	<ul style="list-style-type: none"> • Academies • CAASPP Practice Test (Math/ELA)
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Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Findings	Supporting Evidence
<p>The school employs various teaching strategies that depend on shared responsibility, carefully considered instruction, and mutual accountability. Instruction is supported by staff development choices that encourage improvement and the implementation of new teaching methods. Staff members share in this drive for success by participating in coaching and mentoring.</p> <p>These processes are evaluated regularly by the administrative team, PLCs, and counseling staff. Additional forms of ongoing program evaluation include curriculum collaboration within all core subjects, department meetings, staff in-service in reading/writing strategies, and “Instructional Rounds.”</p> <p>The development of frequent common formative assessments by PLC teams also assists in the communication process. The review of the existing processes to determine the degree to which actions of the leadership and staff are focused on successful learning.</p> <p>A culture of collegiality and collaboration exists at MOHS to the benefit of both teachers and students on campus. Many staff members continue to grow in the collaborative PLC process, participating in the item analysis procedure used to identify strengths and weaknesses in student performance, improving the quality of common and summative formative assessment instruments, and improving instructional practices.</p>	<ul style="list-style-type: none"> • AVID • AP Courses • Project Lead the Way • Journalism • Technology Coaches • Content Leads • Literacy Coach • Math Coach • SAMRWISE • Professional Development • Instructional Rounds • Teacher Librarian • SMART Goals

School site professional development is organized at MOHS by professional development leaders. Years of effective teaching experience as evidenced by informal observation, student outcomes, and formal evaluation, have identified these professionals as leaders.	
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
<p>The school site leadership team has established norms that govern the process of facilitating meetings for all staff. All committees and leadership groups at Mission Oak have also developed their own norms that establish agreed-upon operating procedures for meetings. Administration and staff may consult a variety of readily available policies, organizational charts, and employee handbooks that details responsibilities, operational practices, decision making processes, and task relationships among employee groups.</p> <p>Mission Oak High School has effective existing structures for internal communication, planning, and resolving differences. These structures include work email, a central Google Calendar for facilities, Google Docs, AERIES, professional learning communities, department meetings, faculty meetings, School Site Council, mailboxes, PBIS and curricular leader meetings. The administrative team is focusing on providing the staff with the “why” of administrative requests, rather than just the “what and how” as well as developing the professional capital of all staff.</p>	<ul style="list-style-type: none"> ● School Calendar ● Google Calendar ● Facilities Calendar ● District Email ● Google Drive ● PLC Calendar ● PBIS PLC Meetings ● AERIES

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Findings	Supporting Evidence
<p>The Tulare Joint Union High School District through the use of Edjoin, is the first point of contact for new employees. Through the use of Edjoin, applicants submit applications, are screened, selected for interviews with human resources, site admin and interview panels, and undergo a second level interview with the superintendent before being recommended to the Board of Trustees.</p> <p>Every teacher is required to complete the California Teacher Induction Program (TIP) in order to obtain their California Clear Credential. During this time, teacher candidates are required to work one-on-one with an assigned mentor and must satisfy a number of meeting hours and standards in order to finish the program. Pre-intern and intern teachers are supported via the Intern-Mentor program established by the district.</p>	<ul style="list-style-type: none"> • Edjoin • New teacher orientation • Literacy Coach • Math Coaches • Math curriculum specific training • Intern-Mentor • Teacher Induction Program • Intern-Mentor Program • ELD (CLAD) Coordinator • Technology Coaches/SAMR training • Second level interviews with superintendent

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>During the spring semester, staff members submit their Fall semester teaching preferences to their department chair. Each department chair then meets with the Assistant Principal of Counseling to obtain section allocations and a joint meeting is held with all department chairs, the Assistant Principal of Counseling and the Principal to build a tentative master schedule for the Fall. Master schedules are finalized based on student needs and the professional strengths of teachers. Ultimately, the needs of the students are the number one priority in determining assignments to programs.</p> <p>Each year, the Tulare Joint Union High School District ensures staff are professionally trained in mandated</p>	<ul style="list-style-type: none"> • Preferences for teaching assignments • Keenan Safe School training • SAMR training • One-to-one technology training • PLCs that support our content areas • AVID training • PLTW training • Instructional Rounds • AP training • District level PD and tech training

<p>reporting, bloodborne pathogens, AVID strategies, technology training for 1:1 use, College Preparatory Mathematics, and Advanced Placement courses among other professional development programs facilitated by the District.</p> <p>The district also uses the practice of Instructional Rounds. Sites determine their problem of practice and work amongst themselves to observe and implement strategies that support student learners. School-wide strategies are agreed upon and used strategically on specific days of the month so students are practicing the best methods in a concentrated span of time.</p>	<ul style="list-style-type: none"> ● CPM for math teachers ● Principal observations of staff
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Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p>Teachers meet with their department chairs and fellow department members for PLC meetings once a week (at least two weeks out of the month).</p> <p>Teachers from each department are assigned the task of attending the PBIS meetings held throughout the school year. Policy and procedure are discussed at these meetings with an emphasis on how disciplinary procedures can be carried with the bounds of the Ed Code as well as practices, tools and resources available to assist in the discipline process.</p> <p>Teachers are required to attend and complete two sessions of Alert Lockdown Inform Counter and Evacuate (ALICE) training, during which plans are discussed on how to handle an active shooter situation. Staff were also put through a live simulation of an active shooter on campus.</p> <p>Teachers are required to complete first aid training and must be CPR certified in order to qualify and legally teach in the classroom. Teachers also must complete a student mental health training in order to recognize the signs of mental distress/disorder in students and possibly prevent incidents such as suicide.</p>	<ul style="list-style-type: none"> ● PLC most weeks ● AERIES discipline support ● PBIS ● ALICE training ● Mental health and first aid training ● District calendars ● Instructional rounds ● Advisory and PLC meeting schedules

All teachers are required to participate during one of the assigned instructional rounds days. Teachers during that time discuss the different levels of academic language and observe different teachers while they are teaching to see the class in action. Teachers also discuss learning strategies that can be used in order to encourage the use of higher levels of academic language in the classroom.

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The school administration effectively supports professional development by dedicating time, material, personnel, and fiscal resources to this purpose. The general goal of district and site professional development is to facilitate the opportunity of all students to achieve academic standards and learning outcomes. School site training is supplemented by district-wide, year-round professional development of all teachers and administrators.</p> <p>Mission Oak High School offers access to a variety of different professional development opportunities that actively supports their teachers. It is researched-based and is focused on the increased academic achievements of all students. The Tulare Joint Union High School District has brought in Solution Tree for continued development of PLCs and how they will benefit the instruction of the teacher and learning for the students.</p> <p>Youth Mental Health First Aid is provided to teachers on how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.</p>	<ul style="list-style-type: none"> • Youth mental health training/suicide awareness training • Reconnecting Youth • AVID • AP classes • NAF conferences • PLTW annual conference • PLTW training • Dual enrollment classes (COS) • Supplement of AP exams • Fiscal resources • Graduation rate improvement • SAMR training (includes learning how to use and incorporate programs such as Peardeck, Google Classroom, Kahoot, Quizizz, and other technology apps we have licensing for through the district.) • LMS • ALBERT.io • CPM Math Training • SMART Goals

<p>PLC teams are provided time during the month to discuss student learning and to share the expectations of what students should learn.</p> <p>Various opportunities are made available to develop skills and curriculum with technology with SAMR training that provides instruction with numerous apps and programs.</p> <p>Funds are used to send teachers to AP summer institutes, AVID summer training, the PLTW training and annual conference, NAF conferences, and CPM math training.</p> <p>Students can earn dual credit that fulfills their high school graduation requirements while earning college credit with the affiliation with the College of Sequoias.</p>	
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Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>The Tulare Joint Union High School District outlines the evaluation procedure in the collective bargaining agreements it has with the California Teachers Association and California School Employees Association. These processes include pre-evaluation conference and post evaluation conferences. The frequency of evaluations is also outlined in the CBA's.</p> <p>The District and Bargaining units work to ensure that the evaluation process is meaningful and working toward furthering the goals of the District and adhere to the California Standards for the Teaching Profession.</p> <p>The District also fields a Professional Development Committee composed of teachers, administrators and district office staff who evaluate and plan appropriate PD to support staff.</p> <p>Certified and classified staff who do not receive satisfactory evaluations are supported through performance improvement plans.</p>	<ul style="list-style-type: none"> • Certificated Contract 2015-2018 • Pre-evaluation meetings • Post-evaluation meetings • Observation of staff during class time • Administrative Resource Development activities for TJUHSD administrators • Professional Development activities • Evaluation documentation

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
<p>Mission Oak's mission is very closely aligned with our district's mission and resources are allocated by the district to each school site. Allocation of funding is dependent on actual and projected average daily attendance as well as the estimated revenue per unit of average daily attendance. Some are allocated according to a formula based on student populations (ELL, Title II, LCAP) and others on school size and program enrollment (Principal's Reserve, MAA, MediCal, Perkins).</p> <p>The District also supports individual school site applications for Career Technical Education grants, College and Career grants, which is based on student interest, local employment needs and teacher expertise. Expenditures are prioritized by student and facility needs aligned to the identified mission.</p>	<ul style="list-style-type: none"> ● Mission Statement ● Districtwide LCAP: designed by parents, educators, employees and the community. ● BAC: Budget Advisory Committee

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
<p>The district provides an adequate operating budget for the principal to purchase needed equipment, supplies, and instructional materials for the school to operate efficiently.</p> <p>The district works closely through it's business office to ensure that processes are followed pursuant to district policy and Ed Code. Stakeholders responsible for overseeing budgets are department chairs, athletic coaches, and club advisors. They are trained annually by the business office of the process and procedures for accepting funds as donations, expending funds as well as policy and procedures for reimbursements.</p>	<ul style="list-style-type: none"> ● Annual adopted district budget ● Site budgets ● Department budgets ● Athletic Budgets ● District Handbook on finances ● SPSA annual report ● Budget Advisory Committee ● Adopted district budget

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Findings	Supporting Evidence
<p>Mission Oak H.S. opened in 2008 and has since completed many improvement projects across campus. The school site is supported by the Tulare Joint Union High School District for food services, maintenance and operations, transportation, and day-to-day operations. The district's staffing allocations are intended to meet the needs of Mission Oak High School student enrollment. Since opening, Mission Oak has added an additional eight classrooms to the 600 building.</p> <p>Water fountains have been added on the campus at the request of the student body. Additionally, benches and tables have been added throughout the central part of campus for students to use while at lunch or after school.</p>	<ul style="list-style-type: none"> • SARC Reports • Visual inspections • Maintenance work orders • TJHSD Inspection documentation • Williams Act Report

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
<p>State adopted standardized textbooks and instructional materials are used in the classroom. Mission Oak High School has implemented a 1:1 technology standard for every student on campus. Devices used district-wide are Chromebooks.</p> <p>School site instructional material funds are supervised by the assistant principal of instruction and used to purchase curricular resources on a multiple year rotation schedule. Departments can use allocated funds by the principal for resources, manipulatives and other materials. Special requests can be made to the Assistant Superintendent of Curriculum and Instruction.</p> <p>District technology coaches work closely with teachers to determine technology and software needs as well as licensing. These recommendations are reviewed and most often approved and available to teachers and staff.</p>	<ul style="list-style-type: none"> • Newly Adopted Curriculum for 9th and 10th Grade English • Teacher Lesson Plans • Students are 1:1 • Social Studies Frameworks • Department Budgets • College Preparatory Math (CPM) • Technology Coaches • Read 180 • Math 180

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Findings	Supporting Evidence
<p>Staffing allocations are made by the Assistant Superintendent of Human Resources. The principal then uses those allocations to determine staffing per department. Department chairs work closely with the Assistant Principal of Counseling to staff their departments with the most qualified staff for their departments.</p> <p>Staffing support is provided through the use of Ed-Join. Interviews of potential new teachers are held by the principal, assistant principal(s) and department chairs. Once a recommendation has been made to the district office, the Superintendent conducts a second-level interview before making a recommendation to the Board of Trustees.</p> <p>Once in the district, teachers are supported through the various professional development programs in place within the district. Additional professional development opportunities are available for teachers should they desire/require it (AVID, AP Training etc.).</p>	<ul style="list-style-type: none"> • Highly qualified staff • Professional Development Activities • Edjoin: Interview Documentation • Second-level interviews • Teacher Observation bi-yearly, unless teachers are on probationary status • Credentialing services through the Tulare County Office of Education

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Budget meetings are held every other month. During the meetings administration, teachers, district office employees, parents, and students are in attendance. Discussions range from reviewing the Budget Policy calendar, Formula for Allocation, and the LCAP plan. Information discussed is then shared with all stakeholders and the principals from each site discuss the information with their advisory groups.</p>	<ul style="list-style-type: none"> • Budget Advisory Committee • LCAP • LCAP Public Hearings • District Website

<p>All of this information is made available through the district website and is available for print upon request to the district office.</p> <p>The district is financially stable and has been for many years. District reserves adhere to Ed Code standards. Sites are supported in their requests for funds and teachers are supported in their requests for materials. Students are supported throughout all of these processes and therefore the methods employed have been effective in supporting student, teachers, admin and campus needs.</p>	
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership,
Staff, and Resources:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Mission Oak High School has established a shared mission and vision based on stakeholder input and direction from the Board of Trustees. There is a culture of collegiality with formal implementation of Professional Learning Communities. Professional development opportunities are available and provided by the district in many areas including technology (Critical Need #3), social and emotional support (Critical Need #2) as well as mathematics professional development (Critical Need #1). Stakeholders work closely with and are supported by the Governing Board. There are positive relationships between the bargaining units and the Board. Stakeholders are provided with transparency and are welcomed to participate in the decision making processes. Student success is measured through the collection of data which is used to develop, plan and adjust learning objectives. Teachers are highly qualified in their subject areas. Support for new teachers is provided by the district. Stakeholders are participants in providing input into the evaluation process. The staff at Mission Oak High School works well together in an environment that is professional, collaborative and respectful.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Strength

1. Our district and school culture provide many opportunities for professional development which support both teacher and student learning.
2. The technology available to both staff and students support the learning objectives of the district and school.
3. Mission Oak facilities are well maintained with efforts from all stakeholders to keep the facilities well maintained.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. Focus on improving the campus culture and understanding of the schoolwide expectations.
2. Progress past the introductory stages of the PLC and collaborative culture among staff.
3. Continue and strengthen the implementation of PBIS.

Category B: Standards-based Student Learning: Curriculum

Mike Conn, Focus Group Leader	Science
Noreen Cabrera	Classified
Dave Caetano	Agriculture
Kymber De La Cruz	Physical Education
Andrea Fernandes	Engineering
Edith Guzman	Foreign Language
Zilda Hilliard	ELD
Laurie Hollman	Home Economics
Kira Jones	Science
Jose Lopez	Mathematics
Heather Luttrell	English
Angela Martinho	Dean of Students
Marie McPhetridge	Classified
John O'Leary	Resource
Kristin Pires	Social Studies
Savannah Rios	English
Alejandra Sanchez	Counselor
Rebecca Zegers	English

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Findings	Supporting Evidence
<p>Departments and subject matter teams are organized into Professional Learning Communities (PLCs). The school has had regular inservice over the last six years as to how to organize and run the teams, using Rick DuFour's and former staff's materials. Additionally, the staff is reading and applying Kafele's approach to motivating students to succeed.</p> <p>Since this year we have gone to 1:1 technology with Chromebooks, the district and site administration has placed a large emphasis on training teachers to effectively use technology in the classroom. Teachers have been provided personal devices and trained in their use. Staff has had input as to the best devices to use with students, including which courses need access to advanced devices. Staff has also received training in how to use devices in the classroom through the district sponsored SAMR program. Additional inservice has been encouraged through CUE participation and department specific inservices. The district also has established a teacher technology support team that focuses on software use that works alongside the IT department. They are on campus 2 days of the week and respond quickly via email to problems.</p> <p>We offer AVID classes, AP and Honors courses for career and college ready. We are involved and offer</p>	<ul style="list-style-type: none"> • PLCs • Inservice Agendas • Department meeting Agendas • Reference books • Chromebooks with students • SAMR certificates • IT Chain of Command • CUE attendance • Department agendas and notes • District Technology Committee • AVID • AP/Honors classes • PIQE • CSF • Career Day • CNA courses • Careers with Children • Ag-courses and FFA • Work Experience • Career Interest courses offered: Journalism, creative writing, drama, ASB,

<p>PIQE classes to the parents in order to help students succeed and be ready for college. We have a high percentage of CSF members. We offer Career Day for those needing to be career ready. There are CNA classes offered to those students interested in the medical field. We also offer the Careers with Children courses where the students get to work with local elementary schools, provided through the Home Economic classes. Agriculture classes ie; Ag-Mechanics, Horticulture, Dairy Science, Ag-Biology, Ag-Business and FFA offered. Work experience, where students attain a work permit and are able to work 5th/6th period as long as grades are maintained.</p> <p>Journalism, Creative Writing, Drama I and Advanced Drama, ASB for leadership skills, Cooking classes, Art concepts, graphic design and AP Art History are all offered, which give students insight into possible careers and interests. Computer classes and typing are offered.</p>	<p>cooking, art, computer</p>
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

Findings	Supporting Evidence
<p>All classes follow courses of study that are approved by the Tulare Joint Union High School District. Planning in each course of study is guided by the common core (CC) standards that are applicable to each academic discipline. Professional Learning Communities (PLCs) are in place to help teachers share ideas and perspectives based on current practices of a common discipline.</p> <p>PLC teams meet on Wednesday afternoons to discuss assessments, curriculum and teaching strategies. Implementing the strategies to further student achievement is a continuing point of discussion. The PLCs discuss ways to help EL's and Resource Students. Resource and Special Ed students fully integrated into 9th and 10th grade science classes. In the Engineering Academy (AOE), teachers discuss ways to further student achievement by examining behavior and grades. Chapter assessments are reviewed and data examined</p>	<ul style="list-style-type: none"> • A-G course lists • Course outlines • NGSS and CC inservice documents • PLC documents • EL PLC established for all core departments • Special Ed and Science meeting notes • AOE meeting notes • CTE courses a-g approved • Bulletin notices for Credit Recovery • Summer School course offerings • Winter interterm course

<p>in order to re teach specific concepts. Teachers work with students in the CTE Program to provide access to job opportunities in the community. CTE classes: Life Management, Intro to Foods and Advanced Foods are a-g approved.</p> <p>Credit recovery is offered for our intervention students via PLATO, night classes through Adult School, Winter Interterm, and summer school.</p> <p>Honors and AP courses offered in the English, Math, Sciences, and History and Social Studies Department. Additional electives offered from other departments are A-G approved and include Art Concepts, Drama I and II, Speech, Creative Writing, Band, Ceramics, Graphic Design, Spanish and Portuguese, Forensic Science and Environmental Science.</p>	<ul style="list-style-type: none"> • Adult School course offerings • PLATO course offerings • AP Classes • Electives • Foreign Language classes
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B1.2. Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Findings	Supporting Evidence
Credit Recovery is offered though Edmentum (PLATO) online program. PLATO is offered after school, during 6th period and summer school to students who are behind in credits for graduation. Juniors and Seniors may take up to 20 credits per semester and Sophomores may take 5 credits per semester.	<ul style="list-style-type: none"> • State standards • District Office Review • Approval by UCOP

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>English Lang Arts and Math classes are congruent with CC standards. Science is working to align with NGSS and changing teaching methods. AOE classes are congruent with PLTW, which is tightly aligned with NGSS and NAF and with career technical education standards. AP classes for English, Math, Science and History are all aligned with and certified by College Boards. Agriculture classes and programs are heavily dependent on community feedback, it is hands-on. Most of our courses are aligned with A-G requirements for UC.</p>	<ul style="list-style-type: none"> • Department Agenda • PLC Agenda/ notes • District Inservice Agenda and notes • Course outlines. • AP Participation data • AP School certification

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
Freshman PLC, PBIS, EL PLC, literacy coach, math coach, history and english working at aligning reading with time periods. Articulation meetings with feeder school and alignment with K-8 standards with 9-12 standards with NGSS.	<ul style="list-style-type: none"> • Articulation with the feeder schools (Math, ELA and ELD, Science) • AVID • JCSF • CTE Pathways - engineering (Middle school - COS) • Summer Bridge Program • Summer Robotics Club (incoming freshmen - engineering academy) • 8th graders - Geometry test • 8th graders - Gates-MacGinitie, Star, Edge placement test • Freshman Showcase • Spanish placement exam - incoming Freshmen • ASB - Freshmen outreach • Hawk Nation Celebration (8th graders and parents)

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>Academy of Engineering has an advisory board consisting of representatives from College of Sequoias (COS) and Fresno State and several professional and Trade professionals that advise on curriculum and “soft skills.” Our school is working with COS on dual enrollment programs and has implemented this in English.</p> <p>CTE has advisory meetings with other high schools twice a year at the district office. Members of the community advise and recommend strategies for students in the workplace.</p> <p>Core departments from all three comprehensive High Schools (including MOHS) meet each semester with their counterparts from the middle schools that send students to us.</p>	<ul style="list-style-type: none"> ● AOE advisory minutes ● Dual Enrollment documents ● Articulation meeting Agenda

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p>All students at Mission Oak High School have access to courses that prepare them for college and career. Each year students meet with their counselors to schedule their classes. Career Day, where students meet with representatives of careers of their choice to learn about opportunities and requirements of their chosen fields. The schools also encourages and supplies transportation and supervision for the county College Fair. Additional support include Career unit for all freshmen and informational meetings for 8th graders in the area of CTE Pathways and Academies are provided.</p> <p>AVID courses are offered to college bound students. This includes trips to several colleges throughout their high school career.</p>	<ul style="list-style-type: none"> • Career Technician facilitates career unit with all freshmen • Career Day for all Juniors • Sophomore Counseling • Business Pathway - Job Shadow • BeFutureReady conference for AOE sophomores • BeCollegeReady conference for AOE juniors • AVID

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Findings	Supporting Evidence
<p>Graduation requirements and A-G requirements are reviewed. Students schedules reflect the student's academic and career interests. All courses covered by Common Core or NGSS are aligned or aligning with these standards.</p> <p>The school supports various career preparation and identification, exams by offering ASVAB, PSAT, SAT, ACT, AP exam, and offering financial support to help defray the cost to all students. Also, the school offers at no cost SAT prep classes.</p>	<ul style="list-style-type: none"> • ASVAB • PSAT/SAT/ACT • Tulare College Fair • NAF Certification • PTLW alignment & End of Course Exam • NGSS standards • District/department inservice agendas • Course offering

<p>Mission Oak offers a range of CTE classes that serve both College prep and Career centered students. Pathway courses allow students to continue to capstone classes.</p> <p>All CTE Classes offered in the district are open to all of our students. Buses run between campuses between every period. Our Nationally recognized agriculture program serves many of our students by bussing them to our farm educational facility. On campus we offer an array of home economic programs as well as computer programming and Engineering. Our Computer Programming and Engineering Classes are part of our Engineering Academy (AOE). These classes tightly aligned with NGSS and national standards through Project Lead the Way (PLTW). Almost all this year's graduating class will be Certified by the National Academy Foundation (NAF).</p>	<ul style="list-style-type: none"> • Agricultural Farm and educational Facility • Bus Schedules • Careers with Children • Drama I/II/III classes • Vintage Press Field Trip
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B2.2. Additional Online Instruction Prompt: Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.

Findings	Supporting Evidence
<p>All courses that satisfy the A-G areas for the University of California Office of the President (UCOP) are listed on the UCOP list of approved courses for Mission Oak High School (MOHS). The list of approved courses is reviewed annually by the MOHS counseling department to ensure that any changes are updated with the UCOP.</p> <p>New courses approved by MOHS and the Tulare Joint Union High School District (TJUHSD) school board are regularly submitted to the UCOP for A-G approval. All UCOP approved courses are identified in the TJUHSD Course Catalog which is updated annually.</p> <p>MOHS counselors meet with students annually to register for classes. Students are informed of the A-G requirements and are advised of which MOHS classes satisfy these requirements. Students are counseled regarding the benefits of meeting the A-G requirements and are encouraged to register for classes that meet these requirements.</p>	<ul style="list-style-type: none"> • UCOP A-G approved course list • TJUHSD Course Catalog • Academic Counseling

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Findings	Supporting Evidence
<p>Counseling meets with all Sophomores and parents to discuss the student's future plans and lay out a path to successfully arrive there. Counseling uses NAVIANCE and the school newsletter to keep parents and students advised as to important dates and opportunities.</p> <p>Departments, like science, dedicate time to advise students as to the best course paths for specific careers, and to advise individual students.</p> <p>Counseling uses the smartphone app REMIND to provide paperless information and forms to parents and students.</p> <p>PIQE (Parents for Quality Education), a parent involvement program, provides workshop for parents that focus on ways they can become involved with the academic success of their child.</p> <p>Parents and students are invited to meet with counselors and staff for an informational meeting about the AP Program.</p>	<ul style="list-style-type: none"> ● Sophomore Counseling ● Naviance ● Newsletter ● Department Chairs ● PIQE ● REMIND ● AP Night

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p>The Career Center Technician conducts lessons at each grade level using Naviance to complete an Interest Inventory, explore careers and research colleges.</p> <p>MOHS hosts a Career Day each year for its juniors. Students attend breakout sessions where they listen to guest speakers from various fields and occupations including, but not limited to, law enforcement, agriculture, social services, and the military.</p>	<ul style="list-style-type: none"> ● Naviance ● Career Day ● ASVAB ● PSAT ● SAT ● College Placement Tests ● Counselor Corner ● College Information Night

<p>MOHS administers a number of assessments each year designed to help students satisfy college admissions requirements or placement in the military. The ASVAB is administered in the fall and the PSAT is administered in October each year. MOHS is a testing center for the SAT and offers two administrations. One is offered in the fall and one is offered in the spring. MOHS also coordinates with the College of the Sequoias (COS) to administer its English and Math placement tests at MOHS.</p> <p>Counselor Corner is held on Tuesdays during lunch in the Career Center to assist students with a wide range of information about college applications, scholarships, college entry exams, placement tests, financial aid/dream act and webgrants.</p> <p>The MOHS Career Center hosts a number of workshops throughout the year designed to provide parents and students with information about colleges and the application process. The College Information Night allows parents to speak with a panel of volunteers from the California Colleges and University systems.</p> <p>FAFSA/Cash for College workshops are held in the fall and early spring to assist parents and students with the college financial aid application process. COS application workshops are also held in the spring to assist seniors with their application to the local community college.</p> <p>The Career Center hosts Military Mondays which allows students to meet with recruiters from the Army, Navy, Air Force and Marines.</p> <p>Resource department conducts a College of Sequoias field trip in the Fall semester to tour the campus and prepare for admissions to the campus.</p>	<ul style="list-style-type: none"> ● FAFSA/Cash for College ● COS application workshop ● Military Mondays ● COS field trip
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

From its inception Mission Oak has striven to provide the highest quality of education for all of its students. In the early years, our focus was mainly on the general and advanced classes (as specifically mentioned in our first WASC report), while still providing for our EL and Special Ed students. We now have rewritten and aligned our English and Math curriculum with Common Core, redesigning our classes as we go. We have a full slate of AP and Honors classes.

Common Core curriculum development and alignment has been taking place over the past five years in English and math PLC's. This commitment to Common Core has led to collaboration between all departments. Mission Oak has clearly defined the Common Core standards and curriculum across all disciplines. Mission Oak students are developing the communication skills, perseverance in problem solving, technical reading and writing, literacy across the curriculum and the mathematical skills they will need to meet the challenges of today and tomorrow.

We are halfway through the process of aligning Science with NGSS and redesigning those classes, and have started the process of CC alignment with Social Studies. Freshman and Sophomore classes are aligned, teachers are in the process of adjusting their teaching methods to match.

Therefore, over the last 3 years we have focused strongly on our EL and Special Ed students, specifically on improving our D/F percents and our graduation rates. We have mainstreamed our Special Ed student who were previously in Practical Studies into team-taught classrooms. We have integrated, department by department, EL standards into the core subject matter curriculum. We also have used faculty meetings and department PLC's to look at EL D/F rate so as to brainstorm ways to improve them. As of this year, all core departments are part of an EL PLC that focuses tightly on improving graduation rates for this population.

As a staff we know that all students in all populations do better if they are motivated to study something that they find interesting and relevant. Mission Oak is working to expand course offering including, but not limited to our CTE programs by adding graphic art design, computer programming/App design, expanded business classes, growing home economic programs, and adding an Academy of Engineering (Project Lead the Way and NAF). The

vast majority of these classes are open to all student populations. Additional classes are planned as we go to an 8 period block with the goal of providing all students something that they passionately want to learn in the midst of their required studies.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- 1) We have full implementation of CC in Math and English with impacts school wide.
- 2) There is mandatory Algebra tutoring for students with D's and F's and tutoring for EL students.
- 3) EL students are enrolled in ELA and ELD Support classes.
- 4) The Engineering Academy and strong CTE classes are available to interested students.
- 5) The District and our site have instituted several opportunities for credit recovery.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- 1) We need to increase student participation in extra tutoring offered by staff outside of regular class time.
- 2) We need to provide more vocational education opportunities, including additional CTE Pathways, so our students have a wider range of career and interest opportunities.
- 3) Science needs to continue the NGSS roll out to include all science classes and full pedagogy change.
- 4) Social Studies will begin the process of implementing the new CC framework.
- 5) Longitudinal studies of post high school success need to be developed.

Category C: Standards-based Student Learning: Instruction

Laurie Jones, Focus Group Leader	English
Lisa Bettencourt	Classified
Stevan Chamalbide	Social Studies
Tim Ducey	English
Rodney Enns	Mathematics
Valerie Johnstone	Fine Arts
Doug Jones	English
Lucas Jones	Physical Education
Brenda Najera	Classified
Melissa Trauger	English
Todd Peterson	Foreign Language
Roger Robles	Assistant Principal
Tina Setser	Mathematics
Sandra Segovia	Science
Mark Siverly	Mathematics
David Terral	Athletic Director
Virginia Vasquez	Resource

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
<p>Mission Oak High School is committed to providing all students with opportunities to learn that individually meet the needs of each student. While keeping graduation as the focus, students are also provided a demanding and varied curriculum to help them explore and achieve career and college readiness. Each department continually examines its program and its offerings to meet the changing needs of our students.</p> <p>All core classes are college preparatory level or higher. Accommodations are made and are ongoing to incorporate all students, including ELD and Special Education students, in the least restrictive environment. Resource students are invited to join regular education classes such as Biology, World History, and Business; however, students that need additional academic support are supported by Resource Dept. Aides. Intervention and resource classes are available for students with special academic needs. These courses provide students an opportunity to create and build on foundational skills to support their ability to succeed in their core courses.</p> <p>For advanced students and students wishing to challenge themselves, Mission Oak High School has a wide array of Honors, Advanced Placement, and PLTW (Project Lead the Way) courses. Although students are often placed in these courses based on teacher recommendations, any student may enroll in these courses. We also offer after school programs that are academic competition-based, including Robotics, Academic Decathlon, Science Olympiad, History Day,</p>	<ul style="list-style-type: none"> ● A-G Completion Rates ● Graduation Rate ● CSU Preparation ● Master Schedule analysis ● Professional Development ● Course Descriptions ● PLC Minutes ● Curriculum Leaders' Minutes ● Department Meeting Minutes ● STAR Renaissance Data ● IEP and 504 Plans ● 4 Year Plans ● AVID ● CAASPP Data ● SAT Scores ● ACT Scores ● College Admission Rates ● PLC Data ● Classroom Observations

<p>and Mock Trial. Such challenging opportunities provide a rich and rigorous experience that deepens critical thinking, writing, reading, and public speaking skills. Mission Oak strives to be an inclusive academic program and the goal is always to allow students to set their own paths. There truly is a path for every student to take.</p> <p>All courses include high quality instructional practices that include all attributes of the formative assessment cycle: clarify intended learning, elicit evidence, interpret evidence, and act on evidence.</p> <p>English Department</p> <p>With the exception of ELD, Read 180, and Resource, all English courses meet the A-G Requirements. At the 9th and 10th grade levels, students may qualify for Honors English. At the 11th and 12th grade levels, they may enroll in AP Composition and AP Literature.</p> <p>Furthermore, all senior students are either enrolled or exposed to the Expository Reading and Writing Course (ERWC) or enrolled in AP Literature and Language. All students read and analyze a variety of both fiction and nonfiction at all grade levels. They write explanatory and argumentative essays in response to nonfictional and fictional texts. These writing tasks are a combination of both in class and out of class essays. Skill development includes annotation, summarizing, analyzing, and synthesizing. Students are also expected to engage in research, academic conversations, debates, oral presentations, and projects. The goal is to challenge all students to develop academic and real world skills, so they will find success in both college and career.</p> <p>The English department instructs all students on how to construct a “Power Paragraph” that is used for our Writing Across the Curriculum program. This allows teachers to teach writing that is specifically geared toward their content area. The increase in daily student writing is strengthening overall campus literacy.</p>	<ul style="list-style-type: none"> ● California Scholarship Federation ● PLC Minutes ● Fresno State Young Writers’ Conference ● AP Scores ● CAASPP Scores ● SAT Scores ● ACT Scores ● PSAT Scores ● College Placement ● ERWC Courses for English 12 ● Honors ● AP Enrollment ● STAR Renaissance Scores Poetry Out Loud Contest ● Creative Writing Course ● Journalism Course ● ELD Courses ● Read 180 ● Adoption of textbook Collections by Houghton Mifflin Harcourt for 9th & 10th grade classes ● Master Schedule ● PLC Minutes ● AP Scores ● CAASPP Scores ● SAT Scores ● ACT Scores ● PSAT Scores ● College Placement ● Dual Enrollment ● Honors ● AP Enrollment ● STAR Renaissance Scores
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<p>Math Department</p> <p>In order to reach all students and prepare them for higher education, the Math Department offers college preparatory courses in Algebra 1, Advanced Algebra, Geometry, and Statistics. The accelerated students have the opportunity to take Honors Algebra II, AP Statistics and AP Calculus AB. The remedial students have the opportunity to take Practical Pre Algebra, Practical Algebra, Integrated Math I, and Tech Math to bridge any learning gaps. To meet the Common Core State Standards and to equip students for their post secondary education goals, all math classes require students to reason deductively and inductively and use appropriate tools to solve problems. The courses challenge students by demanding academic rigor to master required content and skills. The goal of the math teachers is to require students to think critically to analyze data, to look for patterns, and apply mathematical concepts to solve real word problems in context.</p> <p>Science Department</p> <p>The Science Department offers the traditional core classes of Biology, Physical Science, Chemistry, and Physics. Additionally, Honors classes in Biology and Chemistry are offered, as well as AP Classes in Biology, Chemistry, and Physics. Human Biology is offered as an advanced class for students who do not want an AP Class, but desire advanced study.</p> <p>The Science Department is a full partner with our Academy of Engineering (AOE), Project Lead the Way (PLTW) providing fully coordinated, cohorted freshmen and sophomore classes and Engineering critical advanced science classes. Engineering is a four year academy pathway for both college prep and career/technical students.</p> <p>All classes are college preparatory. All courses cover unique content and NGSS based Disciplinary Core Ideas (DCI), but support the Next Generation State Standards (NGSS) crosscutting concepts as well as Science and Engineering Practices. All courses also incorporate the Mathematics and Literacy standards. As students progress through their science classes, they are</p>	<ul style="list-style-type: none"> • Science Olympiad (Joint Science and AOE) • Women of Science, Nationally Affiliated with SWEnext Clubs (Society of Women Engineers, high school) • Robotics Club (Joint Science and AOE) • Field Science with Circle J Ranch (All 9th grade Science) • Mentoring with Kaweah Oaks Preserve (AOE) • Internect intern mentoring for Juniors (AOE) • Internships for Juniors and Seniors (AOE) • Master Schedule • IEP Meetings • 504 plans • Tiered supports within the IEP to assist students with their behaviors and learning. Quarterly monitoring of progress on IEP goals along with a manager/teacher monitoring each student. • Classroom Observations • Use of IA's where appropriate • Chromebooks • Full musical (vocal & dance instruction) • Haunted House • IEP Meetings
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exposed to numerous methodologies that are designed to increase their critical thinking as well as their ability to communicate those skills as a scientist. Students learn to apply content material from a variety of sources including text, direct instruction, laboratory, internet, and other sources. Students are taught how to handle state of the art and near state of the art probeware and digital data manipulation software. Classes place a high value on the use of laboratory practices for student learning. Students also use computer-based simulations to provide a wider variety of content-rich experiences. In Physics and Chemistry, there is an increased focus on problem solving as an enhancement to direct content knowledge. Within the department, there is a growing emphasis on Argument Driven Inquiry as a vehicle towards improved student understanding and performance.

The Department desires to have opportunities for every student, regardless of career path, to find a course of study that captures their imagination and or career preference. We are floating new offerings next year for CTE students. Science has also collaborated with Special Ed to integrate Practical Studies students into team taught Biology and Physical Science classes.

Social Studies Department

The Social Studies Department at Mission Oak High School offers college preparatory courses at all levels. For advanced students and those wanting a challenge, Mission Oak offers Honors World History, AP Economics (Western), AP European History, AP US History, AP Government, and History Day. In all courses, students read and annotate primary source material, complete document based questions (DBQs), participate in a variety of oral discussions, and participate in mock elections. At the senior level, students participate in mock Congressional debates.

Additionally, economics students at Mission Oak High School are challenged by an engaging economics curriculum, which include state and national standards. Each of these standards contains several components. The standards based curricula drill down into

- 504 plans
- Tiered supports within the IEP to assist students with their behaviors and learning.
- 6 week monitoring of progress on IEP goals along with a manager/teacher monitoring each student.
- The school also has a 4 day/week psychologist, and a speech pathologist to provide support to resource students
- Classroom Observations
- Use of Instructional aides in each classroom
- Chromebooks
- Work Experience through work based training programs
- We also have SAP groups and an Intervention team and SST meetings
- Master Schedule

microeconomic principles, including the laws of demand and supply, labor markets and trade, human capital development, economies of scale, prices and equilibrium, labor and management, and the global economy. Some of the unit components include practical units on financial literacy and budgeting, federal and state income taxes, and planning for college and life after high school. Students also participate in a fun and vibrant online competition with other high schools in California through the Stock Market Game.

Visual and Performing Arts Department

Art classes at Mission Oak provide instruction in two dimensional, three dimensional and graphic disciplines. Introduction to the fine art curriculum begins with Art Concepts where students are first introduced to the elements and principles of design. Projects begin with basic contour line drawing and gradually evolve into more complex compositions incorporating several visual components and a variety of art mediums. Advanced Art Concepts explores specific artists and art styles and begins the formative process of visual thinking strategies.

Ceramics teaches the components and origins of clay, exposes students to the glazing and firing process and begins to familiarize them with selected styles of historic and contemporary ceramic art. Ultimately, students work toward a mastery of basic hand building and wheel throwing techniques and ultimately begin to develop a personal style.

Graphic Design Concepts allows students to navigate and understand the interfaces of Adobe Illustrator and Photoshop. They learn the basic techniques of image editing and how to create vectored art, what advertising and marketing strategies are directly linked to effective design and how to implement the principles of art into digital projects.

Each year, student work is displayed at a the Tulare Historical Society's Spring Art Show and is featured annually at the District's Foundation dinner. The Design Concepts class produces posters, flyers and shirt

designs throughout the year and as art competitions present themselves, students are encouraged to take creative risks and submit entries.

Mission Oak's entry level drama classes instruct students in personal expression, movement and writing and adapting existing stories into stage performances. As students continue within this discipline they explore the history of film, stage performances, set manufacturing and design. It is the goal of Advanced Drama to involve as many students as possible in several performances during the year culminating in a spring musical. Students receive a well-rounded experience which includes the application of stage make-up as well as costume and set design.

Mission Oak High School's music program provides many avenues for students to explore: choir, marching band, jazz band, orchestra, drumline and colorguard. Band, drumline, and colorguard students begin their program in June by receiving the music for the following school year. Two weeks prior to the beginning of the regular school year, students begin their rehearsals for the field show and band competitions. Throughout the year, students participate in numerous competitions and concerts that showcase their skill. Choir is a year long comprehensive choral music education program.

One of the drama department's larger projects is the Haunted House fundraiser. This is a student driven production where the kids create a theme (this years was "Asylum"), and then design the sets, costumes, make-up and even music and video to create the macabre scene. The Haunted House was part of Tulare's Harvest Festival with hundreds of guests enjoying a night of terror!

Another popular fundraiser is the Murder Mystery dinner performed here on campus. The audience dictates the ending of this performance by voting on who the murderer is and the students react accordingly. The cast must well-developed improvisation skills and have any number of endings ready to perform.

It is the goal of the department for students to be fluent in a variety of art mediums as well as have a keen understanding of various art styles. We endeavor to foster an individual appreciation for beauty, improve the powers of observation, develop creative problem solving skills and engage in aesthetic valuing.

Special Education Department

The Special Education Department provides varying levels of supports and services to meet the needs of students in accordance with each student's Individualized Education Plan in the least restrictive environment. Program options for student support in the least restrictive environment include but are not limited to the following: regular education classes with special education monitoring, consultation, collaboration and/or accommodations. Many students are enrolled in general education classes with special education services provided in a separate academic support class where extra time and testing accommodations can be offered.

Mission Oak also has several course offerings that are currently being team taught. These classes consist of special education students and general education students combined. They are taught by the general education teacher with the resource teacher offering support and modifying necessary assignments. Several other general education options are provided with instructional aide support for our resource students. There are currently four (4) English and four (4) math course offerings that are full time special education classes; home/hospital instruction is provided when necessary for students with mild/moderate disabilities.

Classes are incorporating intervention programs, Read 180 and Math 180, which help students build foundational skills in both English and math. Students progress as skills are obtained always with the ultimate goal of students transitioning to general education courses and increasing their percentage of time in a least restrictive environment.

Students with mild/moderate disabilities may also be supported with a Study Skills class. The Study Skills

teachers work in conjunction with core teachers to support and reinforce instruction in the core academic classes and assist students with their coursework while also teaching skills necessary to be successful in the general education setting. Mission Oak High School also offers a 12th grade Study Skills class designed to assist students with the transition to life after high school. All resource seniors have the opportunity to apply for college, complete their financial aid application, tour a college facility, enroll in college classes, apply for a job, and complete a senior portfolio with a resume, application, cover letter and many other necessary documents for their future career or college choice. Students are also offered the opportunity to participate in a work based training program designed to acquire necessary job skills while allowing them the opportunity to earn money.

English Learners Program

Mission Oak High School has a comprehensive program for the English Language Learners. The program supports students who are not proficient in English and addresses two main components: conversational and academic language skills. Our program makes it possible for our English Language Learners to develop fluency in English, to cultivate a positive sense of self-worth, to relate to others, and to achieve equal access to core academic curriculum.

Mission Oak High School employs 8 full-time, highly-qualified, credentialed ELD teachers and all certificated staff has either a CLAD/BCLAD or has completed SDAIE training. Teachers use various second language acquisition strategies to develop English vocabulary and comprehension skills. ELD instruction prepares students with an academic foundation that contributes to lasting student achievement. All instruction in the ELD classrooms is conducted in English. Students in the ELD program have access to the same grade level core curriculum and textbooks that mainstreamed students receive. ELD students have the same option to participate in all the school activities as their grade level peers in the regular program.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

Findings	Supporting Evidence
<p>Mission Oak High School students are provided many ways to access the information necessary to determine the standards and performance levels that they must achieve to demonstrate proficiency. Within the first weeks of school, students are provided with a course outline or syllabus that details the way students will be assigned grades within each course. These outlines and syllabi are constructed by the individual teachers and aligned to district and departmental policies.</p> <p>Additionally, students and parents have access to a web-based gradebook, Aeries. In Aeries, parents and students can see grades as they are posted in real time. Access to transcripts and a course history for each student is also available through this program. Most teachers have also begun to use the Google Classroom feature as a way of communicating with students. This program allows students to share and submit work that is then assessed and/or commented on by the instructor. This allows a conversation to begin between teacher and student to guide the student to success. Students who need extra assistance can attend Saturday School or After School Tutoring on campus. Also, regular appointments for each student with his or her counselor keeps students on track for college admissions and graduation. Special education and regular education students who qualify for services have a specialized counselor to help evaluate the students' strengths and weaknesses and set out a plan to assist them and their teachers in helping them to achieve. Meeting with parents and students, 504s and IEPs are conducted and reviewed in compliance with state mandates.</p>	<ul style="list-style-type: none"> ● STAR Renaissance ● AP practice tests ● CAASPP practice tests ● Prompt feedback ● Objective on the board ● Essential Questions ● IEP's ● Progress reports ● Grades ● Exit ticket activities ● Assignment Logs ● Planners ● A-G Requirements ● Study Skills Classes ● After School/lunchtime Tutoring ● Google Classroom ● ERWC

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Findings	Supporting Evidence
<p>Mission Oak High School teachers have access to students' Instructional Reading Level (IRL) as determined by the administration of the STAR Renaissance math and reading tests. These tests are</p>	<ul style="list-style-type: none"> ● 504 Plans ● IEPs ● CAASPP Scores ● AP Scores

<p>given to all students three times a year: at the beginning of both semesters and at the end of the year. Teachers have begun to use this information when planning and delivering their instruction.</p> <p>Teachers also use a variety of in class formative assessment strategies to determine scaffolding and reteaching needs. Teachers report using flexible and intentional grouping, chunking, notetaking, varied assessments, open ended assessments, projects, and student choice as some ways that this data has allowed them to differentiate instruction to ensure that all students can be successful. Teachers also use a mixture of explicit direct instruction and inquiry based instruction to offer students the correct level of support based on the needs of students.</p> <p>Teachers also attend a variety of professional development workshops to continue expanding their pedagogy to meet the needs of their diverse learners. Teachers use a variety of multimedia and technology to address student needs and differentiate instruction. Instructors of both electives and core classes use technology to deliver and enhance instruction on a regular, if not everyday, basis. This year, our district went one to one with technology and every student was issued a Chromebook. The library has been expanded to now include a 100 station lab and enough computers in the main library to host a three classrooms of students.</p> <p>All classrooms are also equipped with an LCD projector and document camera to aide in multimedia presentations. Many Mission Oak High School students now receive some instruction using a web based platform. Students use technology to create, complete, and demonstrate assignments that assess mastery of concepts. Other benefits to students include teachers posting assignments and allowing students the flexibility to complete work on their own schedule, posting assignments with links to videos or other websites that offer examples of assistance, the opportunity for teachers to offer feedback in real time while work is being completed and before it is assessed, the opportunity to represent learning in multiple formats,</p>	<ul style="list-style-type: none"> ● ACT Scores ● SAT Scores ● College Admission Rates ● AG Rates ● Project based learning ● Multi-tiered assignments ● Scaffolded activities/lectures/instruction ● Assessments ● Student centered learning/activities ● Peer Counseling ● After school tutoring ● Socratic Seminars ● Reward Systems ● GATE/AP track ● PLC Minutes ● Enrichment and remediation activities ● STAR Renaissance ● Saturday School ● Flexible student grouping ● Self guided learning ● Addressing of learning styles ● Individual feedback ● Teacher available before school, after school, and during lunch time ● Professional Development
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<p>completing assignments linked to real world resources, and the opportunity to collaborate with other students both on and off of the Mission Oak campus</p>	
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C2. Student Engagement Criterion

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.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Findings	Supporting Evidence
<p>Mission Oak High School's teachers use a variety of strategies and resources, including technological, to deliver high quality instruction to create the critical thinkers necessary to find success beyond the high school setting. The Tulare Joint Union High School District has moved to Google Products and has adopted Chromebooks as the vehicle offered to all schools to use these products. Chromebooks have been distributed to all students for their own use both in school and out.</p> <p>Teachers have been offered multiple opportunities to attend GAFE and other Google trainings both on and off the Mission Oak campus. Also, the library has been remodeled to include a computer lab capable of serving three classes or up to 100 students with a fully functioning teacher presentation station. The computer access in the library has also been expanded so that more students can be served simultaneously.</p> <p>Finally, teachers have been provided with document cameras and projectors. Using these cameras, teachers can grade assessments and track student progress through Illuminate. As a result, many teachers use Google Classroom as a way to interact with students, provide access to their curriculum, and assist with delivering instruction. Some teachers use this platform to allow student collaboration and discussion. Teachers use their document cameras as a way to model thinking, writing, and annotating text, as well as a tool to assess students on multiple choice tests. WiFi has been provided to all students who agree to the TJUHSD Acceptable Use Policy. This allows teachers the</p>	<ul style="list-style-type: none"> ● Google Classroom ● Edpuzzle ● Quizizz ● Remind ● Padlet ● Google Read/Write ● Todays Meet ● Listenwise ● NewsELA ● Google Docs ● Google Forms ● Kahoot ● Recap ● YouTube ● Ted Talks ● Desmos ● CAASPP interim ● AVID ● Robotics ● 3D Design ● Peardeck ● Computer Science App development ● Digital Citizenship Lessons (11th/12th) ● Tech coaches (co teaching tech lessons) ● Aeries ● EADMS ● CUE Rockstar ● Spreaker ● WeVideo ● iMovie

<p>opportunity to expand delivery of curriculum, interaction in class, and access to information.</p>	<ul style="list-style-type: none"> ● Read 180 ● Math 180 ● Quizlet ● Google Translate ● Library Computer Labs ● Number of overall computers in the library ● Document Cameras ● Illuminate ● GAFE Trainings ● Google Trainings ● PLC Meetings ● Classroom Observations ● Google Calendar ● Robotics ● Google Classroom ● WiFi Access for all Students ● Acceptable Use Policy ● AVID ● Socratic Circles ● Participation in state level mock election ● Remind 101
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

Findings	Supporting Evidence
<p>Mission Oak High School's teachers use a variety of strategies to make students responsible for their own learning. Many teachers apply a blended approach that includes both direct instruction and inquiry. Mission Oak teachers routinely attend professional development workshops. Workshops are not limited to district sponsored or provided events. Teachers then share their learning with their PLCs, departments, or the entire staff, as applicable. Trainings are diverse: Kagan trainings for engagement and cooperative learning strategies, AVID trainings for instructional strategies, CAASPP workshops for assessment literacy, GAFE for Google applications and products, AP and PreAP Conferences for strategies</p>	<ul style="list-style-type: none"> ● Engineering Pathway field trips, competitions (Tiny House), #Be Future Ready Career Day ● Science Olympiad ● History Day ● Academic Discussion Structures (Socratic Seminar, Harkness, Kagan, Pilot/Co-Pilot) ● PLCs ● Instructional Rounds

<p>and curriculum design, trainings for course requirements and design, SEL and PBIS workshops to support the social and emotional learning of all students. Teachers use this knowledge to design and deliver instruction to meet the needs of all students. The school librarian is available for all teachers who would like guidance including literacy strategies or resources outside of the textbook into their lessons. The literacy coach works closely with the entire staff to incorporate literacy strategies across the curriculum providing annual Literacy Sessions tailored to each department's specific needs in reading and writing.</p> <p>Academic discussion is a cornerstone of Mission Oak's instructional practice. From Socratic Seminar, where the discussion is entirely student-led to Parliamentary debate where student teams research and argue current topics, student voice is expected in all subjects. Daily lower stakes discussion formats include Kagan strategies such as Think-Pair-Share, Numbered heads together, and Whip Around. These three were part of a school wide effort where specific days were devoted to each strategy throughout the school year.</p>	<ul style="list-style-type: none"> ● PLC Minutes ● Classroom Observations ● Lesson Planning and Design ● CAASPP Scores ● AG Rates ● Graduation Rates ● Classroom Projects ● Professional Development ● Interactive Notebooks ● Cornell Notes ● Google Classroom ● Independent Research Projects ● Collaborative Learning Groups ● Online Portfolios ● State Fitness Results ● Field Trips ● PLTW Portfolios ● REIGN ● AVID ● Socratic Circles ● STAR Renaissance ● Chess Club ● ERWC ● Dual Enrollment with College of the Sequoias ● Youth Mental Health First Aid Training ● ELD Training ● SIPP ● PBIS ● Mandatory Tutoring ● Writers' Workshop ● Writers' Cafe ● Winter Session ● Collections Training ● CPM Training
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Findings	Supporting Evidence
<p>Mission Oak High School students are able to organize, access and apply knowledge they already have acquired. When examining examples of student work, it is evident that all PLCs design learning experiences that allow students to demonstrate their ability to collaborate, organize, access and apply knowledge they have acquired. Student work also demonstrates that students have the tools to research, inquire, gather information, discover, and invent knowledge on their own and are able to communicate it. Assessments have been modified to problem-based and application-based assessments to reflect and engage students' critical thinking and problem solving skills. Many students and teachers regularly access Google Drive and Google Classroom to increase communication and collaborations amongst staff and students.</p> <p>Mission Oak's robust AVID program allows students to think and work at higher cognitive levels. In student-based tutorials, students choose challenging coursework that they are struggling with and bring the issue to class where they work collaboratively to gain an understanding of the content. They also question them until they get past their "point of confusion" so they can solve the problem. As reinforcement, AVID also employs college aged tutors that are there to help with the challenging content found in AP coursework. The college tutors continue to ask questions until the student reaches the answers on their own. Cornell notes are also a key component to the AVID program. In Cornell notes, students organize and summarize the content in each of their academic classes using a specific format that employs essential questions and summarizing. This allows the students a deeper retention of the content and an organized way to revisit content.</p> <p>In 11th grade English classes, after reading <i>Fallen Angels</i> by Walter Dean Myers students work in collaborative groups on the creation of a Vietnam War Memorial. Students had the option of creating a</p>	<ul style="list-style-type: none"> ● Physical Education fitness assessments and data collection; target fitness goals; written tests and reports for sports units ● PLTW ● Computer Graphics and Web Design ● Merchandising Class / Business (Student Store) ● Writing Skills; ERWC class ● Young Writer's Conference (annual participants and multiple award winners) ● Socratic Seminars across content areas ● Dual Enrollment ● Yearbook and Journalism ● Classroom Presentations ● DBQ ● Research Projects ● Interactive notebooks ● Portfolios ● Assessments ● AVID Tutorials ● AVID Cornell Notes ● English 3 Vietnam Project ● Research skills taught in all core subjects ● Annotation skills

<p>monument or mural that displayed the struggles war veterans experienced during and after the war. The students presented their projects to members of the Central Valley Vietnam Veterans group who selected the winning memorials to be displayed at the Tulare County Library's Veteran Affairs section.</p> <p>Mission Oak High School students have the academic tools to gather and create knowledge.</p> <p>Mission Oak High School students have the opportunities to use tools to research, inquire, discover, and invent knowledge.</p>	<ul style="list-style-type: none"> ● Cornell Notes ● Evaluating evidence in Social Studies, ELA, Math, and Science, as evidenced in written assignments, assessments, and reports ● Student-centered lessons and research oriented, small group dynamics, and presentation of research in ELA, Social Studies, and Science ● Group Collaboration and examination of multiple viewpoints ● Independent problemsolving; flipped classroom ● Robotics Club ● Mock Trial ● Project-Based Learning in Science and Math including lab reports, digital presentations and hardcopy presentations ● Inquiry-based Investigations, which include essential questions in English, Math, and Social Studies, as well as hypotheses testing in Science and Statistics ● AP English Literature Research Projects ● History Day ● Academic
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	Decathlon <ul style="list-style-type: none"> • Engineering Pathway • Computer Science course
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Findings	Supporting Evidence
Mission Oak High School implemented a 1:1 student device (laptop) ratio this year to help deliver and monitor student learning. Some teachers have integrated technology on a more regular basis than others as a way of responding and evaluating student work. As teachers continue to seek training and as more technology makes its way to our campus, we expect to see an upward trend in this area.	<ul style="list-style-type: none"> • Google Chrome Products • Google Classroom • Flipped Classroom • Google Training • Remind • Turnitin.com • Desmos • Google Read & Write

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Findings	Supporting Evidence
Mission Oak High School offers many opportunities for students to demonstrate higher level thinking and problem solving skills. The success of students in academic competitions attests to this fact: Mock Trial, Robotics, Chevron Challenge, Published students in the Young Writers Conference, Science Olympiad, and numerous FFA judging competitions. However, day to day classroom observations demonstrate that students are engaged in addressing essential questions. To answer these questions, students are engaged in exploration using rigorous texts, online databases and resources, hands on and virtual laboratory experiments, design software, guest speakers, personal interviews, graphing calculators, hands on application of vocational skills, mock congressional debates, socratic seminars, restorative circles, classroom discussions, tutorials, trial and error exercises, recycled materials, chalk, pen, paper and power tools. As individuals or small groups, students create research projects, essays, business plans, newspapers, yearbooks, robots, and Engineering Proposals. Students at Mission Oak High School are immersed in a school whose classrooms are built on requiring students to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.	<ul style="list-style-type: none"> • Robotics • ERWC • Math Application Projects • AP Calculus • AP Statistics • Non-AP Statistics • Socratic Seminars • YouTube Video Announcements (ASB) distributed via social media • Science Olympiad • Mock Trial • Engineering Pathway • Poetry Out Loud • Tulare County Night at the 21st Century Museum • Young Writers Conference • Academic Decathlon • Vocational Training • AP Physics • AP English Lit

<p>In 2016-2017, the Mission Oak Academy of Engineering entered into a partnership with the Internnect program in Tulare County to provide students with internships, practical work experience, and service opportunities. The entire junior class of the academy, as part of their Principles of Engineering class, split into teams to enter the competition. For the 2016-2017 year, the project was the design and construction of emergency shelters, for use by indigent populations and those displaced by catastrophes, that had to meet specific criteria and the design of a “tiny home” that could be built in Tulare County. As part of this project, students worked with architecture, engineering, and city planning professionals and logged internship hours. Additionally, the students got to meet with students at Cal Poly San Luis Obispo and get feedback on their projects from one of the professors there.</p> <p>This collaboration is continuing into the present, with Mission Oak fielding four teams to compete in the Internnect project in 2017-2018, designing a learning space to be built in Tulare County.</p>	<ul style="list-style-type: none"> ● AP Spanish ● AP Chemistry ● Journalism <p>Department's video publication: The Talon</p> <ul style="list-style-type: none"> ● History Day
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C2.5. Indicator: Students use technology to support their learning.

Findings	Supporting Evidence
<p>Mission Oak High School teachers have been offered multiple opportunities to attend GAFE (Google Apps for Education) and other Google trainings both on and off the Mission Oak campus. Also, the library has been remodeled to include a one computer lab capable of serving a class sizes of up 36 and with a fully functioning teacher presentation station. Finally, teachers have been provided with document cameras and projectors. Additionally, many teachers use Google Classroom as a way to interact with students, provide access to their curriculum, and assist with delivering instruction. Some teachers use this platform to allow student collaboration and discussion. Teachers use their document cameras as a way to model thinking, writing, and annotating text. WiFi has been provided throughout campus to all students. This allows teachers the opportunity to expand delivery of curriculum, interaction in class, and access to information</p>	<ul style="list-style-type: none"> ● DESMOS ● STAR Renaissance ● Computer Graphics ● Biology, Chemistry and Physics Labs ● Video ● Announcements from The Talon (Journalism) ● English 12 AP Research Project ● Aeries ● Keyboarding for Computers ● Google Classroom ● 1:1 Chromebooks and Computers in the Library

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

Findings	Supporting Evidence
<p>Mission Oak High School student work often demonstrates students have reached far beyond a textbook to link classroom learning with real world learning. Students now have access on campus to a wireless network and more computer access than ever before. Our class offerings have expanded to now include Theatre, Digital design in our Design Concepts Course, Robotics, and Mock Trial. Additionally, teachers include more project based learning, such as the trip to Circle J Ranch for their research capstone. Inquiry style lessons and nonfiction text also help students connect and understand the broader world and its problems.</p> <p>Mission Oak's work experience program is robust and thriving. In addition to the weekly assignments, time cards and writing assignments, students are assessed once every grading period. Students build a portfolio that is continually added to throughout the entire year. Students take this with them upon their completion of the program.</p>	<ul style="list-style-type: none"> ● Robotics ● Labs in Biology, Chemistry and Physics ● Use of Google Classroom to facilitate instruction and provide access to resources ● Mock Trial ● Computer Graphics ● Computer Applications ● Field Trips ● History Day ● Video Announcements ● Portuguese Language class activities ● Recycling Project

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>Mission Oak High School students have both required and choice opportunities to participate in career preparation activities. This gently forces students to begin thinking about their high school career and beyond. Additionally, freshmen meet with their counselors to discuss graduation requirements and A-G requirements for college admission. Students are also asked each spring semester to consider applications for Honors, or AP courses.</p> <p>Beginning freshman year, students are able to apply and participate in CTE district pathways. Junior and senior year, students have the opportunity to participate in internships and job shadowing. Junior and senior</p>	<ul style="list-style-type: none"> ● Consumer Math ● Computer Graphics ● Armed Forces Recruiters ● Career Center ● Community Service ● Robotics ● Art 1 and 2 ● Theater classes ● Band ● Choir ● Dual Enrollment ● A.P. Class Night ● Recycling Project ● FAFSA workshops

<p>students also are offered Work Experience. This is a class designed to give students elective credit for outside employment. Students meet weekly with a credentialed staff member to discuss their employment and career plans and to complete career-focused assignments. Junior and senior students also have the opportunity for several dual enrollment courses at the local community colleges. The Career Center provides access to work permits, a place to meet college and military recruiters, complete online job applications, write resumes, and complete online college applications and scholarships.</p> <p>A career exploration component is presented to freshman students during their PE classes. Here, they take a strength explorer survey which helps direct them into a Career Pathway. Students follow up with deeper exploration of some of these careers to obtain more information. As juniors, students have an opportunity to participate in "Career Day." Students get to listen to successful members of the community speak about their occupation and gain invaluable first hand knowledge.</p> <p>Working with the Career Center, counselors host a college night and FAFSA workshop for parents and students. Additionally, senior government teachers have also been trained in a FAFSA finance curriculum and are in the process of implementing that learning into their classrooms this academic year.</p>	<ul style="list-style-type: none"> ● College Night ● CTE Pathways
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Findings	Supporting Evidence
<p>Mission Oak High School is in its infancy of using online platforms to deliver and monitor student learning. Some teachers have integrated technology on a more regular basis than others as a way of responding and evaluating student work. As teachers continue to seek training and as more technology makes its way to our campus, we expect to see an upward trend in this area. Mission Oak High School teachers have participated in a variety of technology trainings leading up to our 1:1 deployment. All teachers have participated in the SAMRwise program which uses the SAMR model as a framework for technology integration. Teachers learned about each</p>	<ul style="list-style-type: none"> ● Peardeck ● Google Read & Write ● Albert.io ● Nearpod ● Listenwise ● Classroom Orchestrator ● Thinglink ● WeVideo ● Discovery Education ● Explain Everything ● TED Talks

<p>level of the SAMR model, then taught lessons aligned to that level. Participation in the program has led to a wider use of technology in all classrooms and a deeper level of technology applications that lead to transformational learning.</p> <p>Mission Oak High School teachers also attended the Tulare Rockstar Camp last summer to prepare for the upcoming 1:1 transition. This two-day training was filled with hands on sessions that helped equip teachers to use technology in meaningful ways with their students. Teachers have also attended local CVCUE events as well as Fall CUE and Annual CUE. Also of note, MOHS teacher, Mr. Bob Rajewich, was named CVCUE's Teacher of the Year in 2017.</p> <p>Technology has also been infused in content area trainings. During the Literacy Sessions that all teachers attended, campus literacy coaches introduced teachers to Read & Write for Google which allows their students to strengthen their literacy skills with digital sources.</p>	<ul style="list-style-type: none">• Blogger• Padlet• TodaysMeet
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary , Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

A major strength found in the Mission Oak High School faculty is the commitment to literacy instruction across all content areas with the common belief that strengthening reading and writing skills is the key to both college and career readiness because, simply put, it is the key to thinking. We want to deepen thinking across all content areas. Common practices include our "Writing Across the Curriculum" campaign where we place a school-wide focus on Informative writing in the fall and Argumentative writing in the spring. The math department has been a focus in this writing campaign, The philosophy is if kids can track their problem solving using words, it will strengthen their understanding of what they are doing (Critical Student Learning Needs #1: Student success in math). In the last three years, there has been a renewed focus on text complexity and upping the volume and quality of what the students are asked to both read and write. The third category of the literacy triumvirate is that of listening and speaking. The paramount focus of our Instructional Rounds has been Academic Discussion-- "Let the Hawks Talk." When students can verbalize what they have learned, there is both engagement and a demonstration of the information that is tangible and lasting. This campaign celebrates student voice, welcoming students to share their views and discuss their learning.

In order to achieve the above goals, technology use has become more prevalent within the classroom. All but twelve (12) current teachers on staff, have been fully SAMR-trained. In SAMR, our in-depth educational technology program, teachers go beyond substitution--simply using computers to word process-- and move to the end goal of redefinition where technology allows true creativity to reach beyond the four walls of their classroom. (Critical Student Learning Need #3 - Instructional Technology). MOHS faculty utilizes Google Classroom to facilitate classwork. The collaborative nature of this program allows multiple authors access on any one document at a single time, and, more importantly, provide immediate feedback from teachers as students draft their own work.

PBIS (Positive Behavioral Intervention & Support) has been an important instructional tool in addressing our Critical Student Learning Need #2 (Social-Emotional Needs of the students and its effect on Campus Culture). Genuine efforts have been made with staff to clarify what PBIS is and what the goals of the program are so that all staff knows how PBIS truly works. Part of the program's focus is positive discipline and an overall decrease in suspensions. A goal of the program is to keep kids in class learning as much as possible. An instructional focus on academic conversation is a quest for student connection.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Mission Oak High School teachers regularly attend professional development opportunities provided by the district as well as outside (CUE organization) to improve instruction. Mission Oak High School teachers have attended many GAFE conferences and have been provided small group instruction on technology innovation via our SAMRwise program run by our Technology team. This continues to provide support for teachers who wish to integrate more technology into their classrooms. This year marked the introduction of 1:1 Chromebooks allowing students to be independent researchers.
2. Mission Oak High School teachers also attend many other professional development opportunities provided by other sources (PBIS and TCOE) to not only improve instruction but also the social emotional component of learning.
3. Mission Oak High School teachers are involved at the district and state level in planning and designing instruction (CAASPP aligned performance tasks in both ELA and Math) that will become or have become a part of all instruction at Tulare Joint Union High School District schools. Math teachers work with district math coach to implement growth mindset lessons to aide in a positive approach to mathematics. Math department is implementing CAASPP practice tests throughout the year in preparation of the state test.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Use of Technology is limited to a substitution level. Staff needs to work on constructive and efficient ways to give feedback to students when technology is used. We want teachers to embrace a level of innovation that will allow them to give immediate feedback to kids. Mission Oak High School administration needs to continue to encourage all staff members to seek professional development and continue to deepen their use of technology in their instruction, including the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting.
2. Mission Oak Administration needs to provide opportunities for staff to attend conferences and professional development that focus on social and emotional learning. A deeper understanding and implementation of PBIS is a definite area of growth.
3. Math departments need to embrace new innovative ways to have kids produce work and receive immediate feedback on that work. Growth mindset must not only be a focus of our math students but also our math teachers ("All kids can learn math and will learn math").

Category D: Standards-based Student Learning: Assessment and Accountability

Steve Usher , Focus Group Leader	English
Christel Anthony	English
Jackie Bickmore	Classified
Diane Brown	Science
Jared Castle	Agriculture
Jeff Conn	English
Brandan Dillon	Mathematics
Darlien Edmond	Science
Clemente Fagundes	Foreign Language
Amparo Fernandez	Classified
Mark Gambini	Physical Education
Mitch Grimmer	Mathematics
Erika Holguin	Counselor
Sheryl Jones	Resource
Edward Kotoian	Assistant Principal
Carrie Linder	English
Leslie Rebelo	Classified
Ellen Warren	Social Studies

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

Findings	Supporting Evidence
<p>Mission Oak implements various levels of assessments to collect, disaggregate, analyze, and report student performance. The assessment process begins at the State level. The State has required all 11th grade students be assessed in the CCSS in both English Language Arts and Mathematics. The California Assessment of Student Performance and Progress (CAASPP) and the California Alternative Assessments (CAA) results are shared with staff, parents, and shareholders annually. Embedded within the ELA and math are Early Assessment Program questions that assess students college readiness. These results are used to determine senior year English and math courses in preparation for college. During the 2017-2018 school year, all sophomores will take the new California Science Test regardless of their current science class. Mission Oak High School students also have the opportunity to take several tests needed for college entrance. These assessments include Advanced Placement (AP) and standardized tests such as the PSAT, SAT, and ACT. Other State directed assessments offered at Mission Oak High School are CELDT, and the California Physical Fitness Test. Results for all high stake assessments are shared with staff, students, parents, and if applicable, colleges. Mission Oak High School administers SBAC Interim Assessments for English and Mathematics at all grade levels. Science is creating and administering NGSS summative assessments for all science courses. EADMS assessment software is used to assess all students performance level of understanding in</p>	<ul style="list-style-type: none"> • CAASPP Data • CELDT Data • School Accountability Report • Local Control Accountability Plan - LCAP • Loca • Parent Advisory Meetings • IEPs • School Website • TJUHSD app • Student records • Aeries Reports • EAP Results

<p>mathematics and science. Community and District stakeholders receive information regarding student achievement every 6 weeks in the form of a progress reports. The School Accountability Report Card and the School Plan for Student Achievement are submitted annually to the State Board of Education and the TJUHSD Board of Trustees. The School Site Council reviews student achievement data before submitting the Single School Plan for Student Achievement to the Board of Trustees. These reports are posted to the district and school websites for community access. Individual student performance data is reported to parents through IEP meetings, progress and grade reports mailed home six times per year, and grade updates and conferences as requested by parents. Special education counselors provide parents regular updates on students' progress on meeting their IEP goals. Improvement in this area has been made by providing parents online access to student progress through AERIES, our data system that manages student information data such as grades, attendance, and transcripts. Using this program, students and parents can create an account, which allows them to monitor progress in all classes throughout the school year. AERIES is also used to send out progress reports and report cards to parents. AERIES has made it much easier for both students and parents to be informed of the students' progress and potential areas of concern.</p>	
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Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Mission Oak High School has many avenues of communication with parents. Parents receive CAASPP scores in the mail. Each year the School Accountability Report Card is written and available to all stakeholders. Parents also have access to Aeries where they can regularly keep track of student's progress. MOHS runs monthly LCAP meetings where parents, students and educators provide feedback and guidance on district programs and policies. In addition, MOHS holds PIQE, Migrant and ELAC meetings at more specific dates and times. The district disaggregates district and school data</p>	<ul style="list-style-type: none"> ● Aeries ● Online Gradebook ● ParentLink ● Back to School ● LCAP ● Remind101 ● Telephone conferences ● Emails ● Principal Newsletter

and disseminates the results to staff and parents. The school informs community of student academic progress through the MOHS website and newsletter written by the principal and mailed to the parents in Summer, Winter and Spring. Individual teachers and counselors utilize Remind 101, ParentLink, emails, and phone conferences to communicate with parents and students to inform parents and students about progress toward meeting academic standards.	<ul style="list-style-type: none"> • Data Analysis from school and district on CAASPP and NCLB scores
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

Findings	Supporting Evidence
In all core departments, students are regularly assessed to determine progress toward meeting the academic standards and schoolwide learner outcomes. All PLCs have stated learning objectives and assessments that assess students' proficiency. Assessments are either scored via EADMS, or scored by individual teacher by utilizing a rubric. Teachers in PLC teams use this data to drive instruction. After informal and formal assessments the teacher decides what direction is needed to best help the students succeed and achieve proficiency. Teachers utilize tests/quizzes, projects, interviews, writing assessments, formative and summative assessments, CAASPP data, AP Exams, performances, portfolios, retests and rewrites, checks for understanding, and rubrics. Special education uses assessments taken from Woodcock-Johnson and Brigance. They are scored and reported during PLC meetings. Teachers use programs such as EADMS, Aeries Gradebook, and Google Classroom to monitor growth and student progress toward meeting academic goals. Teachers meet weekly in PLCs to norm and discuss criteria for meeting proficiency. Rubrics have been implemented in several subject areas to monitor growth. Teachers use results from high stakes tests to determine if proficiency has been met and to determine what areas of need to address.	<ul style="list-style-type: none"> • 6-week progress reports • Semester grades • Tests • Quizzes • Projects • Writing Assessments • Summative Assessments • Formative Assessments • CAASPP • Unit Exams

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Findings	Supporting Evidence
<p>Mission Oak High School uses multiple assessment strategies at a variety of points throughout unit design to provide both summative and formative assessment data.</p> <p>Daily assessment: MOHS teachers use a variety of “Checking for Understanding” strategies in all of our classrooms. These are drawn primarily from Kagan strategies and much of the staff has been trained. Schoolwide, MOHS have focused on three strategies: “Numbered Heads Together”, “Whip around”, and “Think, ink, pair, share.” The wide array of student voices, including English Learners, supported by these strategies allows for quick assessment of content acquisition and the ability to quickly alter lesson design to respond to instructional needs in the moment. Special Education has daily checks on specific students to track progress and prevent the student from falling behind.</p> <p>Consistent assessment (regular but not daily use): Content classes frequently utilize Multiple Choice quizzes/tests to assess retention of knowledge. To quickly assess these and alter lessons in a timely way. MOHS teachers are implementing a variety of technology based quizzes. Additionally, the Engineering Academy is doing regular grade checks to assess how students are keeping up with their courses. English Learners and redesignated students are monitored if they do not meet the basic grade requirement. Special Education does grade checks on students to monitor progress. They communicate with General Education teachers about specific students.</p>	<ul style="list-style-type: none"> • CAASPP • Kagan Training • PLC Training • SAMRWISE Training • EL Training • Mental Health Training • EADMS • School-wide Literacy Training • D and F forms for Sp Ed students at 6 and 12 week grading periods • Monitoring progress of redesignated EL students • Academy grade checks • Grading rubrics for project based learning and Power Paragraphs

<p>Semi-Frequent (used often, but not necessarily on a regular basis): All of our classes use a variety of projects to assess knowledge and skills at significant points in our units. We are now using labs, simulations, presentations, seminars, and our “Power Paragraph” to ensure students are given sufficient practice in skills and knowledge and to uncover gaps in students performance/knowledge. The “Power Paragraphs” are a campus wide initiative that has every class write at least one paragraph using a common structure. This allows us to assess at the end of the semester how writing has progressed for all students on campus. Many classes do more than just the single required Power Paragraph. The English department is using the STAR reading test to chart reading progress across the year.</p> <p>Summative Assessment:</p> <p>Every unit has a summative assessment. These range from “Exhibitions of Mastery,” to benchmarks, EADMS digital assessments (modeled on the CAASPP), seminars, formal essays, and presentations. These assessments are designed to test skill as well as knowledge. This allows teachers to track student growth, as well as student proficiency. Special Education gives its students the Brigance test yearly to assess reading and math levels. Teachers regularly review and analyze data on English Learners. English Learners are monitored if they do not meet the basic grade requirements.</p>	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>Formative and summative assessment evaluation and use is broken down into two levels.</p> <p>Personal Level:</p> <p>Each teacher monitors scores and qualitative signifiers to modify instruction and to check for the understanding and success of their students. They do this through the grading process and the standard Plan, Teach, Reflect cycle. During this process they are being guided by the standards used during the unit.</p>	<ul style="list-style-type: none"> • PLC assessment debrief during early release PLC meetings

<p>Collaborative Level:</p> <p>There are PLC-wide and Districtwide assessments for each PLC that is used specifically to guide data analysis on different units. PLC time is used to evaluate data and analyze trends in the success of students. Teachers are then able to map the success of the students to lesson strategies and the other data collected during the personal Plan, Teach, Reflect cycle in order to offer advice and plan for future instruction.</p>	
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Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p>Formative and summative assessment evaluation and use is broken down into two levels.</p> <p>Personal Level:</p> <p>Each teacher monitors scores and qualitative signifiers to modify instruction and to check for the understanding and success of their students. They do this through the grading process and the standard Plan, Teach, Reflect cycle. During this process they are being guided by the standards used during the unit.</p> <p>Collaborative Level:</p> <p>There are PLC-wide and Districtwide assessments for each PLC that is used specifically to guide data analysis on different units. PLC time is used to evaluate data and analyze trends in the success of students. Teachers are then able to map the success of the students to lesson strategies and the other data collected during the personal Plan, Teach, Reflect cycle in order to offer advice and plan for future instruction.</p>	<ul style="list-style-type: none"> • PLC assessment debrief during early release PLC meetings

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Findings	Supporting Evidence
<p>Mission Oak High School, with the support of the District and community, has a variety of assessment and monitoring systems in progress. These systems help determine student progress towards achievement of the academic standards as well as the schoolwide learner outcomes.</p> <p>Several assessments provide Mission Oak staff with information needed to monitor student progress. These assessments include the STAR Reading assessment through Renaissance Learning, district-wide writing assessments, CAASPP, CELDT, CAST, EAP, and AP.</p> <p>The District has implemented both districtwide common assessments, as well as empowered individual school sites to develop department and grade-level common assessments. Each school site is required to administer the STAR Reading assessment through Renaissance Place to provide a baseline for all students across grade-levels. Additionally, all sites administer either informative or argumentative writing assessments with prompts determined by subject and/or grade-level each fall and spring. Each site also utilizes Aeries Gradebooks/Attendance and Aeries Parent Portal to share student information to a student's instructors and parents/guardians in regards to academic achievement, attendance, CAASPP scores, CELDT levels, and other pertinent student information (i.e. accommodations and interventions) that may be affecting student progress</p>	<ul style="list-style-type: none"> ● LCAP ● PIQE ● Advisory (Site Leadership) ● Sports Boosters ● Academic Boosters ● College of the Sequoias (COS) Dual/Concurrent Enrollment ● Engineering Pathway Advisory Committee ● EAP Results ● SBAC Results ● AP Results ● Report Cards ● Renaissance Learning ● Aries Gradebooks ● Aeries Parent Portal ● Aweiwa interventions ● School Innovations & Achievements (SIA)

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Findings	Supporting Evidence
<p>Practice CAASPP results from 10th and 11th grades direct curriculum in ELA and math classes. Literacy Coach, Math Coach and Teachers analyze data in PLC meetings and use to tailor curriculum and instruction goals. Mathematics teachers have access to</p>	<ul style="list-style-type: none"> ● CAASPP/EAP Data ● AP Data ● Master Schedule ● District Writing Rubrics

standards-based assessment test banks that are aligned to Common Core State Standards and represent items similar to CAASPP items. These items are used in formative and summative assessments in the instructional units throughout the school year.	<ul style="list-style-type: none"> ● School-Wide Writing Prompts ● Lesson Plans ● CELDT
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Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Findings	Supporting Evidence
<p>Although we collect data from our District-wide writing prompts, we do not have an effective way to disseminate results back to teachers in order to use the data to drive instruction.</p> <p>Continuing low test results on Mathematics and English CAASPP have led to increased district-level professional development and a reevaluation of instructional and assessment strategies employed in the classroom.</p> <p>Grade data has been used to identify students that need additional support through lunchtime and after school tutoring.</p> <p>Data from student populations has prompted the improved implementation of the PIQE (Parent Institute for Quality Education) programs for all parents in order to empower them to support their students in their college pursuits. This program instructs parents on how to prepare their student for college through meeting A-G requirements, applications, and navigating financial aid.</p>	<ul style="list-style-type: none"> ● District Wide Writing Prompts ● District-Wide Professional Development ● After-School Tutoring Schedule ● Athletic Tutoring ● CAASPP Scores ● PIQE ● A-G Courses

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

Findings	Supporting Evidence
<p>PLCs work together to ensure that our students needs are met and that there is some consistency in grading and homework. PLCs have also collaborated on department benchmarks allowing for consistent and coherent coverage of curriculum.</p> <p>PLCs have established new common grading policies to hold students accountable to the same level of rigor.</p> <p>Special Education has yearly IEP meetings. Each student has a case carrier and a counselor to meet their needs and to ensure the are on track per their IEP goals.</p>	<ul style="list-style-type: none"> ● Department Benchmarks ● Graduation Rates ● RTI ● 95% Attendance Graduation Requirements

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

Findings	Supporting Evidence
<p>During CAASPP testing a teacher and several counselors proctor groups of 35 students ensuring assessment integrity. These individuals are credentialed and participate in the required training sessions to ensure that proctor policies and EDAMS allows teachers to administer assessments electronically while limiting internet access.</p>	<ul style="list-style-type: none"> ● CAASPP ● EDAMS

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

MOHS has met the criteria for using assessment to analyze and report student progress as evidenced by a wide variety of assessment protocols from the State, local, and classroom levels; and effectively collects and analyzes student growth and progress in regards to academic standards. In addition, MOHS is 1:1 with Chromebook devices where students complete assessments online which supports computer literacy and college readiness. From the District to parents and students, MOHS has effectively provided accessibility of methods to use assessment to analyze and report student growth and progress. MOHS continues to successfully monitor and inform through the use of technology all parties of the development and evolvement of our students.

MOHS has met the criteria for using assessment to monitor and modify learning in the classroom. MOHS meets the critical learners' social and emotional needs through the use of Kagan strategies, including school-wide interpersonal components. All teachers have participated in Mental Health training in order to identify and address the mental health needs of our at risk students. The District SAMRwise training provides teachers the opportunity to challenge students with real-world applications. CAASPP rubrics are used to inform PLC discussions and influence teaching strategies. Academies and literacy trainings seek to increase teachers' knowledge and abilities to prepare students for college and career.

MOHS does have wide variety of methods to use assessment to monitor and modify the assessment and accountability school-wide. The dissemination and analysis of gathered data to inform instruction effectively could be improved. PLC leaders are now receiving training in order to more effectively use PLCs to target the social emotional needs, career and college readiness, and computer literacy of students. Consistent PLC time will aid in this improvement.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Mission Oak High School has a variety of methods to communicate with parents: Parent-Link, direct contact, access to Aeries online grading system, six week

- progress reports, Google Classroom.
2. Mission Oak High School has common assessment across all subjects for literacy and writing: Power Paragraphs, three school-wide Kagan strategies.
 3. Mission Oak High School has a variety of systems and groups in place to evaluate student progress.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Strengthen academic support programs/interventions for students who are struggling.
2. More time is needed for PLC assessment of data and then to use data to inform/change instruction.
3. Mission Oak High School needs to better utilize assessments results in order to drive changes in professional development, school programs, and resource allocation.

Category E: School Culture and Support for Student Personal and Academic Growth

Michaelpaul Mendoza, Focus Group Leader	Activities Director
Lisa Allen	Social Studies
Johanna Ayon	Classified
Shelby Buchanan	Science
Luis Cobarruvias	Dean of Students
Kim Dueck	English
Mike Hazelwood	English
Oscar Iniguez	Foreign Language
Matt Jones	English
Oddie Lambert	Band Director
Dane Maness	Mathematics
Jennifer Padilla	Counselor
Marycarmen Pereira	Social Studies
Claudia Ramos	Classified
Jill Rhoades	Resource
Shellie Taylor	Home Economics
Shane Varner	Mathematics
Jacob Yavasile	Fine Arts

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>Parent and community engagement is an ongoing process. Mission Oak's staff uses a variety of means to communicate with parents and the community. Parents have access to Aeries (checking student progress), emailing teachers, an AP parent night, and ParentLink. As for outreach to the community at large, we offer a newsletter and a student handbook.</p> <p>Freshman orientation is held each spring for students and parents to become familiar with the academic and extracurricular opportunities available at Mission Oak. Link Crew leaders meet with 9th grade students to build relationships through activities and games, while introducing them to their new campus. Counselors and other staff present important information to parents, and a "Club Fair" is hosted for students to peruse and inquire about the many extracurricular clubs and sports available. Students get their schedules, ID cards, and can buy items like PE clothes and ASB stickers.</p> <p>Counselors provide an important linkage between the school and families. They keep track of and schedule meetings with teachers and families of students on educational plans and those requiring extra academic assistance. They meet with a significant amount of 10th graders families to draft a 4-year academic plan to prepare them for their post-secondary endeavors. Outreach is done to inform students and families about available pathways, AP/Honors courses, and financial</p>	<ul style="list-style-type: none"> • Online access to regularly updated school website • Aeries • Email • Student handbook • Link Crew Tutoring • Resource Tutoring • SST, IEP, 504 plan process • Mission Oak Newsletter • ELAC • Parent Booster Club • SARC • Informational fliers and letters sent home to parents • Contact with local newspaper • Translator and bilingual staff • SLO • 10th grade counseling • PIQE • Pathway informational presentations • College Night

<p>aid for college. The counselors employ an open door policy, and an intern is regularly present to assist. Lastly, counselors also recognize outstanding achievement through recognition programs and post-high school commitments which parents are invited to attend.</p> <p>Parents and students are informed of school events, opportunities and available resources through a variety of avenues. Outreach programs are designed to give parents and community members the information that is needed to provide positive support for our students. Communication via email, automated parent communication system (Parent Link]) daily bulletins, and routine workshops/presentations are available to reinforce school related information.</p> <p>Parent Institute for Quality Education (PIQE) has been instrumental in engaging parents. The 9-week institute equips and empowers parents to actively engage in our students education. We have seen a surge in parent involvement in various parent groups including ELAC, DELAC, Academic Boosters, and the day-to-day campus visits as a result of their participation in PIQE.</p>	<ul style="list-style-type: none"> • Attendance phone calls and home visits • Annual academic and athletic ceremonies • Parent Link • Advanced Placement Parent Night • Community Service Projects • Back to School Night Festival
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

Findings	Supporting Evidence
<p>At Mission Oak there are several school functions that encourage students to interact with the public in positive ways. Career Day is a mandatory event for all Juniors organized by the Career Center. All Juniors are bused to an off campus location large enough to gather students in a large group then into breakout sessions where they have an opportunity to listen to local professionals representing various occupations. The purpose of Career Day is to introduce students to possible fields of study and/or vocation after high school.</p> <p>Mission Oak Engineering Academy has an advisory board consisting of local business people which provides an essential bridge between school, the workplace, and the civic community. Advisory board members meet on a</p>	<ul style="list-style-type: none"> • Career Day • Engineering Academy • College Night • Harvesting Hope • Step Up Youth Challenge • Building Bridges (feeder visits) • Hawk Nation Celebration • Eighth Grade presentations to feeder schools • Freshmen Hawk

<p>regular basis throughout the school year and collaborate with our teachers on curriculum, help organize work-based learning activities, guest speakers and assist students with classroom projects. Through our advisory board, students have the opportunity to build relationships with mentors early and learn from successful adults.</p> <p>The annual College Night sponsored by the Tulare County Office of Education is held at the Visalia Convention Center which offers our students direct access to speak with representatives from community and four year colleges, both private and public, as well as a series of workshops on Financial Aid, Personal Statement, and SAT preparation. Each year, Mission Oak provides a school bus for students wanting to attend but who are in need of transportation.</p> <p>Harvesting Hope is a student-led community service project which started at Mission Oak that has partnered with the United Way of Tulare County which organizes hundreds of students throughout the county to support families that struggle with hunger. Students ask homeowners to donate front/back yard fruit trees which students harvest then donate to local food banks and pantries. Harvesting Hope student volunteers learn and experience the value and impact of giving back to their community.</p> <p>For the past four years, a team of Mission Oak students have participated in the Step Up Youth Challenge sponsored by the Tulare County Board of Supervisors. Students have created and have been recognized for community service projects for their impact and sustainability. Award winning projects include Harvesting Hope and the Cultural History Project. The Cultural History Project worked closely with the Tulare Historical Museum to propose the construction of a Japanese American Internment monument at the Tulare County Fairgrounds. The project is ongoing.</p> <p>Since the 2015-2016 school year, Mission Oak ASB has partnered with our elementary and middle feeder schools in efforts of "Building Bridges." At least twice a</p>	<p>Retreat</p> <ul style="list-style-type: none"> ● Lions Club Student of the Month ● Character Counts ● Scholarships ● CSF luncheon ● Teen Dating Violence Awareness Week ● Volunteer Fair ● Military recruiters/college reps ● Veterans Day fair ● Internships/Careers with children ● CSET ● Work-based training (resource students) ● Band performances for TDES/St. Aloysius celebrations
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year, ASB leaders visit our five feeder schools to have 'heart to heart' conversations with incoming 8th graders about the expectations and opportunities of high school as well as engage with students in all other grade levels (K-7) in class activities. The goal is to get future Mission Oak students excited about high school and decrease the anxiety of entering high school student thus making Mission Oak a unified and safe learning community.

Along with visiting feeder schools, Mission Oak invites all incoming eighth graders and their families to an exciting orientation event called the "Hawk Nation Celebration." Students and their parents receive information they will need when registering for classes, understanding school policies and expectations, and attending as a freshmen. Students and parents also attend a sports and club fair to introduce students to the various activities available to them as students.

Each year, the counseling staff visits with all the eighth grade classes at a large assembly at each of the feeder schools to provide further details about registration and to answer student questions.

We have partnered with the Sequoia National Forest to provide our entire Freshman class a unique learning experience in goal setting, reflection, and appreciating nature.

Each month, the Tulare Chapter Lions Club recognizes a male and female student for their performance and accomplishments based on staff recommendations.

In partnership with the Tulare County Office of Education's Character Counts program, our on site Character Counts coordinator seeks to recognize, through staff referrals, students who demonstrate exceptional character in the classroom as well as through extra and co-curricular activities and community service work.

Local and national businesses offer scholarships to our college bound Seniors at the conclusion of each school

year. The scholarships are presented at our Scholarship Night and range from one hundred dollars to several thousand dollars.

Each spring, the California Scholarship Federation (CSF) in partnership with the College of Sequoias Foundation hosts a luncheon to recognize the CSF lifetime seal bearers. Mission Oak has boasted the largest number of seal bearers in Tulare over the past four years. Last year, Mission Oak CSF recognized 55 students at the luncheon.

In February, Mission Oak sponsors Teen Dating Violence Awareness Week in conjunction with the district and Tulare County Office of Education. Students and staff wear orange on a designated day to help spread awareness and prevent dating violence and to celebrate healthy relationships.

Mission Oak ASB hosts a "Volunteer Fair" during the month of May in which local non-profit organizations and agencies set up booths during lunch to sign up students for volunteer work over the summer (and into next year). Participating organizations include the United Way of Tulare County, Food Link Tulare County, Visalia SPCA, Parks and Recreation from the City of Tulare, Boys and Girls Club of the Sequoias (Americorp), The Source, the Bethlehem Center, and student community service projects like Harvesting Hope.

The Career Center works closely with military recruiters and college representatives to schedule annual visits at Mission Oak. Recruiters visit with students in group presentations and/or individually to provide them information about the opportunities and services they offer.

Every third year, Mission Oak hosts a unique event in which students enrolled in Social Studies classes meet and interact with local veterans. The event is set up much like a college or job fair, but students instead meet with veterans from wars as far back as World War II. Our guests of honor bring with them artifacts from the war with help to engage and spark conversation with our

student body. The event is organized by retired teacher and veteran Kent McNatt who holds this event every year at one of the Tulare high schools on a rotating basis.

Mission Oak High School partners with community members to provide internship opportunities for our students. The Engineering Academy works with an advisory board comprised of community members from the engineering field. The advisory informs teachers and students of expectations in the field of engineering and offers internships for students participating in the engineering program. Our Community/Internship class works to place students with local elementary schools and businesses to provide students with hands-on experiences.

Students in the CTE Careers with Children Class are provided the opportunity to work with local preschool and elementary school teachers as interns where they present lessons and work with children individually and in groups in a classroom setting. These teachers provide feedback while working with high school students through an evaluation process where professional skills such as appearance, work habits, attitude toward learning and positivity are exhibited.

Through Tulare County's Community Services Employment Training (CSET) our high school students are offered the opportunity to gain valuable, practical skills needed for success in college and in the workforce. Mission Oak High School welcomes CSET representatives on campus to inform students of their Youth Leadership program and recruit participants. Once students are selected to participate in #LEAD, they are placed with a mentor, meet weekly, attend field trips to colleges, and placed in a job within the community.

The WorkAbility program (written into the IEP as Work Based Training) is a program that assists resource students with vocational skills such as completing application forms, practicing interview skills and giving them on the job training. Throughout the school year students may gain subsidized employment in local

businesses. We also offer a summer program which offers the same job training which usually runs 2 to 3 weeks; students will also earn 5 credits which will go towards elective credit.

The Holy Spirit and Fatima Celebrations are community events put on by the Portuguese community members in Tulare. The annual celebrations consist of a parade and feeding of over 6,000 people. The Mission Oak Marching Band and Color Guard are invited and participate in the both parades each year.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Findings	Supporting Evidence
<p>Sprigeo is a web-based program that allows students, parents, and community members to confidentially report instances of bullying and harassment.</p> <p>A district psychologist is on site 80% of the week to provide individual counseling, group counseling, crisis intervention, behavior intervention support and special education services.</p> <p>A Safe Student Intervention Program (SSIP) counselor is on campus part time to promote student relationships, campus culture, drug and alcohol abuse education/intervention, conflict resolution and individual counseling.</p> <p>Random canine searches conducted by Tulare Police Department ensure students have no access to drugs on campus.</p> <p>Challenge Day is a program to build community and to help stop teasing, violence and alienation, that are so deeply a part of the school experience. It gives students and staff a glimpse into their peers challenges in effort to be more respectful of each other's differences, trials, and tribulations.</p> <p>Random drug tests are conducted by a district approved third party once a week to ensure student safety in sports and to discourage the use of performance enhancing drugs.</p> <p>A licensed nurse is housed at Mission Oak five days a week to assist students with illnesses and injuries. She works closely with school site administrators and</p>	<ul style="list-style-type: none"> ● PBIS (Referral, Pre-Referral) ● Sprigeo ● District Psychologist ● SSIP Counselors ● Random Canine Searches ● Computer policies (acceptable use policy) ● Digital Citizenship Lessons ● Challenge Day ● Character Counts ● SRO ● Health Aide (Nurse) ● Modified Closed Campus ● Emergency & Disaster Procedures/Preparedness ● Hawk Passes ● Security guards ● Campus wide expectations for teachers (classroom policies) ● Youth Mental Health Training for all staff ● Random drug testing for athletes

<p>counselors to meet students' medical needs.</p> <p>Staff and students undergo trainings, as well as participate in safety drills every year in preparation for disaster emergencies such as fire, earthquake, and lockdown situations (school wide) as well as active shooter training (staff only). The Assistant Principal and the Student Resource Officer have both completed ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training, have become ALICE trainers, and have coordinated a staff wide ALICE active shooter role play scenario.</p> <p>Youth Mental Health Training for all staff provided across the district to provide staff with warning signs and interventions for students with mental health concerns. All day training provided by clinicians from Tulare Youth Service Bureau.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Supporting Evidence
<p>2017-2018 was the first year that our Link Crew Program partnered with the Sequoia National Park to organize a Freshmen Hawk Retreat. The entire Freshmen class participated in a trip divided into four days to our local national park for a day of reflection, goal setting, and learning while taking a guided tour by park rangers along with staff and Link Crew peer leaders. We look forward to further improving the experience and outcomes of this event in the years to come.</p> <p>Our ASB/Leadership class has made concerted efforts to create and offer activities that engage and include students from all socio economic, geographic, and ethnic backgrounds. The student leaders (class enrollment) reflect the population of our student body.</p> <p>Among the many other traditional week filled activities such as homecoming, our ASB class has developed a "Humble Acts With Kindness" (HAWK) Week where students are encouraged to demonstrate kindness,</p>	<ul style="list-style-type: none"> ● Freshmen Hawk Retreat ● ASB/Leadership Class ● Humble Acts With Kindness (H.A.W.K.) Week ● Link Crew ● Club Fair ● PBIS/REIGN tickets/prizes ● Attendance reward drawings ● AVID ● Engineering Academy Pathway ● World Languages' Week ● Cultural Events ● ASB Activities

<p>support, and compassion for others through unique activities such as our 'Dream Tree' in which students write a message of support to Dreamers on a leaf and hang it with other students messages on a tree. Students are also provided clothes pins with positive messages to clip on random students' backpacks throughout the week.</p> <p>Link Crew has improved the activities and services offered to our Freshmen in order to create a safe and engaging learning community at Mission Oak. Link Crew activities include the Freshmen Orientation, Freshmen Hawk Retreat (described above), Freshmen Tailgate Parties, lunchtime treats and activities exclusively for Freshmen, and a Link Crew Leader class that brings together Link Crew Leaders to organize, improve, and increase activities for our Freshmen.</p> <p>An annual Club Fair is offered for the entire student body at the start of each school year to encourage participation in clubs such as CSF, Latino Club, SOPAS, Purple Squad, etc...; school programs such as Mock Trial, Robotics Competition, Drama Productions, etc...; and community service projects such as Harvesting Hope; and sports. Mission Oak offers over 30 clubs, school programs, and community service programs for students of all backgrounds to engage in. Students are encouraged to create new clubs if they feel their interests are not sufficiently represented in any of our current club offerings.</p> <p>Our PBIS (Positive Behavioral Interventions and Supports) team works to improve social, emotional, and academic outcomes for all students, including student with disabilities and students from underrepresented groups. We are currently working on encouraging teachers and staff to recognize students with REIGN tickets when they exhibit positive behavior both inside and outside the classroom. We hold frequent REIGN ticket raffles to award students who serve as positive examples to their peers to foster an enriching learning environment. The PBIS continues to find innovative approaches to encouraging all students and staff to contribute to building a strong positive school culture.</p>	<p>(Homecoming Week, Mission Madness)</p> <ul style="list-style-type: none"> ● Senior Luau ● Summer School ● Plato & Independent study program ● 1:1 Devices ● College Wednesdays ● A-G Requirements (SMART goals) ● Concurrent Enrollment ● Classroom Management Systems (platforms, i.e. Orchestrator) ● Critical Thinking Through Chess Class ● Character Counts
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The administrative team along with the attendance office also awards students with perfect attendance. Each grading period, students with perfect attendance are entered into a drawing for a series of attractive age-appropriate prizes.

The Mission Oak AVID program has supported the goals and post secondary aspirations of many students seeking to pursue their education in college. AVID sets high expectations of students regarding course enrollments and participation in school and community service activities. The program continues to require and support students enrolled in rigorous A-G courses.

The Mission Oak Engineering Academy Pathway has an advisory board which provides an essential bridge between school, the workplace, and the civic community. Advisory board members meet on a regular basis throughout the school year and collaborate with our teachers on curriculum, help organize work-based learning activities, guest speakers and assist students with classroom projects. Through our advisory board, students have the opportunity to build relationships with mentors early and learn from successful adults.

The World Languages Department organizes a World Languages Week having it's classes create greeting posters in various languages to celebrate the diverse languages and cultures represented in our school community. World Language classes also host mini-festivals during class celebrating world cultures with food and presentations.

Several student clubs have hosted important cultural events on campus during lunch time to celebrate various heritages representing a significant portion of our student population. SOPAS has held Portuguese appreciation events including the playing of Portuguese cultural music and dancing. The Latino Club has hosted Mexican Independence (Sep.16) and Cinco de Mayo celebrations with folklorico dancing, campus decorations, and free food for students. The Latino Club also erects an alter (an 'ofrenda') in the middle of campus for Dia de los Muertos inviting all students to place a photo and an

<p>offering of deceased loved ones. The presence and activities offered by our clubs cultivated a safe environment for students to express and feel pride in their cultural backgrounds and heritage.</p> <p>Our ASB leaders continue the tradition of week long activities such as Homecoming Week (1st semester) and Mission Madness (2nd semester) with the goal of encouraging the participation of every student on campus. Each week entails low risk dress up days that make it easy for students to participate as well as activities for the entire student body including lunch time competitions, performances, and pep rallies.</p> <p>The CSF club on campus holds an annual Senior Luau (1st semester) which has become a fun tradition that has grown in attendance each year. The entire student body is invited to attend, but Seniors enter for free. The Hawaiian culture is celebrated at the Luau through cultural performances and food.</p> <p>Summer school provides an opportunity for students in credit recovery to retake required courses in order to obtain the units needed to earn their high school diploma. Students in credit recovery meet with their counselor to assist and expect students to enroll in courses needing to be repeated. Summer school also provides students on track for college to get ahead or open their schedule by taking required courses that contribute to their A-G requirements and college preparation and/or help to open up their schedule the following semester for other courses that they would not otherwise be able to fit in their schedule.</p> <p>ELD students are enrolled in support class with their respective ELA teacher. Students take a grade-level ELD support class.</p> <p>PLATO and Independent Study offer students in credit recovery status to effectively and efficiently complete coursework and units online during the school day (PLATO) or at home with teacher facilitation (Independent Study) to ensure they are working towards</p>	
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obtaining a high school diploma and an education that will prepare them for work and life after high school.

After several years of integrating technical devices in classrooms via class sets, mobile carts, teacher issued devices, 2017-2018 is the first year where our school district has gone 1:1 with student devices. Schoolwide expectations and our “problem of practice” have adjusted to meet the instructional needs to include the daily use of chromebook (student devices) in classroom learning.

Mission Oak High School supports every student who pursues any positive path after high school. We pride ourselves in encouraging and promoting students to continue their post-secondary education. We do so through our classroom instruction and connection with students as well as through two college focused activities on campus: ‘College Wednesdays’ and the ‘College Signing Ceremony.’ All staff and students are encouraged to wear college attire every Wednesday to celebrate the educational goals and accomplishments of current and past students. The College Signing Ceremony is a school wide assembly that began in 2015-2016 which recognizes all the Seniors who have been accepted and have committed to attend a four year university the following Fall term. Each college bound Senior goes to a table to ‘sign their commitment’ in front of the whole school. Last year, we recognized over 80 Seniors who committed to four year universities and hope to see this number grow in the years to come. The goal of the College Signing Ceremony is to inspire and encourage the student body, especially the under class students to consider college as a possible future goal.

Our efforts to increase college readiness is evidenced in our Counseling team’s SMART Goals which include increasing the number of students completing the A-G requirements. We strive to increase the percentage of seniors enrolling in a higher education program from 30% to 50%

Students who seek to build their academic transcript for college admission or who strive to graduate from high school early are offered concurrent enrollment with our

local community colleges when appropriate. Individuals who exhibit the work ethic and acumen to succeed in a college setting as a high school student are supported by their counselors and teachers to pursue higher levels of learning in AP courses and courses at the community college.

As teachers continue to learn more and apply the use of technology instruction, they are utilizing various classroom management system platforms such as Classroom Dojo, Pear Deck, Edmodo, Google Classroom, Orchestrator and others to not only deliver, collaborate, manage, and provide feedback on student work, they are also recognizing students for their accomplishments (or setbacks) while keeping parents informed electronically.

Critical Thinking through Chess, a freshman level course that enrolls a mixed population, uses a field-leveling subject (chess, where few if any come in with any prior knowledge) to engage all students in establishing habits and practices critical to success in high school and beyond. Two primary "rules"- all assignments must be completed AND all assessments must be redone/retaken until at least 80% mastery- are utilized to establish that school success rests largely on staying on top of assignments and doing well on exams. Students' grades in all classes are monitored, and both general and specific discussions are had regularly comparing grades in classes and the impact of assignment completion and assessment mastery.

The Character Counts program has significantly increased the number of students who deserve recognition for exemplifying the pillars of character. This year, over 300 students at Mission Oak received individual recognition and certificates for their positive interactions in and outside the classroom.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

Findings	Supporting Evidence
<p>Students who experience significant and/or consistent academic challenges or barriers to their education will be referred for a Student Success Team (SST) meeting in which all stakeholders including parents, the student, counselor, district psychologist, special education representative, and teachers attend. At an SST meeting, the team reviews student strengths and challenges and makes recommendations for specific interventions that are individualized to the needs of each student. Parents and teachers often communicate regularly beyond the SST meeting and the counselor acts as liaison between all parties for any subsequent need for intervention or communication. Goals are established and a follow up SST meeting is scheduled.</p> <p>Throughout the year, but especially during the official Staff Appreciation Week, our teachers, counselors, administrators, and staff are recognized by students, parents, and colleagues for their contributions and professionalism in the educational community of Mission Oak. Students and parents show their appreciation to staff through offering lunches or treats which builds trust and unity among stakeholders. Staff also have an opportunity to recognize colleagues through the district's Teacher/Administrator/Employee of the Year nomination process. Such avenues to allow for recognition and to demonstrate appreciation has built a cooperative atmosphere at Mission Oak based on trust and respect.</p> <p>Since 2015-2016, the PBIS team adopted and implemented the slogan and principles of R.E.I.G.N. (Respect, Excel, Integrity, Give back, and Network). These are the traits that our program incorporates into mini-lessons designed by the team for teachers to conduct with students throughout the year. Each mini lesson emphasizes one the REIGN principles. Every year, students have been provided free spirit REIGN t-shirts to exhibit their school pride and support for the principles that unite our school and improve our campus culture.</p>	<ul style="list-style-type: none"> ● SST (student support teams) ● Staff Appreciation ● REIGN ● Subject & Grade Level PLC's (Wednesday Professional Develop) ● School Site Council ● Advisory ● PLCs

Subject/Grade level Professional Learning Communities (PLCs) allow teachers to share and discuss highlights in the classroom and areas of concern in and out of the classroom. PLCs are often facilitated by the department chair who acts as liaison for his/her department in communicating department needs with the administration. Management staff also attends department PLCs in order to gauge a more holistic perspective of what is going on in the classroom.

The School Site Council meets twice a semester as a governing body to adopt and administer the Single Plan for Student Achievement with the input and support from the principal. School Site Council members include teachers, administrators, counselors, students, and parents which all have an important role in communicating the needs and concerns of all stakeholders. The School Site Council also reviews the district's Local Control Accountability Plan.

Advisory meetings are held once per month and are attended by department chairs, classified lead staff, and management staff including counselors and administrators. One of the assistant superintendents also attends advisory meetings. During an advisory meeting, each department within the school (from food service to athletics and ASB) provide an update to the rest of the department leads who later share that information with their department. Advisory is also an opportunity for the administration to share information pertaining to school affairs.

Teachers consistently meet, collaborate, and analyze student data in department and specialized PLCs. Every teacher is a member of one or more PLCs within their department based on their teaching schedule. (ie: US History PLC, World History PLC, Algebra 1 PLC, Geometry PLC, Biology PLC, Chemistry PLC, ect.) Department PLCs work to create common benchmarks which help to gather student data based on content acquisition and to share effective teaching practices and the use of technology. Mission Oak teachers also participate in district-wide grade level or program based PLCs that are specific to ELL, instructional coaches,

technology, and professional development, and Math/English/Science articulation with our feeder school content teachers.	
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

Findings	Supporting Evidence
<p>Mission Oak creates adequate referral services created to assist students and are readily available. Students are supported in areas such as health and wellness, career exploration, personal/social counseling, and academic support and intervention. Teachers, administration, and counselors attend trainings to ensure ability and competence of staff to meet the needs of students.</p> <p>The Mission Oak counseling department provides a variety of services and referrals for personalized support in the areas of social emotional issues. Counselors are available throughout the day to make sure all student needs are met and meet with students in emotional crisis for support. Should a student require further interventions, counselors or administration will refer students to specific services needed such as School Psychologist, TYSB, and drug counseling.</p> <p>SSIP counseling is available everyday for students affiliated with or who are at-risk of gang affiliation. The SSIP counselor also meets with girls with a history or occurrence of abuse.</p> <p>Tulare Youth Service Bureau (TYSB) supports campus for crisis intervention on Thursdays in addition to weekly student services for students to receive formal therapy session, on site, based on qualification. Promotes student social-emotional health. The TYSB counselor is available for ongoing open cases as well as one-time general counseling check ins.</p> <p>Students are referred to Turning Point (available</p>	<ul style="list-style-type: none"> ● Commit to graduate ● School Counseling services ● Career Center services ● School Psychologist ● Community Liaison ● Intervention Specialist ● Special Education ● Conflict Resolution ● Fee Waivers ● Free Cap and Gowns ● School wide free breakfast and lunch and after school snacks ● Peer Mediation ● Sprigeo ● TYSB ● Career Center ● Career Day ● Military Monday ● College and Career Resource Fair ● Wellness Coordinator ● FAFSA Workshops ● After school and lunch tutoring ● SSIPs intervention <ul style="list-style-type: none"> ○ Student Support Intervention Program

<p>Thursdays) or Recovery Resources (available Mondays) counseling services for any use or abuse of drugs or alcohol. Students are required to attend a minimum of six sessions as part of a contract between the student, parent/guardian, and administration.</p> <p>Student Assistance Program (SAP) involves 8 lessons targeted at teaching students how to effectively communicate their feelings with peers and adults and handle stressors that they have either experienced in the past or may experience in the future. Curriculum includes an 8 week sharing group, an 8 week anger management group and an 8 week grief and loss group.</p> <p>The district psychologist and counselors are trained in conducting suicide assessments as part of a district priority of mental health support and intervention. Based on a suicide screening, students may be referred for mental health counseling and/or require an immediate mental health screening by a therapist. Parents/guardians are always notified.</p> <p>Conflict resolution meetings are conducted by counselors or administrators to mitigate any issues between students that might otherwise result in further conflict. Some conflicts that have been addressed include: bullying, threats of harm/fighting, and rumors.</p> <p>Students with economic needs have materials provided for them through the community liaison. The community liaison serves as an advocate and resource to students who would not otherwise have access to resources and community connections. Seniors who cannot afford their cap and gown are also provided this milestone gift at no expense.</p> <p>Our counseling department and career center collaborate to provide a variety of support in the areas of college and career readiness. College and Career services include: Military Mondays, Counselor Corner Tuesdays, College Wednesdays, College Week, College Application and Financial Aid workshops, a College and Career Resource Fair, and a Career Day. Additionally,</p>	<ul style="list-style-type: none"> ● Drug Counseling <ul style="list-style-type: none"> ○ Turning Point ○ Recovery Resources ● Suicide Assessments ● Reconnecting Youth ● SAT Test Prep Class ● Community Liaison ● Psychologist-Run Groups (SAP) <ul style="list-style-type: none"> ○ Student Assistance Program ● Work Based Training <ul style="list-style-type: none"> ○ On the job training ○ Get paid ● Sophomore counseling ● AVID
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each grade level focuses on a college or career unit. The career center is available 5 days a week as a resource for fulfilling college and career requirements.

All students in the special education program have an individualized education plan or IEP that allow them certain accommodations in the classroom. Students on an IEP are supported by their case manager, special education staff, counselors, and general education teachers to ensure that students are meeting their specific IEP goals and graduation requirements.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Findings	Supporting Evidence
<p>The Intervention PLC was established as part of our school-wide PBIS culture to address individual academic and/or personal student challenges. PLC members include at least one counselor, district psychologist, special education department chair, and one of the deans of students. Counselors or administrators make students referrals and the PLC will thoroughly review students' academic history as indicated in their cumulative file and the school Aeries system. The PLC will then assess each student's needs and make recommendations for support and intervention.</p> <p>The Academy of Engineering is one of three Career Pathway academies in the district and is open to all students from the comprehensive school sites. Students in the academy are cohorted in their core classes in ninth and tenth grades. Every year, students in the academy take a common engineering elective class that builds on the foundation and learning from the previous class. Students in the academy are assigned to one counselor and have numerous opportunities for college and career readiness including internships, college visits, job-site visits, interviews and luncheons with community partners, a college fair, group project presentations judged by members of the advisory board.</p> <p>PLATO/Edmentum is an online program for students in need of an alternative option for earning credits. PLATO is offered as a class during the school day and after</p>	<ul style="list-style-type: none"> ● FLPC ● Intervention PLC ● Academy of Engineering ● Google Classroom ● SAMRwise Training ● EWS ● SST Meetings ● Free after school tutoring ● PLATO

<p>school for students in need of credit recovery. Students work at their own pace and are supervised by a credentialed teacher.</p> <p>Students who experience significant and/or consistent academic challenges or barriers to their education will be referred for a Student Success Team (SST) meeting in which all stakeholders including parents, the student, counselor, district psychologist, special education representative, and teachers attend. At an SST meeting, the team reviews student strengths and challenges and makes recommendations for specific interventions that are individualized to the needs of each student. Parents and teachers often communicate regularly beyond the SST meeting and the counselor acts as liaison between all parties for any subsequent need for intervention or communication. Goals are established and a follow up SST meeting is scheduled.</p> <p>Tutoring is available nearly everyday during lunch and/or after-school for students in need of academic support. Tutoring is attended by students on a voluntary basis, however, it is highly encouraged that students attend tutoring if they are struggling in their classes.</p>	
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Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Findings	Supporting Evidence
<p>Mission Oak makes every effort to support every student throughout the learning process and provides numerous resources to ensure their success. We offer numerous intervention services to excel and support student learning at all levels of achievement.</p> <p>For students underperforming or who may be low on credits, we assign them summer school and/or PLATO for credit recovery. Students struggling in content specific courses are offered tutoring by teachers during designated hours or sessions arranged by the teacher. However, we take measures to identify students who are at risk of falling behind.</p>	<ul style="list-style-type: none"> ● Summer school ● PLATO ● Teacher Tutoring ● Benchmarks ● Transcript Reviews ● Quarterly Grade Reviews ● Teacher Referrals to SST ● 504 ● Intervention Team ● CELDT testing ● Special Ed ● Honors/AP

<p>Each core department has devoted PLC time to develop common benchmarks to assist teachers in measuring student performance and instructional effectiveness. Benchmarks have helped to identify students who need additional assistance both during and/or outside of class time as well as to help determine if further instruction or review is needed on specific content standards.</p> <p>After each semester, counselors review student transcripts to determine any need for credit recovery or possible course changes and interventions for the following semester.</p> <p>Counselors review grades after every marking period (i.e. progress reports, quarter grades) and meet with students receiving multiple D or F grades to create an academic support plan.</p> <p>Teachers may refer students for an SST intervention meeting by notifying the student's counselors and submitting a brief SST referral form. The counselor will then arrange for the SST to include teachers, parent/guardian, student, counselor, psychologist, and a special education representative.</p> <p>Section 504 meetings are facilitated by our district psychologist and include teachers and the counselor. The 504 is to protect students from discrimination under federal law. The laws assure access to educational services and the learning process that is equal to that given to students who do not have disabilities.</p> <p>The intervention team includes a counselor, resource teacher, psychologist and dean of students who meet to discuss academic and behavior interventions for students who have been identified by their counselor and/or teachers as requiring additional supports and interventions. Tier 2 and tier 3 interventions are discussed and implemented and then monitored at following meetings. Other tasks involved include record review, parent involvement, and recommendations to teachers and staff regarding interventions.</p>	<ul style="list-style-type: none"> ● Check-in, check-out ● 1:1 ● Technology applications
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Mission Oak High School has a comprehensive program for the English Language Learners. The program supports students who are not proficient in English and addresses two main components: conversational and academic language skills. Our program makes it possible for our English Language Learners to develop fluency in English, to cultivate a positive sense of self-worth, to relate to others, and to achieve equal access to core academic curriculum.

Mission Oak High School employs 7 full-time, highly-qualified, credentialed ELD teachers and all certificated staff has either a CLAD/BCLAD or has completed SDAIE training. Teachers use various second language acquisition strategies to develop English vocabulary and comprehension skills. ELD instruction prepares students with an academic foundation that contributes to lasting student achievement. All instruction in the ELD classrooms is conducted in English. Students in the ELD program have access to the same grade level core curriculum and textbooks that mainstreamed students receive. ELD students have the same option to participate in all the school activities as their grade level peers in the regular program.

ELD instruction prepares students with an academic foundation that contributes to lasting student achievement. All instruction in the ELD classrooms is conducted in English. Students in the ELD III program have access to the same grade level core curriculum and textbooks that mainstreamed students receive. ELD III student have a dual enrollment in a regular ELA class and an ELD Support class with the same teacher. ELD students have the same option to participate in all the school activities as their grade level peers in the regular program.

At Mission Oak High School, newly arrived English Language Learners are administered the CELDT test within 30 days of students' enrollment. Current English Learners take the CELDT test in October. Administration, counseling and ELD support teachers use CELDT results, GPA and teacher recommendation for student placement for the following year. Counselors, Administration and ELD support teachers continuously

monitor their English Learner students and evaluate student success every grading period.

Mission Oak utilizes an Intervention team consisting of our School Psychologist, Special Ed Department Chair, and administrator. The team meets weekly to discuss struggling students and then provides Intervention strategies for classroom teachers to try. Students are monitored to check for progress. Students who do not respond favorably are referred to a Student Study Team which gathers data from all classroom teachers, student, and parent in order to create a more in depth intervention plan. Students who continue to struggle in spite of these steps are referred for special education testing and may ultimately be placed on an IEP or 504 plan with RSP support and classroom accommodations will be put in place.

Each year during registration season, Mission Oak hosts an “AP Night” in which students and parents have an opportunity to learn more about the various Honors/AP courses that are offered at Mission Oak and to meet the teacher for each class. This provides both the students and parents an opportunity to understand the rigors and expectations of students enrolling in Honors/AP courses the following school year. We strive to provide students and parents the information they need to ensure the academic success and positive learning experience at a more rigorous level.

Check-In Check-Out (CICO) is a Tier II (PBIS), group-oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. When a student is identified and assigned/chosen a teacher/staff member they will check in frequently and receive regular feedback on behavior as well as setting and reviewing goals.

As of this year, all Mission Oak students are equipped with a student device (chromebooks). Students now have the accessibility to utilize resources beyond the

<p>classroom to make learning more relevant and engaging. Any technical issues that arise are readily addressed by our on site tech support.</p> <p>All of our teachers have undergone a series of training to incorporate technology in their instruction. Upon entering our classrooms it is evident that both students and teachers have embraced technology. Some of the most commonly used instructional programs readily available schoolwide include: Desmos, ChalkUp, Google Classroom, Pear Deck, ThingLink, Sparkview, and Capstone.</p>	
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Findings	Supporting Evidence
<p>Through parent informational nights such as PIQE sessions, parents are equipped with the tools, resources, and knowledge necessary for helping their student succeed in high school and beyond. Parent outreach, especially educating parents from low socioeconomic backgrounds, is a high priority for minimizing disproportionality of students.</p> <p>Students have multiple options for repeating courses for graduation credit, including PLATO, Summer and Winter sessions, and night (after-school) classes. Students may also take a community college course for graduation credit.</p> <p>Math tutoring is available during lunch for all freshmen and is mandatory for freshmen with a D or F grade in their math class. Parents were called and notified of this math support and provided consent for their student to participate.</p> <p>During their sophomore counseling appointment, students select their courses for the coming years in grades 11 and 12. Based on their college and/or career goal, students are advised about certain programs and counselors often make recommendations to AP/Honors courses to which any student may apply. Every student will meet with their counselor at least once during their</p>	<ul style="list-style-type: none"> ● Informational Parent Nights/PIQE ● Parent Link <ul style="list-style-type: none"> ○ Phone calls ● PLC's ● Master Schedule ● Winter Session ● Summer School ● English Night Class ● PLATO ● CTE courses ● Lunch/After school Tutoring ● AP/Honors classes ● Concurrent/Dual Enrollment ● Parent Signed Syllabus ● Benchmarks ● Honors/AP ● Testing <ul style="list-style-type: none"> ○ PSAT ○ SAT ● State Assessments <ul style="list-style-type: none"> ○ EAP ○ CAASPP ● Sophomore Counseling

<p>sophomore year for this formal meeting. Parents are also invited.</p> <p>The master schedule is created based on the need for a certain number of classes (sections) that are pre-determined by student interest and course pre-registration. Students are listed in the courses of their choice and the school Aeries system will systematically assign students to their classes/teachers based on a number of criteria. If a course does not work for a student due to conflicts with other courses, then counselors will do their best to adjust students' schedule to students' alternative course selections.</p>	
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Student engagement is a top priority at Mission Oak. Teachers, staff, and student leaders are challenged each year to seek avenues of connecting their students with learning both inside and outside the classroom. Below are the many curricular and co-curricular activities available to our students to expand their educational and social experience in high school.</p> <p>The ASB/Leadership program has become a catalyst for student engagement both on campus and within the community. Pep rallies have become more engaging by including activities that involve the entire student body. New school time and after school events and 'traditions' are introduced nearly every year in efforts to connect with more students. Our program has created new community service partnerships with local organizations such as the United Way of Tulare County, Toys for Tots, and Ride 4 Rett providing not just ASB leaders, but the entire student body with opportunities to perform volunteer work.</p> <p>Link Crew can only be as successful as the caliber of Link Crew Leaders who apply to be leaders for our incoming Freshmen. Each year, we receive more Link Crew Leaders applications which is indicative of the interest among our students to connect with our</p>	<ul style="list-style-type: none"> ● ASB/Leadership Program ● Link Crew ● Academic decathlon ● Mock Trial ● Science Olympiad ● Robotics ● History Day ● Poetry Outloud ● Journalism ● Yearbook ● Club Fair ● Freshman Hawk Retreat ● Harvesting Hope ● Freshman Orientation ● AVID ● Participation in city parades ● Newsletter ● Society of Women Engineers

Freshmen in order to make an impact on our school culture and spirit. As a result, our Link Crew program continues to improve the activities and services we provide to our Freshmen such as the Freshmen Orientation, Freshmen Hawk Retreat, Tailgate Parties, lunchtime check-ins, and more.

Students have an opportunity to expand their learning outside the classroom through competitive academic clubs such as Mock Trial, Academic Decathlon, Science Olympiad, and Robotics Club, History Day, Fresno State Young Writers Conference and Poetry Out Loud. Each of these competitive clubs require a team of students to meet regularly for a designated season and to compete with other teams/students from other schools. They offer students an opportunity to expand their knowledge while working with peers in a field of their own interests, with a chance of being recognized for their achievements.

The Journalism and Yearbook classes bring diverse students together with an interest in documenting stories through writing, pictures, and digital media. They publish digital articles and interviews and play an important role in documenting activities and people related to Mission Oak. Their work represents and recognizes all the student sub-groups on campus. Students enrolled in these classes expand their knowledge of writing, documentation, as well as using technology as a medium for communicating with their peers and the public.

Within the first month of school, ASB holds a Club Fair where over 30 student clubs (curricular and co-curricular) are represented and eager to meet and sign-up students to their membership. Many students who had never participated in school activities sign up with various clubs at the fair and begin attending club meetings and activities throughout the year.

Mission Oak's goal of increasing student engagement and intervention has manifested into a unique effort to reach every single Freshmen through the Freshmen Hawk Retreat which is a day field trip to the Sequoia National Forest. The purpose of this retreat is for the Freshmen to connect with their Link Crew Leaders as

<p>peer mentors to understand the importance and challenges of high school and to encourage Freshmen to pursue their education with the five pillars of PBIS: Respect, Excel, Integrity, Give Back, Network (REIGN).</p> <p>Harvesting Hope is a student-led community service project to fight hunger that started at Mission Oak in 2013-2014. Harvesting Hope reaches out to homeowners with fruit trees and asks them to donate those trees. Students then organize harvest teams to pick the fruit and donate the fruit to local food banks. To date, over 1,000 students have harvested over 200,000 pounds of fruit to the food bank and have since helped 15 other schools throughout Tulare County start Harvesting Hope at their sites. Harvesting Hope has taught students many valuable lessons outside the classroom with regards to compassion, problem solving, empathy, sustainability, humility, and leadership.</p> <p>Prior to the first day of school, our Freshmen are invited and encouraged to attend a Freshmen Orientation sponsored by Link Crew. They will meet their Link Crew Leader for the first time, participate in icebreaker and group activities, tour the campus, pick up their schedule and chromebook, and attend a club fair just for Freshmen students. This event plays an important role in introducing our incoming students to the many people, resources, and services afforded them to support their success throughout high school.</p> <p>Our AVID program provides many important services and opportunities for students to expand their knowledge of college preparation including tutorials, college field trips, guest speakers, and teacher interventions.</p> <p>Students participating in co-curricular activities such as band, color guard, and cheer compete with other schools throughout the year and participate in city parades. These programs provide students a year long opportunity to develop unique performance based talents.</p> <p>Mission Oak's newest club is the Society of Women Engineers which is a student support group affiliated with a society of women Engineers who have their</p>	
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professional engineering license. The professional organization SWENext connects young women interested in STEM with professionals in the field.	
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The Mission Oak High School community strives to build a positive and safe learning environment that is welcoming for all students and stakeholders. We have instituted and supported several ways to involve parents as members of our School Site Council, Parent & Club Boosters, the Parent Institute for Quality Education, as well as with this WASC accreditation process. Involving community leaders, professionals, and organizations have contributed to and extended the learning experience for our students. The Engineering Academy is partnered with local professionals in the field as well as local science and technical firms that serve on an advisory board that also offers internship opportunities for our students. Student programs and clubs such as ASB, band, and CSF work with local non-profit organizations to provide students an opportunity to serve their community as volunteers, to display their performance talents, and to recognize their educational achievements. In essence, our community partners help to educate our students outside the classroom in learning about compassion for others, extending their talents to their interests, and making real world connections with their education.

Mission Oak makes concerted efforts to build a safe, nurturing, and positive culture on campus (Critical Student Learning Needs #2). After school tutoring, PLATO, summer school, and night school are in place to assist students in credit recovery while programs like Honors/AP courses, concurrent enrollment, CSF, and AVID serve students who are pursuing a post secondary education. The newly adopted 4 x 4 schedule will increase the number of classes students can enroll in next year and will benefit and support ALL students in accomplishing their educational goals. The staff has made progress in learning and implementing our district initiated Positive Behavior Intervention and Supports program that adopted a set of principles based on Respect, Excellence, Integrity, Giving back, and Networking or R.E.I.G.N. Much of our instruction and engagement practices, student activities, community service projects, and sportsmanship are centered on the REIGN philosophy. Staff and student leaders have built an environment of inclusion and support, especially when addressing the geographic diversity of our school that serves students from three different cities: Tulare, Pixley, and Tipton. Our mantra we proclaimed at the start of this school year expresses the spirit and purpose of Mission Oak High School... We are #3cities1family!

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Mission Oak places importance in recognizing students for their academic, athletic, and co-curricular accomplishments.
2. Our school culture based on “#3cities1family” mantra for unity and engagement has created a greater connection with our diverse socio-economic, ethnic, and demographic student population.
3. The staff and student leaders of Mission Oak have increased and improved the activities and services to our Freshmen (starting in their eighth grade year) to support their social, emotional, and educational high school experience.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Increase the number of course electives; especially but not limited to A-G courses.
2. Cohesion and consistency addressing schoolwide behavior expectations and accountability among staff and students.
3. The time spent on bus travel to and from school for students in the outlying communities is inequitable in comparison to students who ride the bus living within city limits.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

Based on the visiting committee's recommendations from the 2012 report and from the Mid-cycle report, and based on the current needs of the school campus, Mission Oak High School has identified the following areas as areas for growth:

1. Campus Culture
2. PLC Development
3. CAASPP and State indicators
4. Technology
5. Vocational Education



Chapter 4

Summary from Analysis of Identified Critical Student Learning Needs

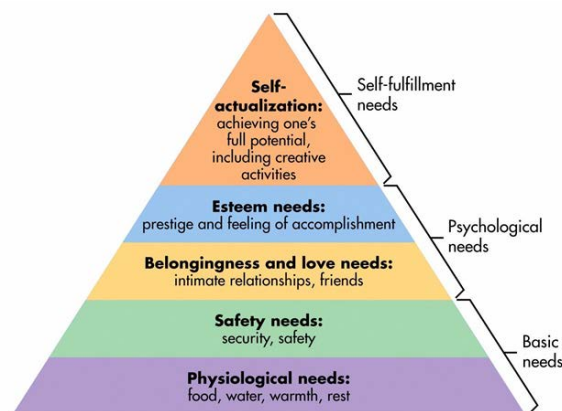


Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

After reviewing the schoolwide data presented in chapter two and the findings discussed in each of the focus group sections in Chapter three, the following Critical Student Learning Needs have been identified.

Critical Student Learning Need #1: Social/Emotional Support

In his 1943 paper “A Theory of Human Motivation”, Abraham Maslow proposed his hierarchy of needs (see figure below). This theory is still respected today. It is understood that the physiological needs of our students must be met before we can ever expect that they would thrive in a environment that focuses on their knowledge and intellect. Over the last two decades schools have become more and more accountable for ALL students. Students cannot readily drop out of school or easily be transferred to an alternative program if they cannot keep up with the rigor and behavior expectations of a traditional school environment. With minimal financial support from state and federal governments, schools were expected to have all students perform academically at proficient levels despite their personal circumstances. The struggle in most schools is being able to provide appropriate interventions and supports for students who have physiological and social-emotional needs. Fortunately, over the recent years, more and more programs, grants, and laws are being put into place to do just that. We now have community liaisons, school psychologists, additional counselors, school resource officers, chaplains, and other outside mental health agencies that work with our schools; however, these resources can only do so much for over 1,500 students. With PBIS and our YMHFA grants we are focusing on all students with tiered systems. These systems should include supports that are for all students and supports that are for students with more focused needs. As we implement supports that fill in the gaps of basic needs, we need to foster a schoolwide culture focused on well-being, caring, and encouragement, without losing respect and authority. When family units are unable to provide a safe and nurturing environment as well as instill a sense of love and stability, we need to identify those needs and fill those gaps before we can expect students to thrive and excel academically.



Critical Student Learning Need #2: Technology Proficiency/Digital Citizenship

Technology has been a major focus for many years and with the continuous advances in the field, schools continue to be challenged to stay current. With a majority of students having technology readily at the fingertips, schools can no longer fall behind as students recognize when they are being presented with outdated devices and applications. Presenting students with outdated technology or limiting their access to real-life applications results in minimal engagement. Our added challenge is the student population we serve. Two of the communities that feed into our population are small and fairly remote farming communities that are further challenged with internet access and life experiences outside of these communities. As a school it is our responsibility to provide students with all the tools they need to be successful in college and career. When we continue to limit their access, we are not truly providing students the opportunities to be fully prepared for the real world. This creates the struggle of how we protect our students from exposure to harmful and inappropriate websites and other internet based applications and materials that are not acceptable for the consumption of our students. We need to keep in mind that the world exposes our students to harmful and negative situations all the time, and we cannot protect them from being exposed; however, we can educate them. Our goal is to provide our students the richest real-life technology experiences, along with the lessons that provide the tools to identify and properly handle potentially toxic online environments. We need to teach our students how to communicate and collaborate productively through the use of technology. This includes the ability to think critically and be good digital citizens.

Critical Student Learning Need #3: Mathematics Proficiency

Significant focus has been placed on English Language Arts and English Language Development schoolwide and districtwide for several years. Systems and supports for these two areas have been put into place and are gaining traction. The one major area that has yet to show some gains is our student achievement in mathematics. The data is undeniable. Our overall student performance in mathematics is below the state average. Our math department has spent some time over the past three years implementing lessons to address the mindset of students in hopes that building a “growth mindset” would equate to improved scores. The reality is that a change in confidence is not enough to make the significant changes in student performance levels that are truly needed. In addition to implementing curricular and instructional changes in the math classrooms, we need to get math concepts such as reasoning and critical thinking to be infused across the curriculum similar to what we have done with ELA and ELD.



Chapter 5

Schoolwide Action Plan



Chapter V: Schoolwide Action Plan

District Goal(s):

1. All students will graduate college and career ready.
2. All English Learners will improve their English language acquisition and achievement.
3. All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

Schoolwide Goal(s):

1. Strengthen Campus Culture by fully implementing Positive Behavioral Interventions & Supports (PBIS), Professional Learning Communities (PLC), and schoolwide behavior expectations.
2. Increase the academic achievement of all subgroups in Mathematics.
3. Decrease the number of overall suspensions campuswide.
4. Fully implement the use of instructional technology in all classrooms to aid greater communication, collaboration, citizenship, creativity, and critical thinking among students and teachers.

School Goal #1 - Strengthen Campus Culture by fully implementing Positive Behavioral Interventions & Supports (PBIS), Professional Learning Communities (PLC), and schoolwide behavior expectations.

Current Reality:

1. The implementation of PBIS is currently at 93% in Tier 1 and 85% in Tier 2 & 3 as measured by the tiered fidelity inventory assessment.
2. PLC teams are in the early stages of the Collaborative Teams Framework as defined by the National Staff Development Council.
3. The school has experienced significant changes in staff over the 10 years in existence. As a result, original staff vision and expectations have been lost and need to be re-established with the current staff input and majority buy-in.

Strategies & Action Steps (steps or activities that will be initiated to achieve this goal)	Who is Responsible? (who will be responsible)	Target Date or Timeline (realistic timeframe for each step/activity)	Evidence of Effectiveness(what outcomes do we expect & what evidence will show that we are making progress)
Hold focused staff meetings to clear up PBIS misconceptions.	PBIS Admin Principal	November 27 - 28, 2017	Staff Survey
Continue to hold site PBIS meetings at least four times a year to cover Discipline Data with Staff.	PBIS Team	June 2018	Meeting Agendas and Minutes Discipline Data

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Make weekly morning announcements focused on REIGN.	PBIS Admin Principal	March 2018	Staff and students will know what REIGN stands for (TFI Assessment).
Increase the number of REIGN tickets being distributed by staff by 10%.	All Staff	June 2018	More tickets being turned into the office for the drawings.
Monthly REIGN Lessons taught in the classrooms (Jan-May 2018).	Teachers PBIS Team	May 2018	More students and staff will have a better understanding of the School-Wide expectations (REIGN). TFI Assessment
All site leaders attend a 5 days of PLC training Teaching and Leading the Heart of the PLC life! Facilitated by Dr. Timothy D. Kanold	District Office Mgmt Team PLC Leads Dept Chairs	October 2017 to April 2018	All PLCs will move up the 7 Stages of the Collaborative Teams Framework as defined by the National Staff Development Council
All PLCs and Departments will develop SMART Goals and Norms	PLC Teams Dept Teams	December 2017	SMART Goals Norms
Management Team will regularly attend PLC meetings to support the implementation of PLC expectations and behaviors	Counselors Admin Team	Spring 2018 through 2018-2019 school year and ongoing	PLCs will maintain and update SMART Goals, Norms, and minutes
Establish and implement Schoolwide Behavior Expectations	All Staff	Current year and ongoing	Selected behaviors will be monitored, recorded and addressed

Visit from Principal Kafele to work with Admin team and staff to improve campus culture	Principal	January 31, 2018	The visit will provide a foundation for discussion and implementation of behavior agreements
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<p>School Goal #2 - Increase academic achievement for all students in Mathematics.</p> <p><u>Current Reality:</u></p> <ol style="list-style-type: none"> 1. Only 24% of the students met or exceeded the 2017 CAASPP mathematics standards. 2. Math department is currently inconsistent in administering the IAB's. 3. Math department is currently inconsistent in grading policies. 4. Approximately 40% of all math students earned a D or F in their math class during Fall 2017 semester. 			
Strategies & Action Steps (steps or activities that will be initiated to achieve this goal)	Who is Responsible? (who will be responsible)	Target Date or Timeline (realistic timeframe for each step/activity)	Evidence of Effectiveness (what outcomes do we expect & what evidence will show that we are making progress)
Develop and Pilot a lunch tutoring program beginning with all Freshman including Mandatory tutoring for Freshman students earning a D or F in their math class	Freshman Counselor Math Coach All freshman Math Teachers	October - December 2017	Number of students attending tutoring and increase in math grades for students attending regularly
All Math PLC leads attend the 5 days of PLC training Teaching and Leading the Heart of the PLC life! Facilitated by Dr. Timothy D. Kanold	Principal Math Coach Math PLC Leads	September 2017 - April 2018	Math PLC's will move up the 7 stages of the Collaborative Teams Framework as defined by the National Staff Development Council.
Development of SMART Goal for the overall math department as well as SMART Goals for each PLC within the math department	Math Coach Math PLC Leads	September - December 2017	All math teachers know what our current reality is and our action plan for improvement at their PLC level.

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Meet with Math Departments to review data	Principal	November 2017	Math Teacher awareness of data and expectations
Math Dept backwards map standards and create a vertical map of focus standards for the Algebra 1, Geometry, and Algebra 2 courses	Principal Math Dept Chair Math Coach Math teachers	November 2017	Math lessons focused on at grade level standards. Geometry and Algebra 2 PLCs pacing according to vertical map.
Math Classroom observations and coaching cycles with every math teacher based on The Heart of Coaching guide.	Math Coach	February - June 2018	Coaching Calendar with math teacher signatures that the observation and coaching conversation cycle was completed.
Math Dept backwards map standards and plan implementation of SBAC Interim Assessments	Principal Math Dept Chair Math Coach Math teachers	November 2017	Administration of math SBAC Interim Assessments and Data in the CAASPP database
Dept PLCs create common IO benchmark assessments and map out plan for agreed upon administration dates of IO benchmarks.	Principal Math Dept Chair Math Coach Math PLC leads	January 2018	Math Assessment Calendar Data in EADMS database
Math PLC's will create agreed upon grading policy and practices to be implemented with fidelity in the 2018-19 school year. The grading policies will reflect the effect of mindset and messages that grades communicate to students according to the PD we receive from Principal. Kafele	Math Dept Chair Math Coach Math PLC leads	February - June 2018	Google Doc for each PLC with the PLC Grading Policy described in detail 2018-19 Aeries Gradebooks consistent across PLC's

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All Algebra 1 teachers will attend PLC meetings facilitated by Dr. Timothy Kanold to learn how to develop an Algebra 1 curriculum to be implemented in the 2018-2019 school year that better aligns with the CCSS-M as well as how to work together to develop Equity within the math classrooms and use data to inform and modify lessons to meet the achievement goals for all students at MO	Math Dept Chair Math Coach All Algebra 1 teachers	February - May 2018	Algebra 1 Curriculum plan for 2018-19 school year Algebra 1 PLC will move up the 7 stages of the Collaborative Teams Framework as defined by the National Staff Development Council.
Full Implementation of lunch time math tutoring / detention	Freshman Counselor Math Coach Math Dept Chair Math Teachers available to tutor	January - June 2018	Increase number of students attending lunch tutoring each day Increased math performance and grades for students attending tutoring on a regular basis
Campuswide Marketing of CAASPP Assessments and incentive program	Principal Asst Principal Counselors Teachers	January 2018 - April 2018	Newsletters ParentLink Website Social Media Morning Announcement Bulletin Videos Assemblies
Strategically plan math CAASPP testing dates, times, and environments	Principal Asst Principal Math Coach Math Dept Chair	February 2018	Testing Schedule
Junior level Math classrooms Marketing of CAASPP Assessment	All Math teachers	March - April 2018	Flyers to students with reminder about EAP data on CAASPP Posters in the Math hallways and classrooms

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Evaluate effectiveness of lunch Math Tutoring program and develop 2018-2019 Math tutoring plan including math teacher tutoring calendar and commitments for consistent math teachers tutors	Freshman Counselor Math Coach All math teachers	May 2018	Increased attendance in math tutoring during the Fall of 2018 Increase in math course GPA at each 6 week grading period
Evaluate and modify course curriculum calendars for the 2018-19 school year to reflect the knowledge gained during the PLC trainings with Dr. Kanold as well as align administration dates of SBAC Interim IAB's and IO Assessments.	Math Dept Chair Math Coach PLC leads	May 2018	Curriculum Calendars for 2018-19 will be in First Draft form before the end of the 2017-18 school year. SBAC IAB data available on the CAASPP site and IO data available on the EADMS site in 2018-19.
Creation of Individual Instruction Plans (IIP) for each math teacher based on the California Standards for Teaching Profession (CSTP) and the Eight Mathematics Teaching Practices (MTP) as outlined by the National Council for Teachers of Mathematics (NCTM)	Math Coach	March - June 2018	File in Google Drive with an IIP for each math teacher identifying one focus CSTP and two MTP's that they will be focusing on personal growth and improvement through coaching and inquiry in the 2018-19 school year.

School Goal #3 - Decrease the number of overall suspensions campuswide.**Current Reality:**

1. Suspension Rates for 2016-17 6.2% for all students and increase of 3.3% from the previous two years.
2. Students with Disabilities suspension rate was 16.9%
3. African American students were suspended at the rate of 20.0% although the previous years they were not considered a subgroup. In 2016-17 the population reached the cut off of 30 students to meet the criteria.

Strategies & Action Steps (steps or activities that will be initiated to achieve this goal)	Who is Responsible? (who will be responsible)	Target Date or Timeline (realistic timeframe for each step/activity)	Evidence of Effectiveness (what outcomes do we expect & what evidence will show that we are making progress)
Review suspension data from 2016-17 to determine reasons for suspensions	Administrative Team	October 2017	Plans for alternative means and interventions
Recruit campus supervision, place strategically, and interact with students	Asst Principals Deans	September 2017	Reduced number of lunch time incidents
Coordinate with ASB to hold more lunch time activities	Asst Principal Deans ASB Director	October 2017	Reduced number of lunch time incidents
Encourage all staff to be at doors and in halls during passing time	Asst Principals All staff	August 2017	Reduced number of incidents between classes; contact with A.P. office when issues are noticed
Implement Student Assistance Program (SAP) groups through school psychologist	Asst Principals Counselors School Psychologist	October 2017	Reduced number of incidents or subsequent incidents through intervention
Refer students to the Safe Student Intervention Program (SSIP) Counselor	Asst Principals Counselors SSIP Counselor	2017-2018 School Year	Reduced number of incidents or subsequent incidents through intervention

School Goal #4 - Fully implement the use of instructional technology in all classrooms to aid greater communication, collaboration, citizenship, creativity, and critical thinking among students and teachers.

Current Reality:

1. Students at 1:1 ratio with chromebooks
2. All teaching staff provided with an electronic device--iPad, MacBook, or chromebook
3. ParentLink application used to connect parents, students, and the community with the school
4. PLATO/Edmentum program used for online credit recovery
5. Only 12 teachers not yet fully SAMR trained

Strategies & Action Steps (steps or activities that will be initiated to achieve this goal)	Who is Responsible? (who will be responsible)	Target Date or Timeline (realistic timeframe for each step/activity)	Evidence of Effectiveness (what outcomes do we expect & what evidence will show that we are making progress)
Teachers will regularly practice instructional strategies that embeds the use of the student devices	Teachers Technology staff	Ongoing	Ensure proper WiFi connections are established and maintained; Teacher-assigned tasks Student Surveys Measured use of Google Classroom
Teachers will provide digital citizenship lessons to students to support understanding of how to use technology in a responsible and appropriate manner	Asst Principals Teachers Technology staff	August 2017; Ongoing monitoring	Review of District Computer Usage Policy; Signed Student Tech Responsible Use Agreements Digital Citizenship Lessons
Support staff with current technology	Site Admin Technology staff	Ongoing	Offer P.D. to staff, as needed; Allow for device swap; Update equipment in classrooms
Ensure all staff is SAMR trained	Site Admin. Tech staff	June 2018	All teachers have completed SAMR training through D.O.

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Promote MOHS, its programs, and its culture online	Site Admin Technology staff	Ongoing	Updated information on school website; Continued usage of online mediums--ASB Facebook page, ParentLink; Publication of online newspaper
Provide staff opportunities to attend a variety of workshops and conferences such as CV CUE and other technology based training programs	Principal District Office	Ongoing	Teachers that attend workshops share what they learned with other staff members Observations of implementation

Appendices



Appendices:

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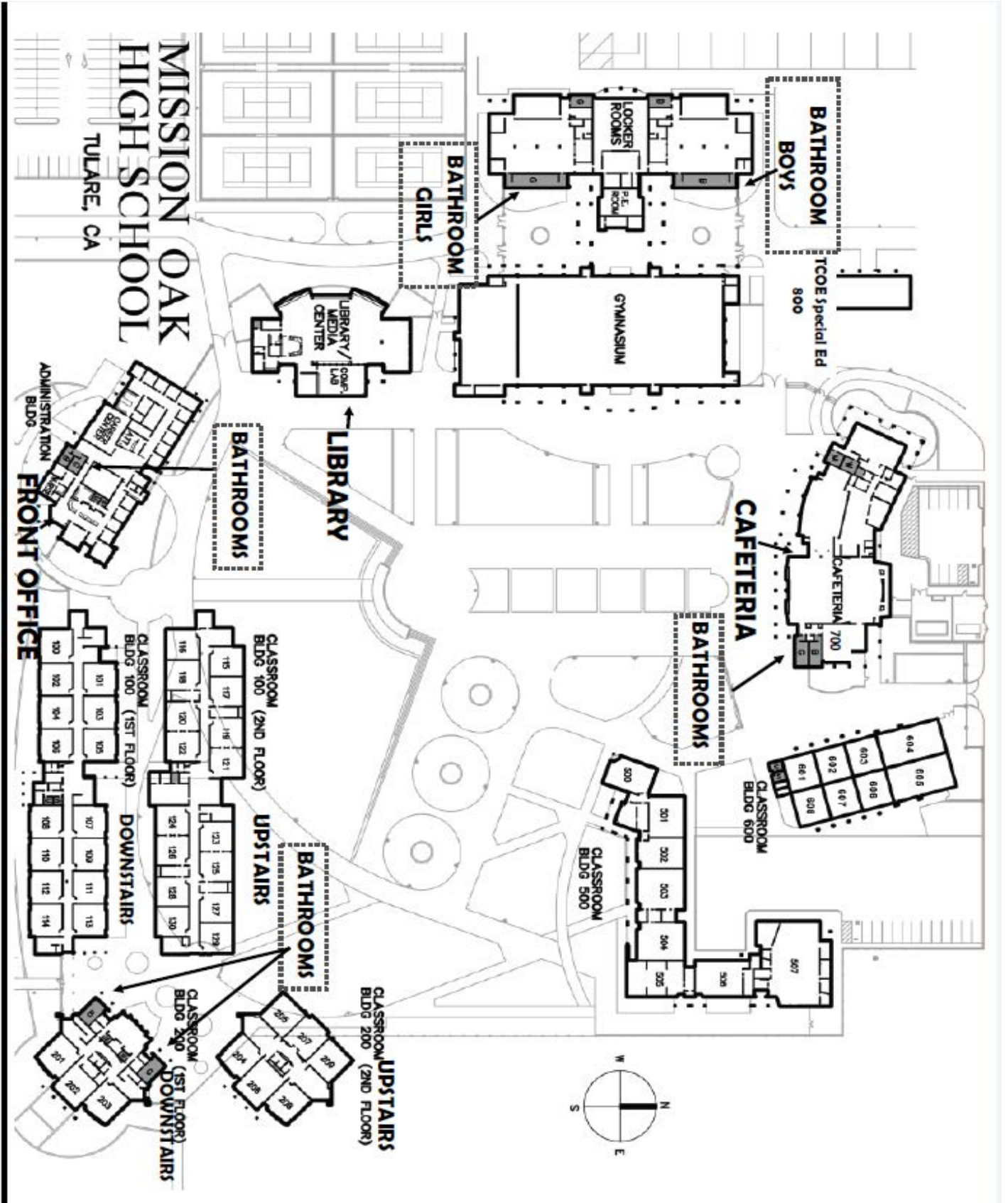
MISSION OAK HIGH SCHOOL
MASTER SCHEDULE 2017-2018

Teacher	Tch #	Period 1 (Rm#)	Period 2 (Rm#)	Period 3 (Rm#)	Period 4 (Rm#)	Period 5 (Rm#)	Period 6 (Rm#)
Allen, Lisa	369	Prep OR Regular 8:00-10:00 Early Release 8:00-9:35 Winter Early Release 9:00-10:25	Prep US History (107)	Prep US History AP (107)	Prep English 2 (106)	Prep US History AP (107)	Prep US History (107)
Anthony, Christel	536	Prep OR Regular 8:00-10:00 Early Release 8:00-9:35 Winter 9:00-10:45	Prep English 2B IS (204)	Prep Biology (121)	Prep Biology (121)	Prep Biology (121)	Prep Biology (121)
Brown, Diane	333	Biology H (121)	Biology AP (121)	Biology (121)	Biology (121)	Biology (121)	Biology (121)
Buchanan, Shelby	625	Biology (129)	Human Biology (129)	Mechanics (501)	Prep Livestock	Intro to Business (501)	Human Biology (121)
Cardoza, Michelle**	49	Intro to Business (501)	Tech Core Team (501)	Mechanics (501)	Prep Livestock	Intro to Business (501)	Tech Core Team (501)
Castano, Dave	33	Ag Science	Ag Science	Ag Science	Prep Livestock	Prep Livestock	Prep Livestock
Castle, Jared	604	Ag Mechanics	Ag Mechanics	Landscaping	Ag Mechanics	Ag Mechanics	Ag Mechanics
Chamblide, Steven	363	World History (114)	Prep	World History (114)	US History (114)	World History (114)	World History (114)
Com, Jeff	472	ERWC (129)	English 1 (129)	ERWC (129)	Prep	Computer Science (129)	English 1 (129)
Com, Mike	53	Chemistry (122)	Chemistry H (122)	Biology (122)	Chemistry (122)	Chemistry (122)	Chemistry AP (122)
DaSilva, Dina	401	PE 1	PE 1	PE 1	Prep	Weight Training	PE 1
DeLaCruz, Kymber**	460	Intro to Dance (West)	Prep	PE 1	PE 1	PE 1	PE 1
Denney, Summer	403	English 1 (203)	Prep	English 1 (203)	AVID 1 (203)	English 1 (203)	ERWC (203)
Dillon, Brandon	470	Precalculus (100)	Algebra 1 H (100)	Prep	Geometry (100)	Precalculus (100)	Geometry (100)
Ducey, Tim	504	English 1 (127)	English 2 (127)	English 1 (127)	Prep	ELD 3-9 (127)	English 1 (127)
Dueck, Kim	610	ERWC (208)	English 1 (208)	Prep	English 1 (208)	English 1 (208)	ELD 3-9 (208)
Edmond, Darleln	364	Chemistry (123)	Chemistry (123)	Physics AP (123)	Chemistry (123)	Chemistry (123)	Physics (123)
Erns, Rodney	344	Geometry (102)	Technical Math (504)	Engineering Design Dev (504)	Prep	Technical Math (504)	Geometry (504)
Fagundes, Chm	468	Portuguese 1 (602)	Portuguese 2 (602)	Portuguese 3 (602)	Prep	Portuguese 1 (602)	Portuguese 2 (602)
Fernandes, Andrea	285	Calculus AB AP (504)	Engineering (503)	Intro Engineering Design (503)	Prep	Engineering (503)	Prep
Flores, David**	477	Economics (112)	Economics (112)	Economics (112)	Economics (112)	Prep	Prep
Gambini, Mark	428	Weight Training	Weight Training	Weight Training	PE 1	PE 1	Prep
Gehmer, Mitch	510	Algebra 1 (117)	Algebra 1 (117)	Algebra 1 (117)	Algebra 1 (117)	Prep	Algebra 1 (117)
Guzman, Edith	346	AP Spanish Lang (608)	Prep	Spanish 4 (608)	Spanish 4 (608)	Spanish 4 (608)	Spanish 4 (608)
Hazelwood, Mike	490	English 2 (206)	ELD 3-10 (206)	English 2 (206)	Journalism (206)	Prep	English 2 (206)
Hilldrath, Roger	404	PE 2	RY (PE)	Prep	PE 2	PE 2	PE 2
Hilliard, Zilda	167	ELD 1 (201)	ELD 1 (201)	ELD 2 (201)	ELD 2 (201)	English 1 H (201)	Prep
Holtman, Laurie	372	Careers w/Child (700)	Careers w/Child (700)	Advanced Foods (505)	Intro to Foods (505)	Prep	Prep
Iniguez, Oscar	364	Prep	Spanish Lang (607)	Spanish 2 (607)	Spanish Lang H (607)	Spanish 2 (607)	Spanish Lang H (607)
Johnstone, Valerie**	68	Adv Art Concepts (604)	Ceramics 1 (605)	Ceramics 1 (605)	Ceramics 1 (605)	Prep	Art Concepts (604)
Jones, Doug	404	ELD 3-11 (207)	English 3 (207)	AVID 4 (207)	English 3 AP (207)	Prep	English 3 (207)
Jones, Kira	653	Biology (130)	Prep	AVID 4 (118)	Biology (118)	Biology (118)	Biology (128)
Jones, Laurie	398	Prep	Li Coach	Speech (208)	Li Coach	Speech (208)	Li Coach
Jones, Lucas	491	Sports Occ (PE)	PE 2	Weight Training (wgt room)	Weight Training (wgt room)	Prep	Weight Training (wgt room)
Jones, Matt	453	Chl Trk Chess (502)	Chl Trk Chess (502)	Prep	Chl Trk Chess (502)	Yearbook (502)	PLATO (502)
Jones, Sheryl	619	Practical Math (106)	Prac Algebra 1 (106)	Prac Algebra 1 (106)	Prep	Prac Tech Math (106)	Tech Core Team (501)
Koelwyn, Kevin	35	Integrated Ag Bio	Integrated Ag Bio	Integrated Ag Bio	Integrated Ag Bio	Prep	Integrated Ag Bio
Lambert, Odile	618	Auxiliary Band (507)	Intermediate Band (507)	Orchestra (507)	String Band (507)	Advanced Band (507)	Prep
Linder, Carrie	366	English 3 (209)	ERWC (209)	English 3 (209)	ERWC (209)	English 3 (209)	Prep
Lopez, Jose	504	Algebra 2 H (104)	Algebra 1 (104)	Algebra 2 (104)	Prep	Algebra 2 (104)	Algebra 1 (104)
Luttrell, Heather	73	English 1A IS (113)	English 1A inv (113)	AVID 1 (113)	AVID 2 (113)	Prep	AP Psychology (113)
Maness, Dane	452	Statistics (101)	Algebra 2 (101)	AVID 3 (101)	Algebra 2 (101)	Prep	Algebra 2 (101)

**MISSION OAK HIGH SCHOOL
MASTER SCHEDULE 2017-2018**

Teacher	Tch #	Period 1 (Rm#)	Period 2 (Rm#)	Period 3 (Rm#)	Period 4 (Rm#)	Period 5 (Rm#)	Period 6 (Rm#)
Martin, Alvaro	396	Chemistry (124) Regular 8:00-10:00 Early Release 8:50-9:35 Winter 9:00-10:45 Winter Early Release 9:00-10:25	Intro Phys Science (124) Prep Regular 8:00-10:00 Early Release 8:50-9:35 Winter 9:00-10:45 Winter Early Release 9:00-10:25	Chemistry (124) Ag Business Regular 10:15-12:15 Early Release 9:50-11:25 Winter 11:00-12:45 Winter Early Release 10:40-	Intro Phys Science (124) Prep Regular 10:15-12:15 Early Release 9:50-11:25 Winter 11:00-12:45 Winter Early Release 10:40-12:05	Intro Phys Science (124) Ag Work Experience Regular 1:00-3:00 Early Release 12:10-1:45 Winter 1:30-3:15 Winter Early Release 12:50-2:15	Intro Phys Sci Team (124) Ag Work Experience Regular 1:00-3:00 Early Release 12:10-1:45 Winter 1:30-3:15 Winter Early Release 12:50-2:15
Mederos, Mike	393	Ag Business	Prep	Ag Business	Prep	Ag Work Experience	Ag Work Experience
Mendoza, Michaelpaul	493	World History (509)	World History (509)	Leadership (509)	Link Crew (509)	ASB Prep	Prep
Maza, David*	158	Spanish 1 (601)	Prep	Spanish 1 (601)	Spanish 2 (601)	Spanish 1 (601)	Spanish 2 (601)
Miguel, Hunter	659	World History (111)	World History (114)	World History (111)	Prep	World History (111)	World History (111)
O'Leary, John	482	Prep	Tech Core Team (501)	Prac English 9 (105)	Prac English 9 (105)	Prac English 10 (105)	Prac Study Skills (105)
Pareira, Mary Carmen	83	Library	World History (111)	Prep	World History H (111)	Library	Library
Peterson, Todd	85	Spanish 3 (606)	Spanish 1 (606)	Spanish 3 (606)	Spanish 1 (606)	Prep	Spanish 1 (606)
Pires, Kristen	289	Government (109)	Government (109)	Prep	Government AP (109)	Government (109)	Government (109)
Rajewich, Bob	966	Intro Engineering Design (503)	Statistics AP (102)	Geometry H (102)	Prep	Geometry H (102)	Geometry (102)
Reh, Diane	280	Prep	English 3 (206)	ELD 3-11 (205)	English 3 (206)	English 4 AP (206)	English 3 (206)
Rhoades, Jill**	335	Prac Study Skills (105)	Prac Study Skills (105)	Prac English B (108)	Prac Study Skills 4 (108)	Prep	IEP Prep
Rios, Savannah	542	English 3 (204)	Prep	English 3 (204)	English 1 (204)	English 1B Inv (204)	English 1B IS (204)
Rodriguez, Robin	617	Prep	Art Concepts (506)	Art Concepts (506)	Art Concepts (506)	Art Concepts (506)	Art Concepts (506)
Sagova, Sandra	664	Biology (118)	Biology (118)	AVID 2 (100)	Biology (118)	Prep	Biology (118)
Sasser, Tina	96	Algebra 2 H (116)	Math Coach	Prep	Math Coach	Algebra 2 H (117)	Math Coach
Sivert, Mark	537	Algebra 1 (115)	Integrated Math 1 (115)	Algebra 1 (115)	Integrated Math 1 (115)	Algebra 1 (115)	Geometry (116)
Sobino, Carlos**	609	Prep	Geometry (116)	Algebra 1 (116)	Geometry (116)	Algebra 1 (116)	Geometry (116)
Souza, Jennifer	444	Dairy Skills	Ag Science 2	Prep	Ag Science 2	Integrated Ag Bio	Ag Science
Taylor, Shelly*	501	Intro Foods (505)	Intro Foods (505)	Life Management (700)	Prep	Life Management (700)	Intro Foods (505)
Trauger, Melissa	567	Prep	English 2 (130)	English 3 (130)	English 2 (130)	ELD 3-10 (130)	English 2 (130)
Urinda, Hector	568	Ag Mechanics 2	Prep	Ag Mechanics 2	Ag Mechanics 3/4	Ag Mechanics 2	Small Engine/Power
Usher, Steve **	180	Prep	ERWC (202)	Creative Writing (202)	ERWC (202)	English 2 H (202)	ERWC (202)
Varner, Shane	454	Agabra 1 (103)	Prep	Geometry (103)	Agabra 1 (103)	Geometry (103)	Algebra 2 (103)
Vasquez, Virginia	520	Prac English B 11 (108)	Prac English 3 (108)	Biology (121)	Biology (121)	Prep	Physical Science (124)
Warren, Ellen	119	US History (110)	World History (110)	US History (110)	US History (110)	US History (110)	US History (110)
Williams-Hopper, Shay	321	Prep	Vet Science	Floriculture	Ag Science	Floriculture	Ag Science
Yanaita, Jacob	535	Ceramics 1 (605)	Design Concepts (LIB)	Prep	Design Concepts (LIB)	Ceramics 2 (605)	Three Dim Art (605)
Zagers, Rebecca	409	English 2 (603)	Prep	English 2 (603)	Drama 1 (603)	English 2 (603)	Drama 2/3 (603)

Revised 6/14/17



**Tulare Joint Union High School District
2017-2018 Bell Schedule**

Regular Schedule

8:00-10:00	Period 1/2
10:00-10:15	Break
10:15-12:15	Period 3/4
12:15-1:00	Lunch
1:00-3:00	Period 5/6

Winter Schedule

9:00-10:45	Period 1/2
10:45-11:00	Break
11:00-12:45	Period 3/4
12:45-1:30	Lunch
1:30-3:15	Period 5/6

Early-Release Wednesdays

Regular Schedule

8:00-9:35	Period 1/2
9:35-9:50	Break
9:50-11:25	Period 3/4
11:25-12:10	Lunch
12:10-1:45	Period 5/6
1:45-3:00	PLC

Early-Release Wednesday

Winter Schedule

9:00-10:25	Period 1/2
10:25-10:40	Break
10:40-12:05	Period 3/4
12:05-12:50	Lunch
12:50-2:15	Period 5/6
2:15-3:15	PLC

Minimum Day Schedule

8:00 – 9:20	Period 1/2
9:20 – 9:35	Break
9:35 – 10:55	Period 3/4
10:55 – 11:05	Passing
11:05 – 12:25	Period 5/6

Tulare Joint Union High School District

Local Control and Accountability Plan 2017-18

District Overview



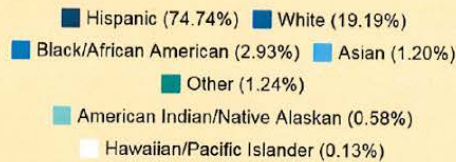
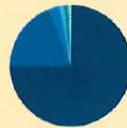
8 Schools

Tulare Union High School
Tulare Western High School
Mission Oak High School
Tech Prep High School
Countryside High School
Sierra Vista Charter High School
Accelerated Charter High School
Tulare Adult School



5,544 Students

Student Ethnicity



Student Groups



Goal 1: All students will graduate college and career ready

1. PD/PLC release time for teachers, \$107,070
2. PD focused on Common Core, Next Generation Science Standards and preparing all students to be College and Career Ready, \$144,800
3. English Language Arts and Mathematics support classes, \$545,700
4. Adopt and utilize a data management system, \$55,000
5. Credit recovery courses (after school, intercession & summer school), \$525,500
6. Expository Reading and Writing Course as the senior English class, \$726,000
7. Mathematics Tutoring Lab, \$69,700
8. Literacy coaches, \$122,910
9. SAMRwise training, \$16,000
10. Instructional materials for NGSS, \$45,000
11. Professional Learning Community Content Leads, \$37,500
12. Mathematics coaches, \$188,180
13. Honors and AP classes, \$2,395,800
14. Expand Linked Learning Pathways, \$821,850
15. Career Technical Education classes, \$2,275,610
16. Expand Zero period A-G courses, \$36,900
17. Career exploration through Naviance, \$20,000



Course Grades

83% C's or better in English
74% C's or better in Mathematics
79% C's or better in Science
86% C's or better in Social Studies



CAASPP RESULTS

3% decrease in ELA, 52%
No change in Mathematics 25%



College Ready

39% Met A-G requirements
17% College Ready in English
6% College Ready in Mathematics
36% Passed AP test with a 3 or better



Career Readiness

331 enrolled in Linked Learning
Student enrollment in CTE courses- 3,521



87% Graduation Rate

11.8% Dropout rate

Goal 2: All English Learners will improve their English language acquisition and achievement

- 1. English Language Development Support sections, \$456,640
- 2. Staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science, \$20,000
- 3. ELD Coordinator position to support sites with the English Learners' acquisition of the English Language, \$129,700

Proficient & Above	57%
CELDT Results	

A+
 EL Students Passing (C or better):
 Math 57%
 Social Studies 74%
 Science 56%

**16.8%
 Reclassified**

Goal 3: All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

- 1. Parent Institute for Quality Education (PIQE) program for parents, \$60,000
- 2. Parent Link app to communicate information with parents, \$18,000
- 3. Increase parent participation in District English Language Advisory Committee (DELAC) and site English Language Advisory Committee (ELAC), \$2,000
- 4. Continue the 1 FTE Counselor position at all comprehensive sites, \$325,070
- 5. Positive Behavioral Intervention and Support student incentives, \$45,000
- 6. Full-time Attendance Officer to assist with improving student attendance, specifically reducing truancy, \$105,600
- 7. Contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High Schools, \$140,700
- 8. Continue to fund the 3 additional full-time Psychologists to assist students with social-emotional needs, \$458,060
- 9. Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs, \$116,740
- 10. Provide training to staff on how to improve connections between students, i.e. Capturing Kids Hearts, \$50,000
- 11. Implement Project Grad at Tech Prep High School to support social emotional needs and career certification, \$20,000
- 12. Additional LVN to better support student health needs, \$53,130
- 13. Provide Safe Student Intervention Program Gang Prevention and Intervention Services at the comprehensive and alternative sites, \$160,000
- 14. Implement random drug testing for athletes, \$48,900

PIQE
 Participation
223
 parents



Counselor ratio: 300 to 1

95.4%

Attendance rate

**408 Chronic
 Absent
 Students**

4.2%

Suspension Rate

1 8 9 7

Parent Link Registrations

0%

Expulsion
 Rate

\$10,663,323

MINIMUM SPENDING FOR TARGETED STUDENTS



\$10,758,160

BUDGETED EXPENDITURES

The Seven Stages of Professional Learning Teams

Stages	Questions That Define This Stage	Description of This Stage	How to Move Forward
Stage 1 Filling the Time	What exactly are we supposed to do?	Teams in this stage believe in the PLC concepts but lack clear guidelines or experiences regarding what they need to focus on during collaboration time. Teams in this stage typically struggle to fill time or move to the other extreme and try to accomplish too many things too quickly. This stage is characterized by frustration, bewilderment, and a desire to go back to what was comfortable.	Teams in this stage need clear guidelines and work expectations. It also helps to identify clear and specific tasks for the group, utilize agendas, create norms, and collective commitments. Creating a PLC structure for the teams will be a crucial foundation for the teams.
Stage 2 Sharing Personal Practice	What is everyone doing in their classroom?	Teachers in this stage may be genuinely interested in what other teachers are doing, hoping to pick up new ideas. Talking about teaching feels like collaboration to the novice teacher but does not include the in-depth look at learning. Conversations about practice are comfortable at this stage but there is a danger in never really taking a step toward talking about student learning.	Teacher and school leaders can promote meaningful work by requiring team members to arrive at collaborative decisions around curriculum, assessment, or instruction. Need to move from individual milestones to collective milestones and goals. A discussion about shared accountability is warranted at this stage.
Stage 3 Planning Planning Planning	What should we be teaching and how do we lighten the load for each other?	Teachers utilize the team approach to plan together. Rather than each teacher individually planning every lesson, different members take responsibility for sets of lessons and share their planning work with others. Unfortunately, teams often grow comfortable with shared planning and fail to focus on results. Teacher attention remains centered on teaching rather than learning.	Use student achievement data in the planning process. The questions to ask are, "Are students learning what you want them to learn? How do you know they are learning?"
Stage 4 Developing Common Assessments	How do you know students learned? What does mastery look like?	Shared assessments force teachers to define exactly what students should learn and what evidence is necessary for documenting success. Novice teams may work to avoid common assessments, thereby steering clear of difficult conversations, but common assessments are essential if teams are to shift their focus from teaching to learning.	Teacher and school leaders should consider moderating difficult conversations and modeling strategies for joint decision-making. Time spent on the differences between assessments <i>of</i> learning and <i>for</i> learning is critical. Skill development and P.D on assessment practices is critical at this stage.

Mission Oak High School ACS WASC/CDE Self-Study Report

Stage 5 Analyzing Student Learning	Are students learning what they are supposed to be learning?	Professional learning teams begin to shift their focus from teaching to learning. Teachers spend time looking and dissecting student work, analyzing the strengths and areas of improvement for each student. Teams can be very motivated in this stage and can be driven by results. However, teachers are also put in a delicate position of publicly facing results of their classroom which may pose an intensely personal response. Collective intelligence provides a never-ending source of solutions for addressing shared challenges.	Provide structures and tools for effective data analysis. Emotional support and patience is required during this stage. Create safe environments. Separate the person from the practice is an essential first step in teams examining results together. School leaders should walk the walk, modeling a data oriented approach while publically reflecting on their own work.
Stage 6 Adapting instruction to student needs	How can we adjust instruction to help those students struggling and those exceeding expectations?	Teachers, teacher leaders, and school leaders collectively commit to helping all students improve and learn. Behaviors in the teams represent this commitment. Teams are typically performing at high levels taking collective responsibility for student success rather than responding as individuals.	Pose reflective, provocative questions to the team to explore various approaches to intervention and enrichment. Provide professional development in intervention development.
Stage 7 Reflecting on Instruction	Which practices are most effective with our students?	This question brings the process of professional learning team development full circle, connecting learning back to teaching. Teams are engaged in deep reflection, tackling innovative projects such as action research and lesson study. In this stage, you will find teachers observing other classrooms, video taping instruction, intentionally inviting others into the group and “growing” the success of the team into a school culture.	Teacher and school leaders should facilitate a team’s ability to explore the teaching-learning connection. Teachers observing each other, providing release time for special projects, facilitating cross-team conversations, and expanding the culture school and district wide.

Adapted from the National Staff Development Council’s, Journal of Staff Development
 “One Step at a Time” by Parry Graham and Bill Ferriter. Summer 2008, Vol. 29, NO 3, P. 38.







Mission Oak High School ACS WASC/CDE Self-Study Report

Tulare Joint Union High School District									
Adopted Calendar for 2017-2018 School Year									
Month	M	T	W	TH	F	Instructional Days	Staff work Days	Significant Dates	Explanation
August 2017		1	2	3	4	16	3	August 7 & 8	District/Site Meetings/PLC/PD Days
	7	8	9	10	11			August 9	Teacher Classroom Work Day
	14	15	16	17	18			August 10	First Day of School
	21	22	23	24	25			August 29	Back-to-School Night (minimum day)
	28	29	30	31				August 16 & 30	PLC early release
September 2017					1	19	0	September 4	Labor Day
	4	5	6	7	8			September 13	Fair Day
	11	12	13	14	15			September 22	6 wks. grading period
	18	19	20	21	22			September 6, 20 & 27	PLC early release
	25	26	27	28	29				
October 2017	2	3	4	5	6	22	0		
	9	10	11	12	13				
	16	17	18	19	20			October 4, 18 & 25	PLC early release
	23	24	25	26	27				
	30	31						October 27	12 wks. Grading period
November 2017			1	2	3	16	0	November 10	Veteran's Day
	6	7	8	9	10			November 1 & 15	PLC early release
	13	14	15	16	17			November 20 through 24	Thanksgiving Holiday
	20	21	22	23	24				
	27	28	29	30				November 27, 2017	Winter
December 2017					1	13	1	Through February 2, 2018	Schedule
	4	5	6	7	8			December 19	End of Semester
	11	12	13	14	15			December 20	Teacher work day
	18	19	20	21	22			December 21 through	(1st Semester - 86 days)
	25	26	27	28	29				Winter
January 2018	1	2	3	4	5	12	0	January 15	Vacation
	8	9	10	11	12			January 15	Martin Luther King Day
	15	16	17	18	19			January 17 & 31	PLC early release
	22	23	24	25	26				
	29	30	31						
February 2018				1	2	18	0	February 12	Lincoln's Birthday
	5	6	7	8	9			February 19	President's Day
	12	13	14	15	16			February 23	6 wks. Grading period
	19	20	21	22	23			February 7, 21 & 28	PLC early release
	26	27	28						
March 2018				1	2	17	0	March 7 & 21	PLC early release
	5	6	7	8	9				
	12	13		15	16				
	19	20	21	22	23				
	26	27	28	29	30			March 26 - April 2	Spring Vacation
April 2018	2	3	4	5	6	20	0		
	9	10	11	12	13			April 13	12 wks. Grading period
	16	17	18	19	20			April 4, 18 & 25	PLC early release
	23	24	25	26	27				
	30								
May 2018		1	2	3	4	22	0	May 2, 16, 23 & 30	PLC early release
	7	8	9	10	11				
	14	15	16	17	18				
	21	22	23	24	25				(2nd Semester - 94 Days)
	28	29	30	31				May 28	Memorial Day
June 2018					1	5	1	June 6 & 7 - minimum days	End of Semester
	4	5	6	7	8			June 8	Last Teacher Duty Day
Total Student Instructional Days=180									
♦ 3 Minimum Days-Back-to-School Night (8/29), June 6, and June 7									
♦ Winter Schedule: November 27 through February 2 (31 days)									
♦ Graduation - Mission Oak - June 6, 2018; Tulare Western - June 7, 2018; and Tulare Union - June 8, 2018									
○ - Legal Holiday ■ - Teacher Duty Day (no school) □ - Board Holiday ▣ - Grade Period									

○ - Legal Holiday
 ■ - Teacher Duty Day (no school)
 □ - Board Holiday
 □ - Grade Periods

MISSION OAK HIGH SCHOOL A/B CALENDAR 2017-2018

3442 East Bardsley, Tulare, CA 93274

	Purple=A Day - Periods 1,3,5		Black=B Day - Periods 2,4,6		White=No Classes
	Gray=Teacher Duty Day		Triangle=End of Grading Period		PLC Early Release

Holidays/Non-Student Attendance Days

August 16 & 30 = PLC Early Release
 August 29 = Back to School Night (minimum day)
 September 4 = Labor Day
 September 6, 20 & 27 = PLC Early Release
 September 13 = Fair Day
 October 4, 18 & 25 = PLC Early Release
 November 1 & 15 = PLC Early Release
 November 10 = Veteran's Day
 November 20-24 = Thanksgiving
 December 20 = Teacher Work Day
 December 20-January 12 = Winter Break

January 15 = Martin Luther King Day
 January 17 & 31 = PLC Early Release
 February 7, 21 & 28 = PLC Early Release
 February 12 = Lincoln's Birthday
 February 19 = President's Birthday
 March 7 & 21 = PLC Early Release
 March 26-April 2 = Spring Break
 April 4, 18, & 25 = PLC Early Release
 May 2, 16, 23 & 30 = PLC Early Release
 May 28 = Memorial Day
 June 6 & 7 = Minimum Days
 June 8 = Teacher Duty Day

Winter Schedule: November 27 through February 2

Graduation: Mission Oak June 6, Tulare Western June 7, and Tulare Union June 8

Minimum Days: August 29, June 6, and June 7

Back to School Night: August 29

	M	T	W	TH	F	
JULY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
AUGUST						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
SEPTEMBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
OCTOBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	M	T	W	TH	F	
NOVEMBER						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
DECEMBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
JANUARY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
FEBRUARY						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

	M	T	W	TH	F	
MARCH						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
APRIL						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
MAY						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
JUNE						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

ADMINISTRATION OFFICE STAFF

Mrs. Michele Borges—Principal

Mr. Roger Robles - Assistant Principal

A ~ F

Mrs. Angela Martinho- Dean of Students

G ~ Ne

Mr. Luis Cobarruvias- Dean of Students

Ng ~ Z

Mrs. Ann Garcia - Principal's Secretary

Ms. Brenda Najera - Asst. Principal's Secretary

Mrs. Leslie Rebelo - Receptionist

Mrs. Claudia Ramos - Family and Comm. Liaison

Mrs. Johanna Ayon - Attendance Secretary

Ms. Lisa Bettencourt - Attendance Clerk

Donna Borba - School Nurse





COUNSELING STAFF

Mr. Edward Kotoian—Assistant Principal/Head Counselor

EL Students 9-12

Mrs. Bertha Martinez-Tello—Counselor

ALL Freshmen (except EL/AVID/Engineering)

Mrs. Erika Holquin—Counselor

A ~ F (10-12) & AVID 2 & 4

Mrs. Jennifer Padilla—Counselor

Engineering Pathway Students

G ~ M (10-12)

Mrs. Alejandra Sanchez—Counselor

N ~ Z (10-12) & AVID 1 & 3

Mrs. Corina Gomes—Asst. Principal Secretary/Registrar

Mrs. Marie McPhetridge—Counseling Secretary

Mrs. Amparo Fernandez—Counseling Aide

Mrs. Denise Aguilar—Career Center Technician

Mrs. Gretchen Vander Tuig—Temp School Psychologist

MISSION OAK 2017-2018

Extra Duty Assignments		CAMPUS ASSIGNMENTS	
Student Activities \$	MichaelPaul Mendoza	Campus Supervision	
Class Advisors		1.5	Head \$ David Meza
Seniors \$	Kim Dueck	1.5	\$ Rodney Enns
Juniors \$	Melissa Trauger	1	\$ Jose Lopez
Sophomores \$	Mike Hazelwood	1.25	\$ Lucas Jones
Freshmen \$	Matt Jones	1	\$ Diane Brown
Academic Decathlon \$	Christel Anthony	1	\$ Shelby Buchanan
AVID Coordinator \$	Dane Maness	1	\$ Clemente Fagundes
Band Auxiliary \$	Tyler-Nicole Borja	1	\$ Mitch Grimmer
Band Director \$	Oddie Lambert	1.25	\$ Mark Gambini
Band (Stage) \$	Oddie Lambert	1	\$ Lisa Allen
Character Counts \$	Laurie Jones	0.5	\$ Bob Rajewich
Choir \$		0.5	\$ Stevan Chamalbide
CSF \$	Laurie Jones	0.5	\$ Brandon Dillon
Cyber Quest \$		0.5	\$ Tina Setser
Director of Plays \$	Rebecca Zegers	DEPARTMENT HEADS	
FBLA \$		Agriculture \$	
FHA - Hero \$		Business \$ Michelle Cardoza	
Forensics \$	Laurie Jones	ESL \$ Zilda Hilliard	
History Day \$	Diane Reis	English \$ Steve Usher	
Link Crew \$	Mike Hazelwood	Fine Arts \$ Valerie Johnstone	
Mock Trial \$	Tim Ducey	Foreign Language \$ David Meza	
Newspaper \$	Mike Hazelwood	Home Economics \$ Shellie Taylor	
PBIS Coach \$	Shelby Buchanan	Industrial Arts \$	
Pep Squad \$	Randall Taylor	Mathematics \$ Carlos Soleno	
Assistant Pep Squad \$	Chace Todenhoft/Aziah Wade	Physical Education \$ Kymber DeLaCruz	
School Webmaster \$	Edith Guzman	Science \$ Michael Conn	
Science Olympiad \$	Rodney Enns	Social Science \$ David Flores	
Student Store \$	Michelle Cardoza	Special Education \$ Jill Peck	
Wellness Coordinator \$	Heather Luttrell	Subject Matter Leads	
Yearbook \$	Matt Jones	Physical Science Alvaro Martin	
6th Period Buyouts		Biology Diane Brown	
CTA Prep	Ellen Warren	Chemistry Mike Conn (no \$)	
Science	Darlien Edmond	World History Stevan Chamalbide	
Science	Mike Conn	US History	
Science	Alvaro Martin	Gov/Econ Kristin Pires	
0 & 7 Period Teachers		English 1 Summer Denney	
Summer Denney		English 2 Rebecca Zegers	
Stevan Chamalbide		English 3 Diane Reis	
Oscar Iniquez		English 4 Steve Usher (no \$)	
		AP/Honors Vertical Team Doug Jones	
		Algebra 1 Shane Varner	
		Algebra 2 Jose Lopez	
		Geometry Bob Rajewich	
		Freshman PLC Matt Jones	
		Sophomore PLC Marycarmen Pereira	



**MISSION OAK HIGH SCHOOL
FACULTY
2017-2018**



**PRINCIPAL
MICHELE BORGES**

Assistant Principal
Edward Kotoian

Assistant Principal
Roger Robles

Dean of Students
Angela Martinho

Dean of Students
Luis Cobarruvias

Athletic Director
David Terrel

Counselor
Jennifer Padilla

Counselor
Erika Holguin

Counselor
Alejandra Sanchez

Counselor
Bertha Tello

Psychologist
Gretchen VanderTuig

TEACHERS BY DEPARTMENT

Business
Cardoza, Michelle ***

ELD
Ducey, Tim
Dueck, Kim
Hazelwood, Mike
Hilliard, Zilda ***
Jones, Doug
Reis, Diane
Trauger, Melissa

English
Anthony, Christel
Conn, Jeff
Denney, Summer-AVID
Ducey, Tim
Dueck, Kim
Hazelwood, Mike
Hilliard, Zilda
Jones, Doug-AVID
Jones, Laurie
Jones, Matt
Linder, Carrie
Luttrell, Heather-AVID
Reis, Diane
Rios, Savannah
Trauger, Melissa
Usher, Steve ***
Zegers, Rebecca

Fine Arts
Johnstone, Valerie ***
Lambert, Oddie-Band Director
Rodriguez, Robin
Yavasile, Jacob
Zegers, Rebecca-Drama

Home Economics
Hollman, Laurie
Taylor, Shellie ***

Math
Dillon, Brandon
Enns, Rodney
Fernandes, Andrea
Grimmer, Mitchell
Lopez, Jose
Maness, Dane AVID COORDINATOR
Rajewich, Bob
Setser, Tina
Siverly, Mark
Solen, Carlos ***
Varner, Shane

Physical Education
DaSilva, Dina
DeLaCruz, Kymber***
Gambini, Mark
Hildreth, Roger
Jones, Lucas

Science
Brown, Diane
Buchanan, Shelby
Conn, Mike ***
Edmond, Darlien
Jones, Kira
Martin, Alvaro
Segovia, Sandra-AVID

Social Studies
Allen, Lisa
Chamalbide, Stevan
Flores, David ***
Mendoza, Michaelpaul
Pereira, Marycarmen
Pires, Kristin
Smith, Karly
Warren, Ellen

Special Education
Jones, Sheryl
O'Leary, John
Rhodes, Jill ***
Vasquez, Virginia

World Languages
Fagundes, Clemente
Guzman, Edith
Iniquez, Oscar
Meza, David ***
Peterson, Todd

ASB
Mendoza, MichaelPaul

Librarian
Pereira, Marycarmen

County Special Education
Soto, Toby

*** Department Chair



**MISSION OAK HIGH SCHOOL
CLASSIFIED STAFF
2017-2018**



Principal's Secretary
Garcia, Ann

Assistant Principal's Secretary
Najera, Brenda

Assist. Principal's/Counseling Secretary
Gomes, Corina

Counseling Secretary I
McPhetridge, Marie

Counselor Aide
Fernandez, Amparo

Attendance Clerk
Ayon, Johanna

Attendance Clerk
Bettencourt, Lisa

Receptionist
Rebelo, Leslie

Family Community Liason
Ramos, Claudia

Clerical Pool Clerk
Muncy, Renae

School Media Textbook Clerk
Cabrera, Noreen

Career Technician
Aguilar, Denise

Audio Visual Clerk
Bourez-Franco, Griselda

Locker Room Attendant-Girls
Enriquez, Bridgett

Locker Room Attendant-Boys
Ortiz-Ramirez, Jose "Cruz"

In-House Aide
Aguayo, Brenda
Barnes, Greg

Maintenance Supervisor
Fagundes, Neal

Maintenance
Gamez, Ray

Lead Custodian
Avila, Jorge

Custodians
Gonzales, Pedro
Hernandez, Jaime
Marquez, James
Noguera-Ventura, Omar
Patterson, Jack

Custodian/Bus Drivers
Gomes, Ed
Silva, Mark

Lead Groundsman
Estrada, Robert

Groundsmen
Silva, Gilbert
Soto, Daniel
Villarreal, Daniel

Cafeteria Manager
Rathjens, Debra

Lead Cafeteria Helper
Cortez, Sylvia

Cafeteria Helpers

Crisp, Gloria
Flores, Mercy
Galston, Mary
Gomez, Erendida
Gomez, Ruby
Herrera, Miriam
Kirby, Josie
Mumm, Debbie
Reed, Kimberlie
Reyes, Raquel
Rodriguez, Angelica
Ruiz, Martha
Salinas, Anjelica
Solis, Susie
Van Essen, Colleen

Special Ed Secretary
Bickmore, Jackie

Special Ed Aides
Cranston, Tara
Davis, Holly
Davis, Leah-Sign Language Aide
Johnstone, Camille
Knox, Sean
McNear, Aleesha

Nurse
Borba, Donna

Police/Probation
Aguayo, Misael

Computer Technician
Seible, Tim

County Special Ed Aides
Chavez, Kathie
Herrera, Anna
Stephens, Brodrick
Saldivar, Veronica

Athletic Trainer
Farrell, Lauren

MISSION OAK HIGH SCHOOL

School Advisory Members 2017-2018

Agriculture	Dave Caetano, Jared Castle
Business	Michelle Cardoza
English	Steve Usher
English Language Development	Zilda Hilliard
Fine Arts	Valerie Johnstone
Home Economics	Shelly Taylor
Mathematics	Carlos Soleno
Physical Education	Kymber De La Cruz
Science	Mike Conn
Social Studies	David Flores
Special Education	Jill Rhoades
World Languages	David Meza
Principal	Michele Borges
Assistant Principal	Roger Robles
Assistant Principal	Edward Kotoian
Dean of Students	Angela Martinho
Dean of Students	Luis Cobarruvias
Counselor	Erika Holguin
Counselor	Jennifer Padilla
Counselor	Alejandra Sanchez
Counselor	Bertha Tello
Director of Activities	Michaelpaul Mendoza
Director of Athletics	David Terrel
Assistant Superintendent of Technology, Assessment & Accountability	Lucy Van Scyoc
Director of Special Education	Jason Edwards
Coordinator of Educational Technology	Denise Douglas
PBIS Coordinator	Chandalin Champlin
Library/Meida Teacher	Marycarmen Pereira
Maintenance & Operations	Neal Fagundes
AVID Coordinator	Dane Maness
Literacy Coach	Laurie Jones
Mathematics Coach	Tina Setser
Computer Technician	Tim Seible

Advisory Meeting Dates (meetings held in the Career Center)

August 22, 2017	3:15 p.m.
September 19, 2017	3:15 p.m.
October 17, 2017	3:15 p.m.
November 28, 2017	8:00 a.m.
January 23, 2018	8:00 a.m.
February 20, 2018	3:15 p.m.
March 20, 2018	3:15 p.m.
April 17, 2018	3:15 p.m.
May 15, 2018	3:15 p.m.



**Mission Oak High School
Wednesday Meeting Schedule
2017-2018**

<u>Meeting Dates</u>	<u>Time</u>	<u>Group</u>	<u>Location</u>	<u>Topic</u>
August 16	1:45	All Staff	TBD	WASC
August 30	1:45	PLC	Department	
September 6	1:45	All Staff	Library	ALICE
September 20	1:45	All Staff	Library	ALICE
September 27	1:45	PBIS/PLC	Department	
October 4	1:45	All Staff	TBD	WASC
October 18	1:45	Dept/PLC	Department	
October 25	1:45	Dept/PLC	Department	
November 1	1:45	All Staff	TBD	WASC
November 15	1:45	Dept/PLC	Department	
January 17	1:45	All Staff	TBD	WASC
January 31	1:45	Dept/PLC	Department	
February 7	1:45	PBIS/PLC	Department	
February 21	1:45	Dept/PLC	Department	
February 28	1:45	Dept/PLC	Department	
March 7	1:45	All Staff	Library	VC Report/Testing Info
March 21	1:45	PBIS/PLC	Department	
April 4	1:45	Dept/PLC	Department	
April 18	1:45	Dept/PLC	Department	
April 25	1:45	Dept/PLC	Department	
May 2	1:45	PBIS/PLC	Department	
May 16	1:45	Dept/PLC	Department	
May 23	1:45	All Staff	TDES	Staff Appreciation
May 30	1:45	All Staff	Library	End of Year Celebration



**Mission Oak High School
School Site Council Meeting
2017-2018 Schedule**

<u>Meeting Dates</u>	<u>Time</u>	<u>Location</u>
October 10	3:15	Career Center
November 14	3:15	Career Center
February 6	3:15	Career Center
April 10	3:15	Career Center

**Tulare Joint Union High School District
2018-2019 Bell Schedule**

Regular Schedule

8:00-9:28	Period 1/2
9:28-9:43	Break
9:43-11:11	Period 3/4
11:11-11:56	Lunch
11:56-1:24	Period 5/6
1:24-1:39	Break
1:39-3:07	Period 7/8

Winter Schedule

9:00-10:15	Period 1/2
10:15-10:30	Break
10:30-11:45	Period 3/4
11:45-12:30	Lunch
12:30-1:45	Period 5/6
1:45-2:00	Break
2:00-3:15	Period 7/8

PLC Fridays- Regular Schedule

9:19-10:31	Period 1/2
10:31-10:46	Break
10:46-11:58	Period 3/4
11:58-12:33	Lunch
12:33-1:45	Period 5/6
1:45-1:55	Break
1:55-3:07	Period 7/8

PLC Fridays- Winter Schedule

9:19-10:33	Period 1/2
10:33-10:48	Break
10:48-12:02	Period 3/4
12:02-12:37	Lunch
12:37-1:51	Period 5/6
1:51-2:01	Break
2:01-3:15	Period 7/8

Minimum Day Schedule

8:00-9:04	Period 1/2
9:04-9:14	Break
9:14-10:18	Period 3/4
10:18-10:33	Lunch
10:33-11:37	Period 5/6
11:37-11:47	Break
11:47-12:51	Period 7/8

Tulare Joint Union High School District Opening Calendar 2017-18



TJUHSD Vision
"Quality Schools Preparing Exceptional Students"

	Date	Topic	Location	Time
Mon-Tues	June 9-10	CUE Rockstar BLACK LABEL Tulare	Mission Oak High School	8:00 a.m. – 3:30 p.m.
Mon-Tues	June 12-13	SAMRwise	Professional Develop Ctr (K St)	8:00 a.m. – 3:30 p.m.
Mon-Fri	June 19-23	Kagan training	Fresno Pacific University (Fresno)	8:00 a.m. – 3:45 p.m.
Tues-Wed	July 25-26	Youth Mental Health First Aid Training	Professional Develop Ctr (K St)	8:00 a.m. – 3:00 p.m.
Thurs	July 27	Management Charge Session	TCOE Visalia	8:00 a.m. – 4:00 p.m.
Mon	July 31	SAMRwise Training 2	Professional Develop Ctr (K St)	8:00 a.m. – 1:00 p.m.
Tues	Aug 1	New Teacher Breakfast	District Staff Development Room	8:00 a.m. – 9:00 a.m.
		<ul style="list-style-type: none"> Chamber of Commerce American Fidelity 		
		New Teacher Orientation	Professional Develop Ctr (K St)	9:30 a.m. – 3:30 p.m.
Wed	Aug 2	New Teacher Orientation	Professional Develop Ctr (K St)	8:00 a.m. – 3:30 p.m.
		<ul style="list-style-type: none"> Lunch Compliments of CTA 		
Thurs-Fri	Aug 3-4	Chromebook Distributions	School Sites	
Mon	Aug 7	Continental Breakfast	Tulare Union Cafeteria	7:30 a.m. – 8:30 a.m.
		<i>All Staff</i>		
		District Wide Meeting	Tulare Community Auditorium	8:30 a.m. – 10:00 a.m.
		<ul style="list-style-type: none"> Introduction of New Staff Superintendent's Message CTA Meeting 		
		Site Meetings	School Sites	10:30 a.m. – 3:00 p.m.
Tues	Aug 8	District-Wide Workshops	Tulare Union	8:00 a.m. – 3:00 p.m.
Wed	Aug 9	Teacher Planning Time	School Sites	8:00 a.m. – 3:00 p.m.
Thurs	Aug 10	First Day of School ("A" Day)	School Sites	8:00 a.m.
Wed	Aug 30	ALICE Training Administration	Professional Develop Ctr (K St)	1:30 pm – 3:30 pm

Mission Oak High School**FOUR-YEAR PLAN**

Date: _____

Student: _____

Graduation Date _____

ID#: _____ Grade: 9 10 11 12

Career Goal _____

Counselor: _____

Post-Grad Plans _____

Graduation Requirements: 220 Credits				
___ ENGLISH	40.0	___ MATHEMATICS 1 year of Algebra required	20.0	
___ WORLD HISTORY	10.0	___ PHYSICAL SCIENCE/INTRO PHY SCI or CHEM	10.0	
___ U.S. HISTORY	10.0	___ LIFE SCIENCE/BIOLOGY	10.0	
___ GOVERNMENT/ECONOMICS	5.0/5.0	___ FINE ARTS/FOR. LANG	10.0	
___ ELECTIVES	80.0	___ PHYSICAL EDUCATION	20.0	

Credits Earned: 9 th	10 th	11 th	12 th	Total: _____/220
	Freshman	Sophomore	Junior	Senior
English	English 1	English 2	English 3	Exp Rdg Wrtnng
Fine Arts				
Foreign Language				
Mathematics	Algebra 1			
Physical Education	PE 1			
Science	Biology			
Social Science		World History	U.S. History	Gov./Econ.
Electives				
Other				

*Successful completion of A-G courses with a "C" or better are required for students that plan to apply to any UC or CSU directly after high school graduation.

A-G Requirements for University of California (UC) & California State University (CSU)		
**Recommended Exams: PSAT (9 th -11 th) SAT & ACT (11 th and/or 12 th)		
A.-History/Social Science	Required: 20 Credits / 2 years	US History, World History, Government
B.-English	Required: 40 Credits / 4 years	Eng 1, Eng 2, Eng 3, Exp Rdg Wrtnng
C.-Mathematics	Required: 30 Credits / 3 years Recommended: 4 years	Algebra I, Geometry, & Algebra II. Advanced Courses: Pre Cal, Stats AP Calculus & AP Stats
D.-Science (w/Lab)	Required: 20 Credits / 2 years Recommended: 3 years	Biology, Chemistry, and Physics. Advanced Courses: Human Bio, AP Bio, AP Chem
E.-World Language	Required: 20 Credits / 2 years Recommended: 3 years	Spanish, Portuguese
F.-Visual & Performing Arts	Required: 10 Credits / 1 year	Art C/D, 3D Art, Ceramics, Design Concepts Drama, Dance, Band, Choir, Floral
G.-College Prep Electives	Required: 10 Credits / 1 year	Electives: Any college prep course.

*Collegiate Athletics — Student Athletes must register and qualify by Senior year for eligibility
Through Eligibility Centers: NCAA www.eligibilitycenter.org or NAIA www.playnaia.org



“WHERE THE HAWKS REIGN”

Respect ♦ Excel ♦ Integrity ♦ Give Back ♦ Network

Respect

—recognizing the value of people, property, and the environment.

- ♦ Be kind to your teachers and peers
- ♦ Allow others the best opportunity to learn
- ♦ Use appropriate language
- ♦ Be polite to staff, students, and visitors
- ♦ Respect school property, opinions and cultures

Excel

—excellence is not being the best; it is doing your best.

- ♦ Do your best and give 100%
- ♦ Go above and beyond expectations
- ♦ Actively participate and show school spirit
- ♦ Empower yourself
- ♦ Be productive and efficient

Integrity

—the quality of being honest and having strong principles.

- ♦ Be accountable for your actions
- ♦ Be honest and do your own work
- ♦ Do what is right and encourage others to also
- ♦ Have good sportsmanship
- ♦ Take ownership of everything you do

Give Back

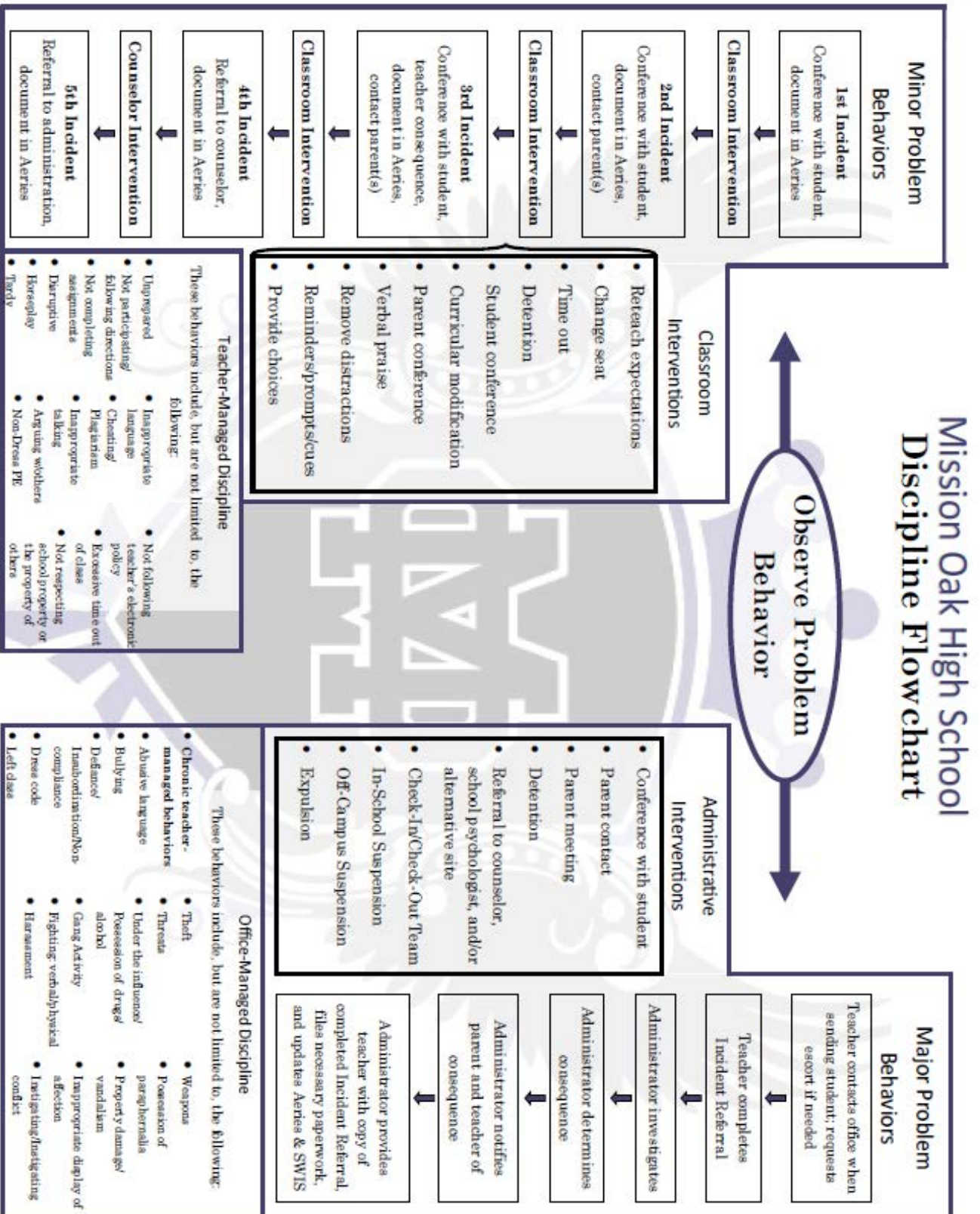
—We make a living by what we get. We make a LIFE by what we GIVE.

- ♦ Help others
- ♦ Contribute to academic conversations
- ♦ Take pride in protecting the school environment
- ♦ Encourage others to participate
- ♦ Ensure your contributions and comments are positive

Network

—a group of people, organizations, or places that are connected and work together

- ♦ Strive for positive interactions with others
- ♦ Build and maintain quality relations within the community
- ♦ Communicate and collaborate appropriately
- ♦ Be safe, smart and aware





What are the PBIS Tiers?

Tier 3

Tertiary Prevention

Highly Specialized and Individualized practices and systems for supporting students whose behavior has been documented as not responsive to Tier I & II practices and systems.

Support Systems:

- ⇒ Specialized & Individualized Intervention Support
- ⇒ Academic Recovery Team

Tier 2

Secondary Prevention

Specialized and intensive practice and systems for supporting students whose behaviors have been documented as not responsive to Tier 1 practices and systems.

Support Systems:

- ⇒ Targeted Academic Support
- ⇒ Specialized Intervention Support
- ⇒ Social and Emotion Support
- ⇒ Academic Recovery Team

Tier 1 (Universal)

Primary Prevention

Positive Behavior Interventions and Support (PBIS) is a proactive approach to establishing the behavioral supports and social culture needs for ALL students in a school to achieve social, emotional and academic success.

Support Systems:

- ⇒ Academic Supports
- ⇒ PBIS Behavior Ladder
- ⇒ Instructional Interventions
- ⇒ Social Emotional supports
- ⇒ School System Structures
- ⇒ Academic Recovery Team



MISSION HAWKS

	CLASSROOM	CAMPUS	SCHOOL EVENTS	COMMUNITY	TECHNOLOGY
R RESPECT	<ul style="list-style-type: none"> Be kind to your teachers and peers Allow others the best opportunity to learn Use appropriate language and volume 	<ul style="list-style-type: none"> Respect school property Be polite to staff, students, and visitors Maintain the appropriate noise level 	<ul style="list-style-type: none"> Treat other opponents, staff, and spectators politely and respectfully Exhibit a positive attitude and representation of the school 	<ul style="list-style-type: none"> Show respect and common courtesy to community members Be open-minded and practice empathy 	<ul style="list-style-type: none"> Respect school property and equipment Respect opinions and cultures of others Live responsibly in a digital world
E EXCEL	<ul style="list-style-type: none"> Do your best work and give 100% Go above and beyond expectations Be a confident and creative thinker 	<ul style="list-style-type: none"> Participate in extracurricular activities Take on a leadership role Be a positive role model Have positive interactions with new people 	<ul style="list-style-type: none"> Actively participate and show school spirit Support your fellow Hawks no matter the outcome Give 100% during practice, events, and performances 	<ul style="list-style-type: none"> Be informed on events locally and globally Empower yourself Be a life-long learner 	<ul style="list-style-type: none"> Recognize reliable sources and content to promote learning Be productive and efficient Use multiple sources to support your understanding
I INTEGRITY	<ul style="list-style-type: none"> Be accountable for your actions Be honest and do your own work Be a good classroom citizen 	<ul style="list-style-type: none"> Be accountable to yourself and others Do what is right and encourage others to do the same Be safe 	<ul style="list-style-type: none"> Have good sportsmanship Present yourself in an appropriate and respectful manner 	<ul style="list-style-type: none"> Be grateful Take ownership of everything you do Represent yourself and your school honorably 	<ul style="list-style-type: none"> Create a positive and professional online presence Protect your identity and passwords Avoid plagiarism by citing your sources
G GIVE BACK	<ul style="list-style-type: none"> Help others Participate Contribute to academic discussions Be a positive role model 	<ul style="list-style-type: none"> Pick up after yourself and do not be ashamed to pick up after others Take pride in maintaining and protecting the school environment 	<ul style="list-style-type: none"> Support school organizations with your time and/or talents Encourage others to participate 	<ul style="list-style-type: none"> Volunteer in the community Help others in need 	<ul style="list-style-type: none"> Ensure your contributions and comments are positive Help prevent cyber bullying
N NETWORK	<ul style="list-style-type: none"> Develop relationships Collaborate positively Be accountable for your role 	<ul style="list-style-type: none"> Strive for positive interactions with others Build relationships with staff and students Stand up for others and help prevent bullying 	<ul style="list-style-type: none"> Continually seek to improve for the benefit of others Support your peers positively and appropriately 	<ul style="list-style-type: none"> Build and maintain quality connections within the community Seek relationships with purpose 	<ul style="list-style-type: none"> Utilize social media appropriately Communicate and collaborate appropriately Be safe, smart, and aware



Address:
3442 East Bairdsey Ave.
Tulare, CA 93274

Local Control Funding Formula (LCFF)

State Priorities Snapshot
2015-16 Reporting
Mission Oak High
Enrollment (1,494)

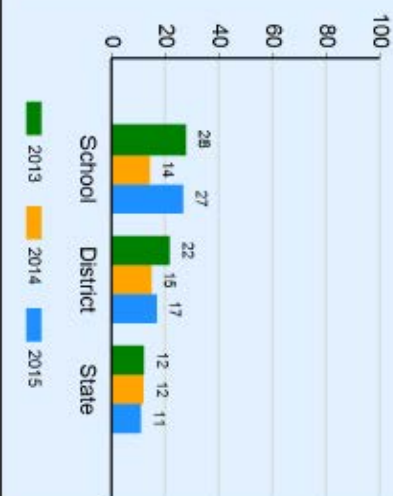
County-District-School Code: 54-72249-016368
District: Tulare Joint Union High
Grades Offered: 9-12

Student Achievement

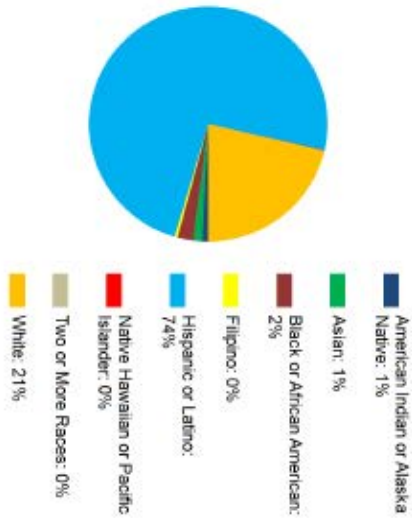
Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency



Percent of EL Students Who Were Reclassified



2014-15 Enrollment by Race/Ethnicity

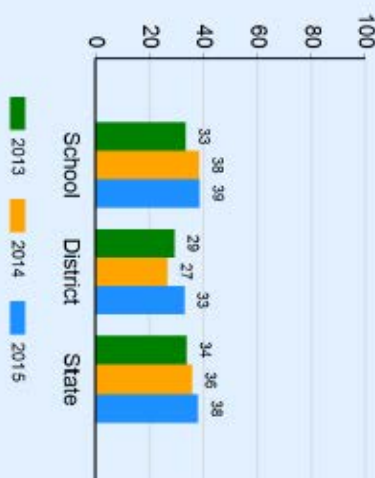


2014-15 Enrollment by Program Eligibility

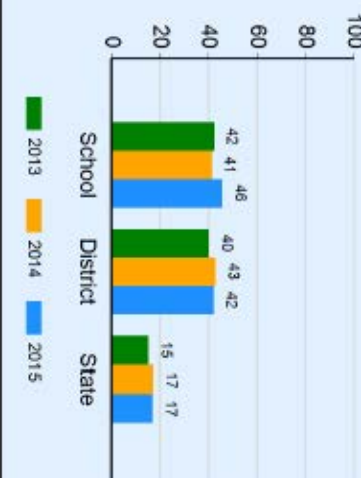
English Learner (EL)	247 (17%)
Foster Youth (FY)	3 (0%)
Socioeconomically Disadvantaged (SED)	1,061 (71%)
Students With Disabilities (SWD)	82 (5%)

Student Achievement

Percent of 4-Year Cohort that Completed "a-g" Requirements



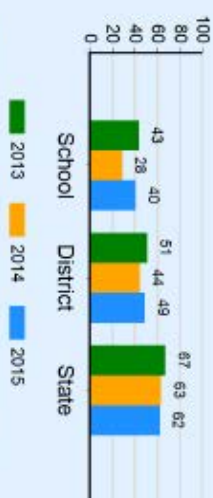
Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway



Student Achievement: Schoolwide

(Mission Oak High)

Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

2013	2014	2015
1,123 (14.8%)	1,139 (16.7%)	1,116 (15.8%)

Early Assessment Program (EAP) College Readiness Results for English-Language Arts/Literacy (ELA)



Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

2013	2014	2015
357 (89.1%)	420 (88.1%)	339 (97.3%)

EAP College Readiness Results for Mathematics

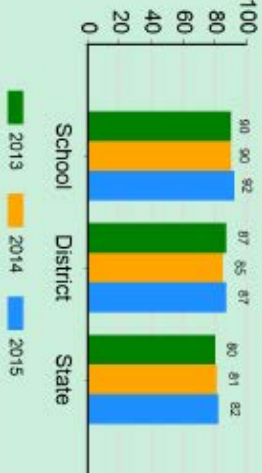


Grade 11 Enrollment and Percent of Students Who Took the EAP Math

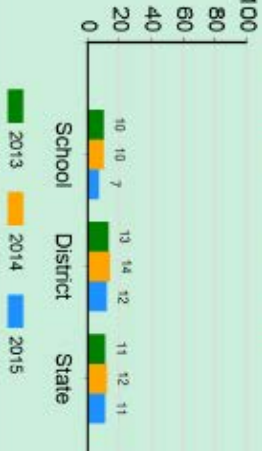
2013	2014	2015
357 (48.7%)	420 (52.1%)	339 (98.2%)

Student Engagement: Schoolwide

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate



Calculation Formula for 4-Year Cohort Graduation Rate

The 4-year cohort graduation rate is calculated by taking the number of cohort members who earned a regular high school diploma or earned an adult education high school diploma by the end of year 4 and dividing it by the total number of students in a cohort.

Please see the Glossary at <http://www.cde.ca.gov/snapshot> for further details.

School Climate

Number and Percent of Students Suspended

Level	2013	2014	2015
School	57 (3.4%)	42 (2.5%)	41 (2.5%)
District	363 (6.4%)	278 (4.9%)	234 (4.2%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)

Number and Percent of Students Expelled

Level	2013	2014	2015
School	0 (0.00%)	0 (0.00%)	0 (0.00%)
District	1 (0.02%)	0 (0.00%)	0 (0.00%)
State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

Mission Oak High School

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

Michele Borges, Principal
michele.borges@tulare.k12.ca.us

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Tulare Joint Union High School District

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District Governing Board

Frank Fernandes
Craig Hamilton
Laura Fonseca
Steven Lessley
Cathy Mederos

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Superintendent
Tony Rodriguez
Assistant Superintendent
Curriculum
Andrew Bukosky Ed.D.
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Director
State & Federal Programs
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Business Manager
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Director of Facilities
Jennifer Reimer
Director of Special Education

Principal's Message

It is with great pride that I welcome you to Mission Oak High School (MOHS), home of the Hawks! We opened our doors on August 14, 2008. Since that day we have been busy building a culture that is conducive to learning and growing for all of our students. We take pride in what we have accomplished in a few short years but we also realize that we have a long way to go to reach our vision. Our school colors of purple, black, and white run deep in the heart of our students, staff, administration, parents, and community.

Mission Statement:

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.

Vision Statement:

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 worldview by taking advantage of the diverse offerings.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mission Oak High School ACS WASC/CDE Self-Study Report

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The Tulare Joint Union High School District held a public hearing on September 22, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in April 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: 01/13/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Glencoe Mc-Graw Hill Speech Adopted 2012</p> <p>Hampton Brown Adopted 2010</p> <p>Pearson Adopted 2010</p> <p>Learning Plus Assoc. Adopted 2009</p> <p>Great Source Adopted 2009</p> <p>Sadler Oxford Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Pearson, Calculus 5th Edition Adopted 2015-16</p> <p>Houghton Mifflin, Engineering Design Adopted 2014-15</p> <p>CPM Core Connections Algebra 1 Core Connections Course 4 Core Connections Geometry Adopted 2014-15</p> <p>Dave Ramsey, Foundations in Finance Adopted 2014</p> <p>CPM Alg 1 Adopted 2012</p> <p>MPS, Stats Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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Textbooks and Instructional Materials Year and month in which data were collected: 01/13/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Cengage Learning, College Physics Adopted 2013</p> <p>Prentice Hall/Pearson Biology Adopted 2007</p> <p>Prentice Hall/Pearson Chemistry Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Houghton Mifflin Wld Hist H Modern World History Adopted 2013</p> <p>TCI Adopted 2012</p> <p>Cengage Learning Adopted 2010</p> <p>Pearson Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Houghton Mifflin/Holt, Nuevas Vista Introduction Adopted 2015-16</p> <p>Glencoe, Asi se Dice Adopted 2014-15</p> <p>Holt , Espresate 3 Adopted 2012</p> <p>Holt, Espresate 2 Adopted 2011</p> <p>Houghton Mifflin, Ven Conmingo Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>James Bartlett Learning 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Visual and Performing Arts	<p>Cengage, Digital Electronics Adopted 2015-16</p> <p>Prentice Hall, PH Psychology Adopted 2015-16</p> <p>Jones & Bartlett Learning, Concepts of Athletic Training Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Mission Oak High School ACS WASC/CDE Self-Study Report

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Cleaning Process

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

Maintenance & Repair

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

Mission Oak High School ACS WASC/CDE Self-Study Report

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	55	58	53	54	44	48
Math	26	26	23	26	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	45	38	36	51	51	42	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.6	27.4	33.7

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	351	337	96.0	35.6
Male	188	181	96.3	39.8
Female	163	156	95.7	30.8
Hispanic or Latino	262	251	95.8	31.5
White	74	73	98.7	46.6
Socioeconomically Disadvantaged	248	238	96.0	28.6
English Learners	87	77	88.5	13.0
Students with Disabilities	18	16	88.9	18.8
Students Receiving Migrant Education Services	12	12	100.0	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	340	330	97.1	58.5
Male	11	181	175	96.7	49.7
Female	11	159	155	97.5	68.4
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	244	237	97.1	54.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	65	62	95.4	71.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	236	230	97.5	56.5
English Learners	11	50	47	94.0	14.9
Students with Disabilities	11	21	21	100.0	9.5
Students Receiving Migrant Education Services	11	15	15	100.0	60.0
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	340	331	97.3	26.3
Male	11	181	176	97.2	24.4
Female	11	159	155	97.5	28.4
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	244	239	98.0	20.9

Mission Oak High School ACS WASC/CDE Self-Study Report

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	65	62	95.4	45.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	236	230	97.5	21.7
English Learners	11	50	46	92.0	
Students with Disabilities	11	21	21	100.0	
Students Receiving Migrant Education Services	11	15	15	100.0	20.0
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational program at Mission Oak High School. Numerous programs and activities are enriched by parent volunteers and the generous contributions made by the following organizations: School Site Council (SSC), School Advisory Committee, Parent Academic Booster Club, PIQE, Band Boosters and numerous sports booster clubs.

State Priority: School Climate

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

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

School Safety Plan

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

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which was most recently updated in the fall of 2014. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees.

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

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Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.5	2.5	2.5
Expulsions Rate	0.0	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	4.9	4.2	5.0
Expulsions Rate	0.0	0.0	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2005-2006
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	300

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	24	24	21	22	22	36	39	39	12	11	11
Mathematics	27	26	26	15	15	15	23	29	29	16	12	12
Science	31	32	32	6	4	4	5	8	8	23	20	20
Social Science	32	30	30	4	4	4	5	14	14	27	19	19

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

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

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

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,124	\$46,184
Mid-Range Teacher Salary	\$67,231	\$75,179
Highest Teacher Salary	\$89,659	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$120,447	\$137,939
Superintendent Salary	\$162,000	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

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

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

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7414	3148	4266	70145
District	♦	♦	10674	\$71,694
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-60.0	-2.2
Percent Difference: School Site/ State			-24.9	-9.9

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mission Oak High School	2011-12	2013-14	2014-15
Dropout Rate	10.30	9.70	6.70
Graduation Rate	89.69	90.32	91.97
Tulare Joint Union High School District	2011-12	2013-14	2014-15
Dropout Rate	12.80	14.40	13.60
Graduation Rate	87.00	85.32	85.57
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	353
% of pupils completing a CTE program and earning a high school diploma	66.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

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Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.57
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	42.0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	4	♦
Science	3	♦
Social Science	3	♦
All courses	15	.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	93	90	86
Black or African American	100	88	78
American Indian or Alaska Native	100	88	78
Asian	100	82	93
Filipino	100	100	93
Hispanic or Latino	92	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	95	91	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	100	94	66
English Learners	83	76	54
Students with Disabilities	94	89	78

Career Technical Education Programs

Mission Oak High strives to graduate citizens who are fully capable of functioning and prospering in society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness.

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

- Advance Business Computers
- Agriculture Biology
- Agriculture Mechanics
- Agriculture Science
- Agriculture Welding
- Agriculture Work Experience
- Agriculture Business
- Agriculture 1
- Careers with Children
- Dairy Skills
- Drafting 1
- Electronics
- Essentials of Nursing
- Fashion Design
- Floriculture
- Health Occupations
- Intro to Foods
- Technology Core
- Intro to Industry
- Livestock
- Medical Billing and Coding
- On your Own
- Vet Science
- Small Engine & Power
- Merchandising Retail

Teachers throughout the district have established benchmarks and essential knowledge for all coursework. Students participate in program majors and career pathways, and these courses give students an opportunity to complete these pathways. All of these career-technical programs have classes that offer rigorous coursework for all students. Within each CTE program there are a sequence of courses which allows students to gain the skills and knowledge necessary to earn a certificate of completion.

All Career Technical Education programs are available to all students in the district. Many students go to the district farm or other campus to take a CTE course. High school counselors work with all students in identifying their goals and career pathway or program. Career center technicians work with students on interest surveys and identify careers as well. All students are invited to participate in CTE programs regardless of socio-economic background, ethnic background, or learning ability.

This year of 2014-15 Mission Oak started an Engineering Academy with the first cohort of Freshmen who will stay together the entire four years to graduate from the Academy.

Several assessment tools are used for all CTE programs and courses. First, enrollment and completion data is collected on a yearly basis for each CTE program. Second, follow-up surveys on student placement in the industry or continuing education information helps the district evaluate the course. And finally, several advisory committees involving business representatives, teachers, parents, and students evaluate all CTE programs and courses throughout the year.

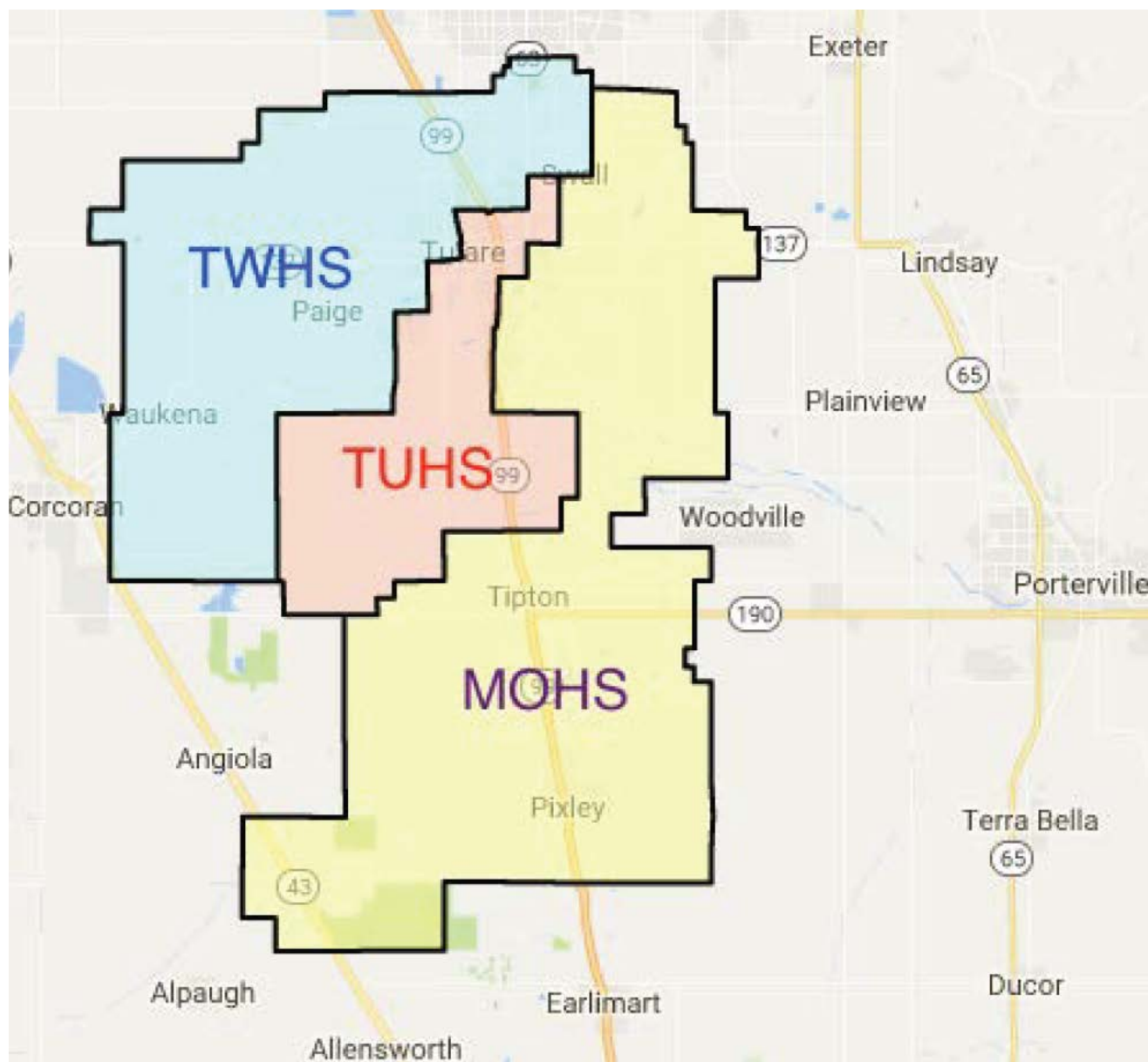
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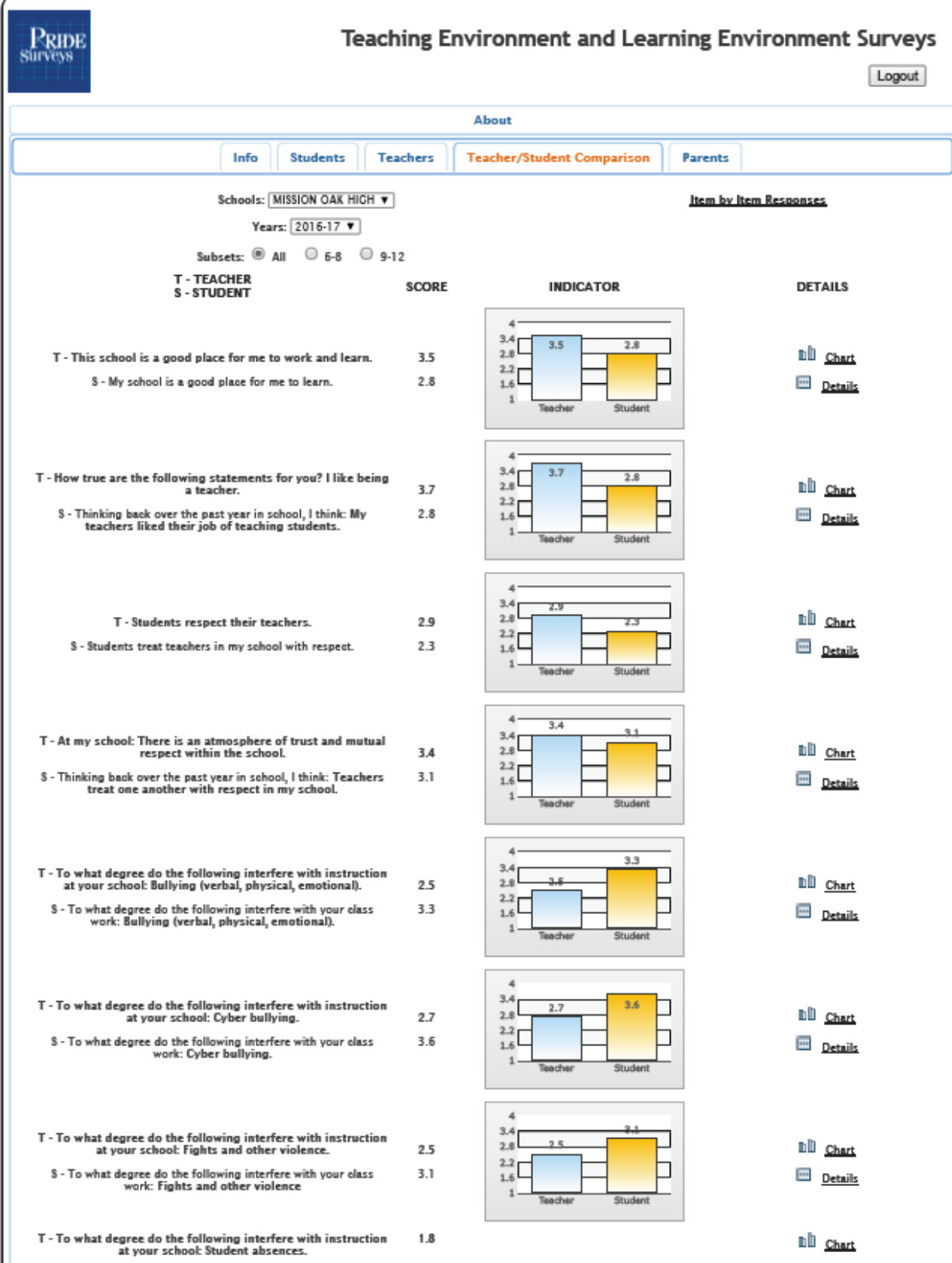
Suspension Data 2016-17							Expulsion Data 2016-17		
	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
TLJHSD	5,730	667	403	7.0%	65.8%	34.2%	35	35	0.61%
Tulare Union High	1,772	129	98	5.5%	73.5%	26.5%	5	5	0.28%
Tulare Western High	2,053	166	112	5.5%	69.6%	30.4%	10	10	0.49%
Mission Oak High	1,999	166	99	6.2%	69.7%	30.3%	6	6	0.38%
Tulare Technical Preparatory H	86	113	53	61.6%	52.8%	47.2%	3	3	3.49%
Countrywide Community Day	37	9	6	16.2%	66.7%	33.3%	0	0	0.00%
Sierra Vista Charter High	235	1	1	0.4%	100.0%	0.0%	1	1	0.43%
Accelerated Charter High	214	83	46	21.5%	47.8%	52.2%	10	10	4.67%
Suspension Data 2015-16							Expulsion Data 2015-16		
	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
TLJHSD	5,669	482	283	5.0%	65.7%	34.3	21	21	0.37%
Tulare Union High	1,898	84	71	3.7%	83.1%	16.9%	13	13	0.68%
Tulare Western High	2,006	160	103	5.1%	69.9%	30.1%	4	4	0.20%
Mission Oak High	1,949	53	41	2.6%	78.0%	22.0%	2	2	0.13%
Tulare Technical Preparatory H	165	177	69	41.8%	44.9%	55.1%	1	1	0.61%
Countrywide Community Day	39	7	5	12.8%	60.0%	40.0%	1	1	2.56%
Sierra Vista Charter High	324	1	1	0.3%	100.0%	0.0%	0	0	0%
Suspension Data 2014-15							Expulsion Data 2014-15		
	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
TLJHSD	5,606	342	233	4.2%	72.5%	27.5%	0	0	0.0%
Tulare Union High	1,824	61	53	2.9%	86.8%	13.2%	0	0	0
Tulare Western High	1,969	140	102	5.2%	76.5%	23.5%	0	0	0
Mission Oak High	1,994	50	41	2.6%	85.4%	14.6%	0	0	0
Tulare Technical Preparatory H	155	86	44	28.4%	45.5%	54.5%	0	0	0
Countrywide Community Day	49	4	3	6.1%	66.7%	33.3%	0	0	0
Sierra Vista Charter High	330	1	1	0.3%	100.0%	0.0%	0	0	0

Mission Oak High School ACS WASC/CDE Self-Study Report

Suspension Data 2016-17							Expulsion Data 2016-17		
	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
TJUHSD	5,730	667	403	7.0%	65.8%	34.2%	35	35	0.61%
English Learners	810	124	65	8.0%	52.3%	47.7%	9	9	1.11%
Foster Youth	69	31	15	21.7%	60.0%	40.0%	0	0	0.00%
Homeless Youth	295	43	27	9.2%	59.3%	40.7%	3	3	1.02%
Migrant Education	118	8	3	2.5%	33.3%	66.7%	2	2	1.69%
Socioeconomically Disadvantaged	4,338	600	355	8.2%	64.5%	35.5%	31	31	0.71%
Students with Disabilities	377	106	55	14.6%	54.5%	45.5%	8	8	2.12%
African American	183	52	33	18.0%	69.7%	30.3%	5	5	2.73%
American Indian or Alaska Native	37	1	1	2.7%	100.0%	0.0%	1	1	2.70%
Asian	73	2	2	2.7%	100.0%	0.0%	0	0	0.00%
Filipino	22	1	1	4.5%	100.0%	0.0%	0	0	0.00%
Hispanic or Latino	4,232	500	299	7.1%	65.2%	34.8%	20	20	0.47%
Pacific Islander	*	*	*	*	*	*	*	*	*
White	1,114	98	62	5.0%	67.7%	32.3%	8	8	0.72%
Two or More Races	17	3	1	5.9%	0.0%	100.0%	0	0	0.00%

	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Total Suspensions	Unduplicated Count of Students Expelled	Suspension Rate
TJUHSD	5,669	482	283	5.0%	65.7%	34.3	21	21	0.37%
English Learners	995	77	52	5.2%	73.1%	26.9%	8	8	0.80%
Foster Youth	82	20	12	14.6%	58.3%	41.7%	1	1	1.22%
Homeless Youth	219	24	12	5.5%	41.7%	58.3%	1	1	0.46%
Migrant Education	147	6	4	2.7%	50.0%	50.0%	0	0	0.00%
Socioeconomically Disadvantaged	4,295	418	244	5.7%	65.2%	34.8%	16	16	0.37%
Students with Disabilities	378	67	40	10.6%	72.5%	27.5%	3	3	0.79%
African American	204	71	32	15.7%	50.0%	50.0%	1	1	0.49%
American Indian or Alaska Native	47	3	3	6.4%	100.0%	0.0%	0	0	0.00%
Asian	72	0	0	0.0%	0.0%	0.0%	0	0	0.00%
Filipino	19	1	1	5.3%	100.0%	0.0%	0	0	0.00%
Hispanic or Latino	4,142	324	196	4.7%	66.3%	33.7%	14	14	0.34%
Pacific Islander	10	2	1	10.0%	0.0%	100.0%	0	0	0.00%
White	1,118	71	44	3.9%	75.0%	25.0%	5	5	0.45%
Two or More Races	17	4	2	11.8%	50.0%	50.0%	1	1	5.88%

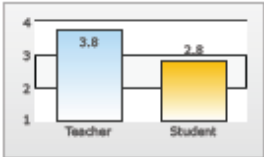
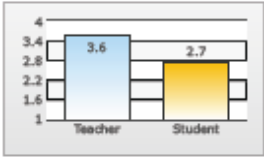
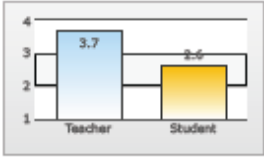
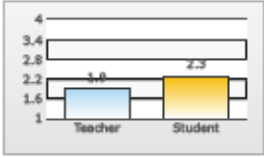
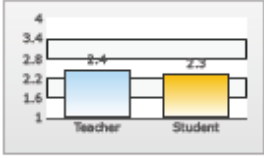
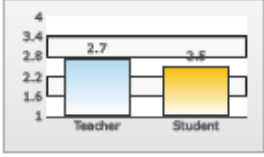
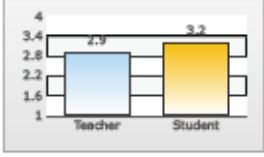
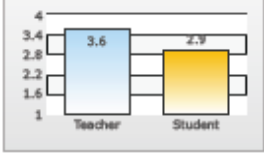
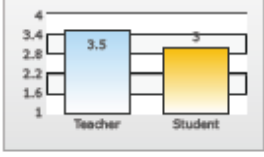




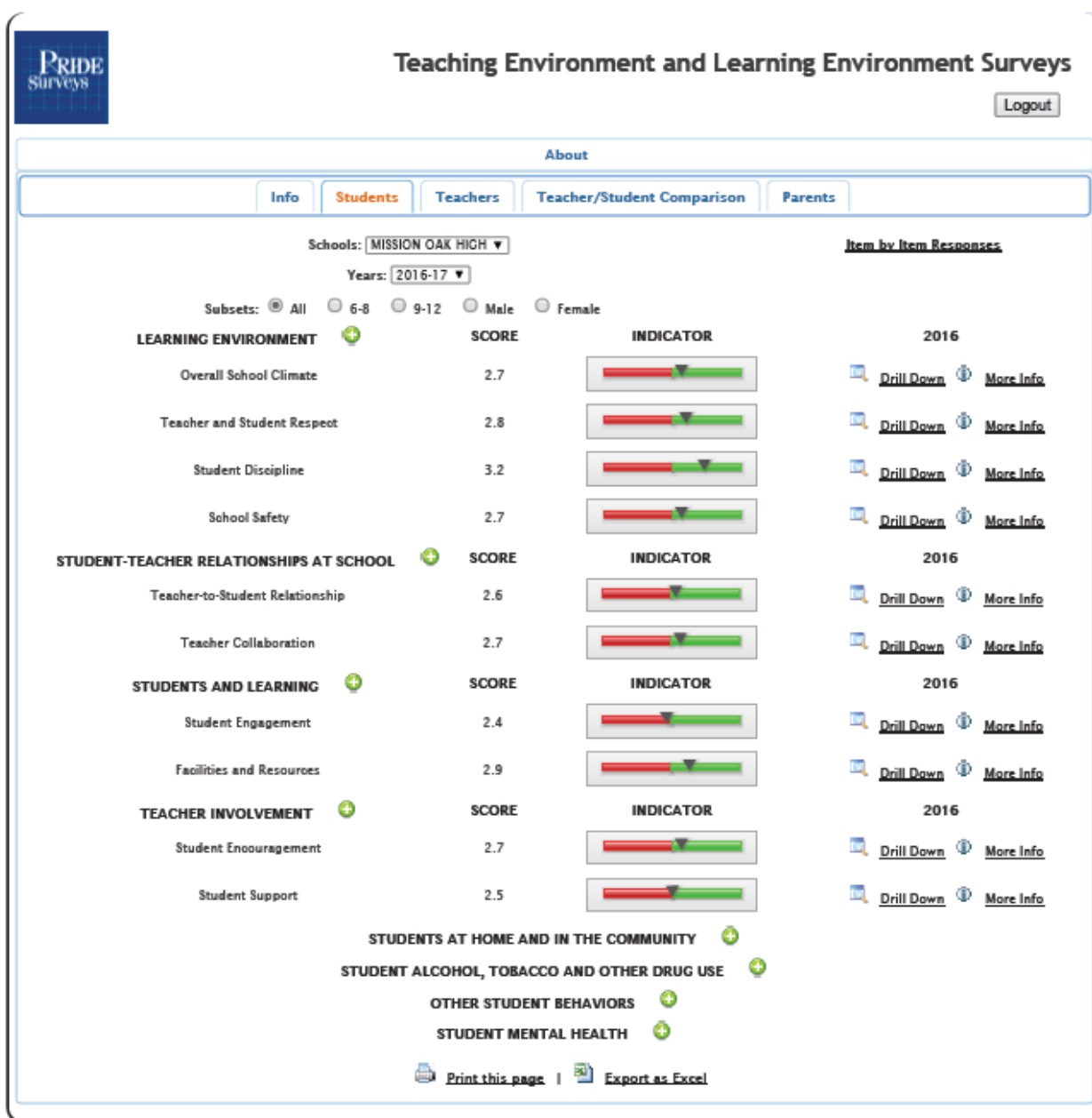
Mission Oak High School ACS WASC/CDE Self-Study Report

S - To what degree do the following interfere with your class work: Student absences.	3.1	<p>Teacher: 1.8, Student: 3.1</p>	Details
T - My principal enforces school rules for student conduct and backs me up when I need it.	3.1	<p>Teacher: 3.1, Student: 3.5</p>	Chart Details
S - Thinking back over the past year in school, I think: My principal enforces school rules and backs up my teacher when needed.	2.5		
T - We have clear rules on bullying.	3.2	<p>Teacher: 3.2, Student: 2.8</p>	Chart Details
S - Does your school set clear rules on bullying?	2.8		
T - In my school I feel safe: In the classroom.	3.9	<p>Teacher: 3.9, Student: 2.9</p>	Chart Details
S - In my school, I feel safe: In the classroom.	2.9		
T - In my school I feel safe: In the cafeteria (lunchroom).	3.7	<p>Teacher: 3.7, Student: 3.7</p>	Chart Details
S - In my school, I feel safe: In the cafeteria (lunchroom).	2.7		
T - In my school I feel safe: In the halls.	3.7	<p>Teacher: 3.7, Student: 3.7</p>	Chart Details
S - In my school, I feel safe: In the halls.	2.7		
T - In my school I feel safe: In the bathroom.	3.7	<p>Teacher: 3.7, Student: 2.7</p>	Chart Details
S - In my school, I feel safe: In the bathroom.	2.7		
T - In my school I feel safe: In the gym.	3.8	<p>Teacher: 3.8, Student: 2.9</p>	Chart Details
S - In my school, I feel safe: In the gym.	2.9		
T - In my school I feel safe: On the school bus.	3.5	<p>Teacher: 3.5, Student: 2.7</p>	Chart Details
S - In my school, I feel safe: On the school bus.	2.7		
T - In my school I feel safe: At school events (ballgames, etc.).	3.8		Chart
S - In my school, I feel safe: At school events (ballgames, etc.).	2.8		Details

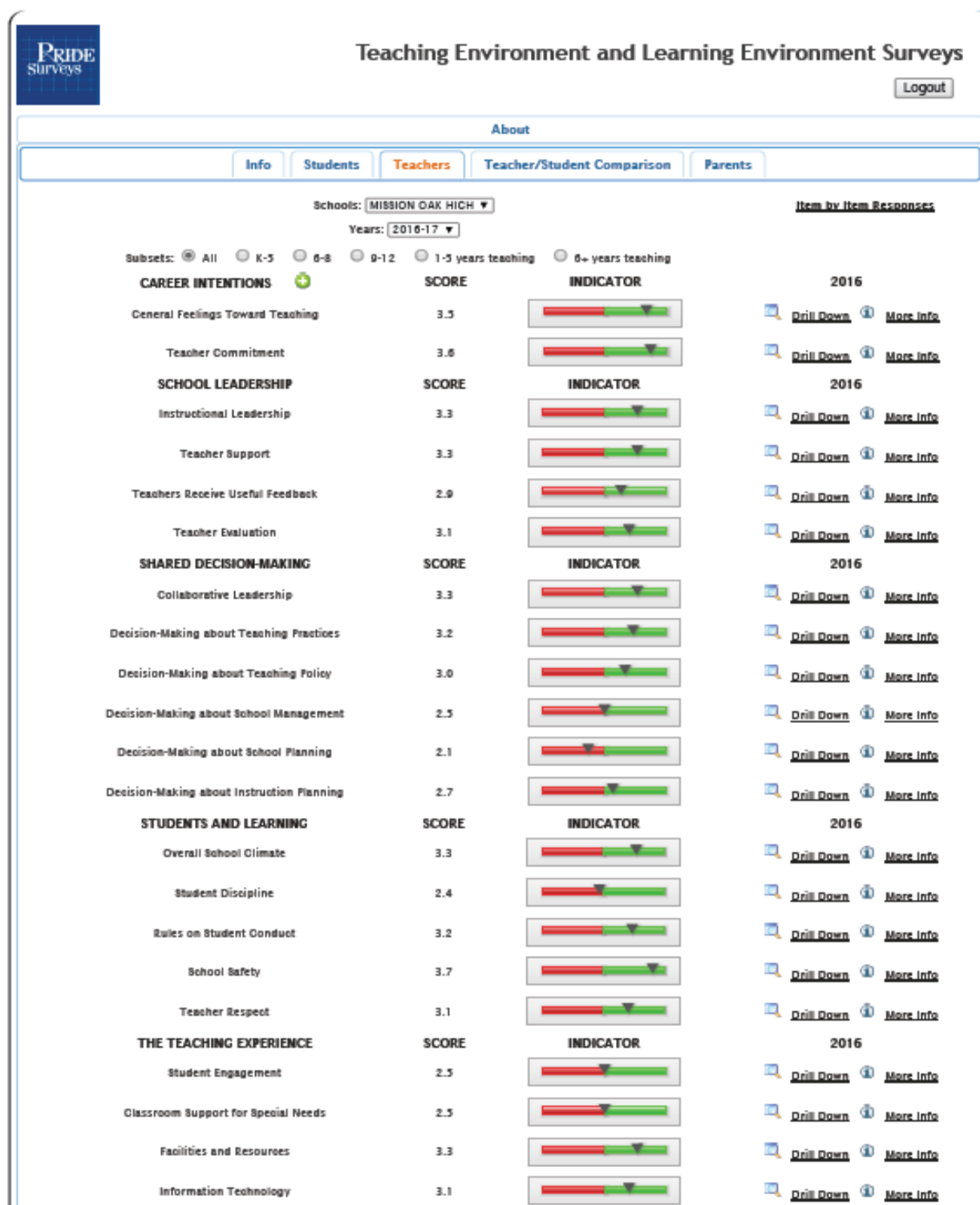
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T - In my school I feel safe: On the playground.	3.6			
S - In my school, I feel safe: On the playground.	2.7			Chart Details
T - In my school I feel safe: In the parking lot.	3.7			
S - In my school, I feel safe: In the parking lot.	2.6			Chart Details
T - At my school: Students don't care about learning.	1.9			
S - Most kids don't care about their school grades.	2.3			Chart Details
T - At my school: Students come to school prepared to put forth the required effort to learn.	2.4			
S - Students come to school prepared to learn.	2.3			Chart Details
T - At my school: Students have pride in their school.	2.7			
S - Students at my school have pride in our school.	2.5			Chart Details
T - At my school: Students take pride in their academic accomplishments.	2.9			
S - I take pride in my academic accomplishments.	3.2			Chart Details
T - At my school: The school environment is clean and well maintained.	3.6			
S - My school is clean and kept in good condition.	2.9			Chart Details
T - At my school: I have adequate resources to do a good job teaching students.	3.5			
S - We have plenty of textbooks and other supplies for our lessons.	3.0			Chart Details
















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Mission Oak High School ACS WASC/CDE Self-Study Report



Mission Oak High School ACS WASC/CDE Self-Study Report

SCHOOL CLIMATE	SCORE	INDICATOR	2016
Teacher Efficacy	3.3		 Drill Down  More Info
Teacher Stress and Burnout	2.6		 Drill Down  More Info
Teacher Compensation	3.1		 Drill Down  More Info
Interpersonal Relationship	3.4		 Drill Down  More Info
Staff Collegiality	3.4		 Drill Down  More Info

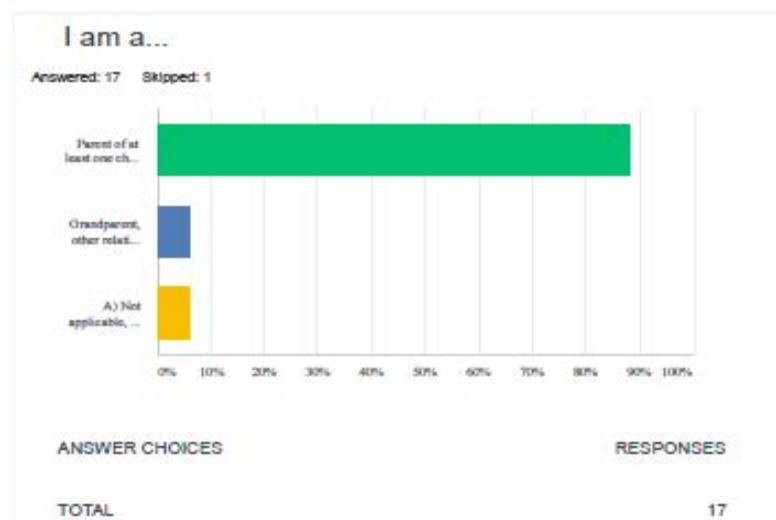
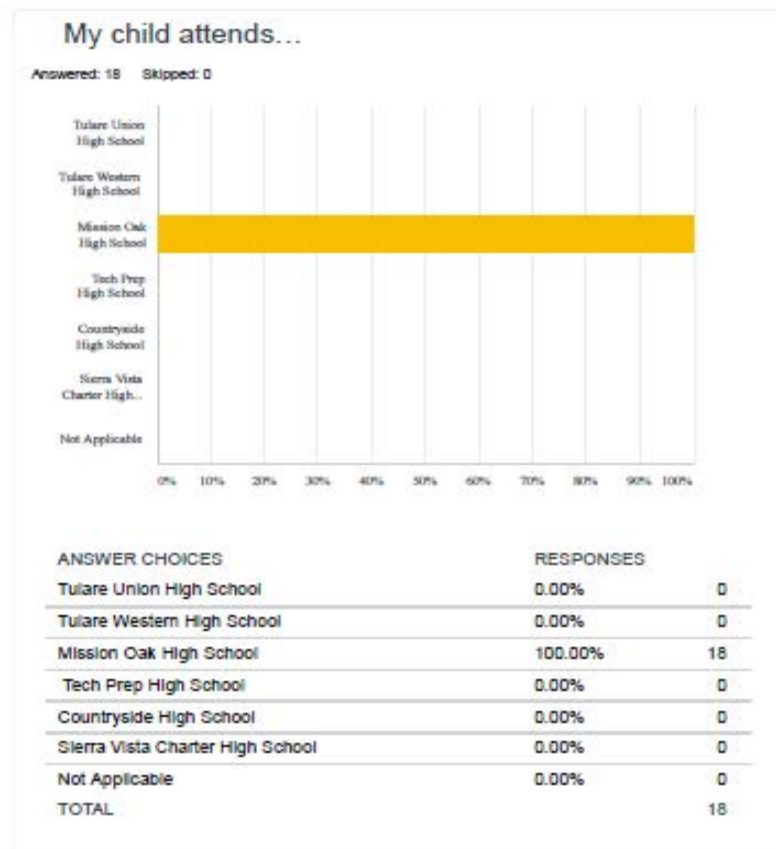
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2016 LCAP Survey English

LCAP English MO

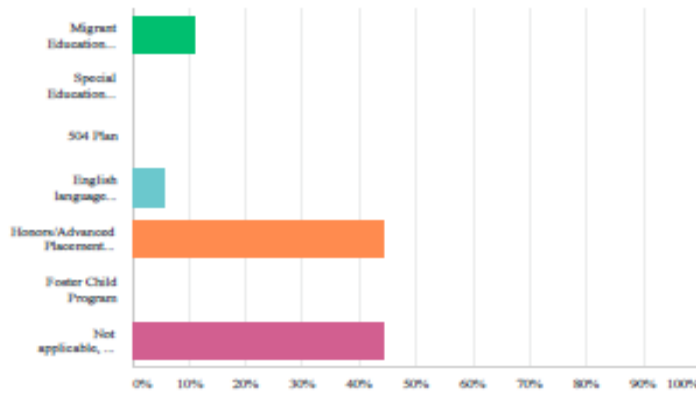


Mission Oak High School ACS WASC/CDE Self-Study Report

Parent of at least one child at this school	88.24%	15
Grandparent, other relative, caregiver, and/or legal guardian of a child at this school	5.88%	1
A) Not applicable, not sure, or decline to answer	5.88%	1
TOTAL		17

Is your child in any of these programs? (Mark all that apply)

Answered: 18 Skipped: 0

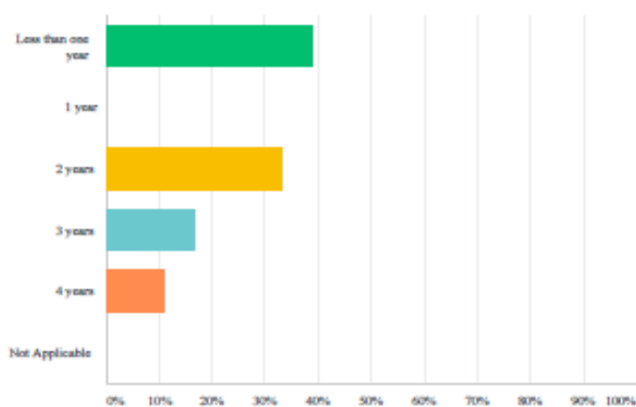


ANSWER CHOICES	RESPONSES	
Migrant Education Program	11.11%	2
Special Education Program or an Individual Education Plan (IEP)	0.00%	0
504 Plan	0.00%	0
English language Development (for children learning English)	5.56%	1
Honors/Advanced Placement classes	44.44%	8
Foster Child Program	0.00%	0
Not applicable, not sure, or decline to answer	44.44%	8
Total Respondents: 18		

How many years has your child been at this school?

Answered: 18 Skipped: 0

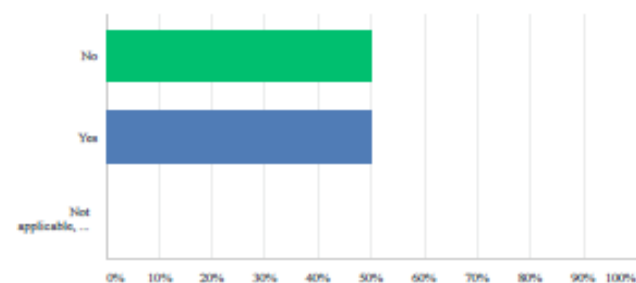
Mission Oak High School ACS WASC/CDE Self-Study Report



ANSWER CHOICES	RESPONSES	
Less than one year	38.89%	7
1 year	0.00%	0
2 years	33.33%	6
3 years	16.67%	3
4 years	11.11%	2
Not Applicable	0.00%	0
TOTAL		18

Do one or more of your children receive a free or reduced-price breakfast or lunch at this school?

Answered: 18 Skipped: 0

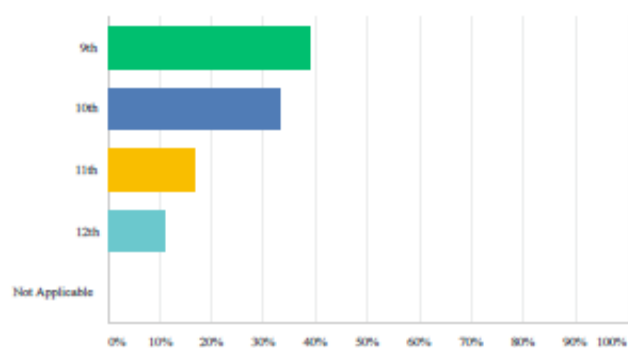


ANSWER CHOICES	RESPONSES	
No	50.00%	9
Yes	50.00%	9
Not applicable, not sure, or decline to answer	0.00%	0
TOTAL		18

In what grade is your child?

Answered: 18 Skipped: 0

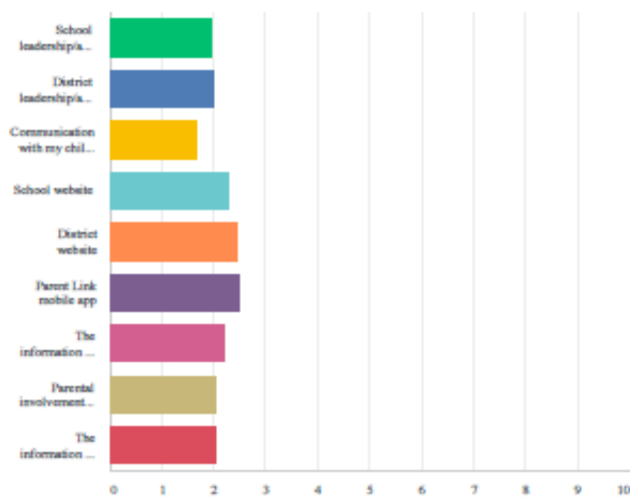
Mission Oak High School ACS WASC/CDE Self-Study Report



ANSWER CHOICES	RESPONSES	
9th	38.89%	7
10th	33.33%	6
11th	16.67%	3
12th	11.11%	2
Not Applicable	0.00%	0
TOTAL		18

Please indicate your level of satisfaction with the following statements:

Answered: 18 Skipped: 0



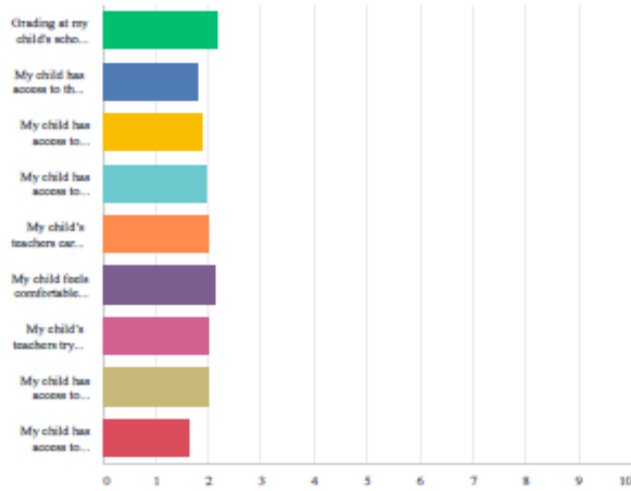
	COMPLETELY SATISFIED	VERY SATISFIED	MODERATELY SATISFIED	SLIGHTLY SATISFIED	NOT AT ALL SATISFIED	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
School leadership/administration	27.78% 5	50.00% 9	22.22% 4	0.00% 0	0.00% 0	0.00% 0	18	1.1

Mission Oak High School ACS WASC/CDE Self-Study Report

District leadership/administration	22.22% 4	61.11% 11	11.11% 2	5.56% 1	0.00% 0	0.00% 0	18	2.0
Communication with my child's school	50.00% 9	33.33% 6	16.67% 3	0.00% 0	0.00% 0	0.00% 0	18	1.0
School website	27.78% 5	50.00% 9	0.00% 0	11.11% 2	11.11% 2	0.00% 0	18	2.0
District website	11.11% 2	61.11% 11	16.67% 3	0.00% 0	5.56% 1	5.56% 1	18	2.0
Parent Link mobile app	33.33% 6	33.33% 6	11.11% 2	5.56% 1	5.56% 1	11.11% 2	18	2.0
The information I receive from the school about my child's academic progress.	22.22% 4	44.44% 8	27.78% 5	0.00% 0	5.56% 1	0.00% 0	18	2.0
Parental involvement opportunities in my child's school.	22.22% 4	61.11% 11	5.56% 1	11.11% 2	0.00% 0	0.00% 0	18	2.0
The information I receive from the school about school activities.	33.33% 6	38.89% 7	16.67% 3	11.11% 2	0.00% 0	0.00% 0	18	2.0

Please indicate the degree to which you agree with the following statements:

Answered: 18 Skipped: 0



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Grading at my child's school is fair.	5.56% 1	77.78% 14	11.11% 2	5.56% 1	0.00% 0	0.00% 0	18	2.17

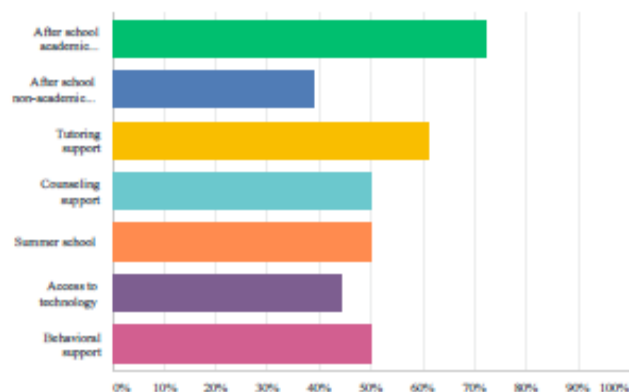
Mission Oak High School ACS WASC/CDE Self-Study Report

My child has access to the necessary instructional materials (e.g., textbooks).	22.22% 4	77.78% 14	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18	1.78
My child has access to counseling for social or emotional needs.	16.67% 3	77.78% 14	5.56% 1	0.00% 0	0.00% 0	0.00% 0	18	1.89
My child has access to academic counseling and guidance.	27.78% 5	61.11% 11	5.56% 1	0.00% 0	5.56% 1	0.00% 0	18	1.94
My child's teachers care about my child's success.	16.67% 3	66.67% 12	16.67% 3	0.00% 0	0.00% 0	0.00% 0	18	2.00
My child feels comfortable asking the teachers questions.	22.22% 4	50.00% 9	22.22% 4	5.56% 1	0.00% 0	0.00% 0	18	2.11
My child's teachers try to make the material interesting.	22.22% 4	55.56% 10	22.22% 4	0.00% 0	0.00% 0	0.00% 0	18	2.00
My child has access to college guidance counseling.	33.33% 6	44.44% 8	16.67% 3	0.00% 0	5.56% 1	0.00% 0	18	2.00
My child has access to challenging courses, such as honors and Advance Placement courses.	50.00% 9	38.89% 7	11.11% 2	0.00% 0	0.00% 0	0.00% 0	18	1.61

What else could the Tulare Joint Union High School District do to address the needs of special need and/or at-risk students? Please select all that apply.

Answered: 18 Skipped: 0

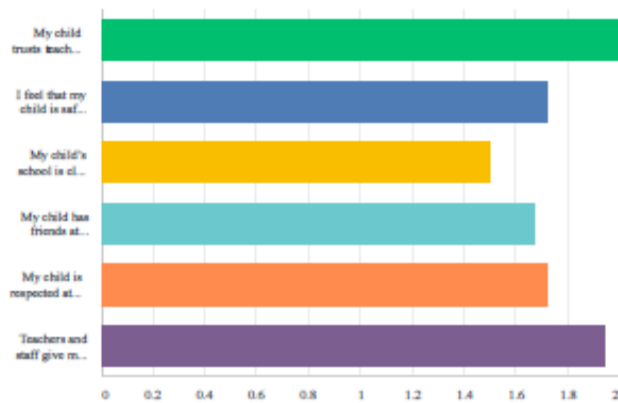
Mission Oak High School ACS WASC/CDE Self-Study Report



ANSWER CHOICES	RESPONSES	
After school academic enrichment programs, such as tutoring.	72.22%	13
After school non-academic enrichment programs, such as ballroom dance, weightlifting and etc.	38.89%	7
Tutoring support	61.11%	11
Counseling support	50.00%	9
Summer school	50.00%	9
Access to technology	44.44%	8
Behavioral support	50.00%	9
Total Respondents: 18		

Please indicate the degree to which you agree with the following statements:

Answered: 18 Skipped: 0



STRONGLY
AGREE

AGREE

NEITHER
AGREE
NOR
DISAGREE

DISAGREE

STRONGLY
DISAGREE

DON'T
KNOW

TOTAL

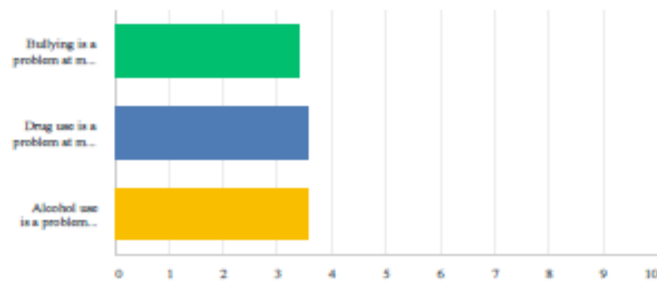
WEIGHTED
AVERAGE

Mission Oak High School ACS WASC/CDE Self-Study Report

My child trusts teachers and staff.	11.11% 2	77.78% 14	11.11% 2	0.00% 0	0.00% 0	0.00% 0	18	2.00
I feel that my child is safe at school.	38.89% 7	50.00% 9	11.11% 2	0.00% 0	0.00% 0	0.00% 0	18	1.72
My child's school is clean and well-maintained.	50.00% 9	50.00% 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18	1.50
My child has friends at school.	33.33% 6	66.67% 12	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18	1.67
My child is respected at school.	33.33% 6	61.11% 11	5.56% 1	0.00% 0	0.00% 0	0.00% 0	18	1.72
Teachers and staff give my child encouragement on a regular basis.	16.67% 3	77.78% 14	0.00% 0	5.56% 1	0.00% 0	0.00% 0	18	1.94

Please indicate the degree to which you agree with the following statements:

Answered: 18 Skipped: 0



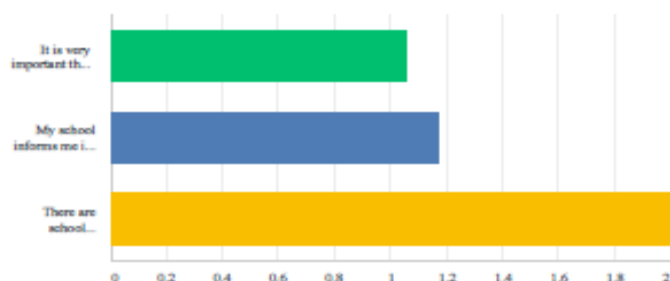
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying is a problem at my child's school.	0.00% 0	22.22% 4	50.00% 9	5.56% 1	11.11% 2	11.11% 2	18	3.39
Drug use is a problem at my child's school.	5.56% 1	16.67% 3	33.33% 6	22.22% 4	5.56% 1	16.67% 3	18	3.56

Mission Oak High School ACS WASC/CDE Self-Study Report

Alcohol use is a problem at my child's school.	11.11% 2	5.56% 1	38.89% 7	22.22% 4	5.56% 1	16.67% 3	18	3.56
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Please indicate the degree to which you agree with the following:

Answered: 18 Skipped: 0

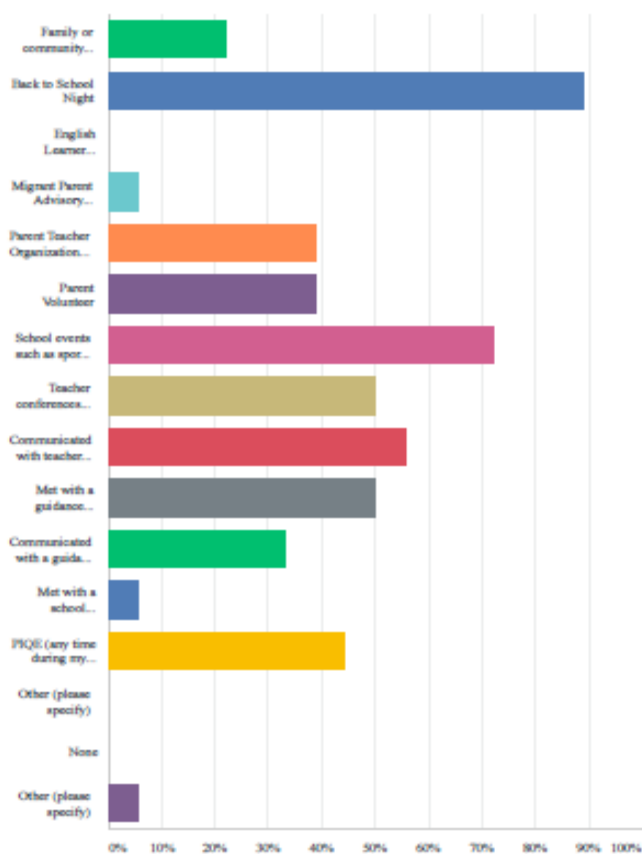


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
It is very Important that my child attends school dally.	94.44% 17	5.56% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18	1.06
My school informs me if my child is having attendance problems.	88.89% 16	5.56% 1	5.56% 1	0.00% 0	0.00% 0	0.00% 0	18	1.17
There are school resources to help me with problems that may cause my child to miss school.	47.06% 8	23.53% 4	23.53% 4	0.00% 0	0.00% 0	5.88% 1	17	2.00

Which parent or community activities did you participate in this year? Please select all that apply.

Answered: 18 Skipped: 0

Mission Oak High School ACS WASC/CDE Self-Study Report



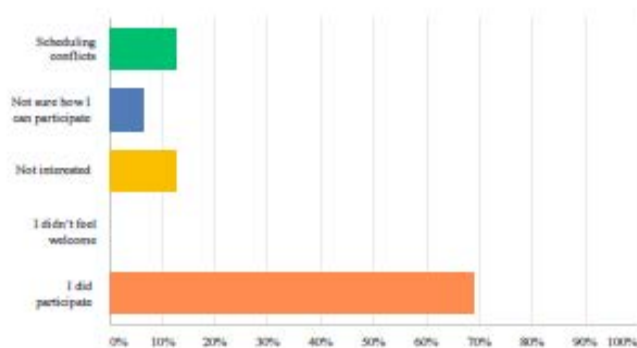
ANSWER CHOICES	RESPONSES	
Family or community forums	22.22%	4
Back to School Night	88.89%	16
English Learner Advisory Committee (ELAC)	0.00%	0
Migrant Parent Advisory Committee	5.56%	1
Parent Teacher Organization or Association, such as Booster group meetings	38.89%	7
Parent Volunteer	38.89%	7
School events such as sports, concerts, plays, and etc.	72.22%	13
Teacher conferences	50.00%	9
Communicated with teachers through email or phone	55.56%	10
Met with a guidance counselor	50.00%	9
Communicated with a guidance counselor through email or phone	33.33%	6
Met with a school psychologist	5.56%	1
PIQE (any time during my child's attendance in our district)	44.44%	8
Other (please specify)	0.00%	0
None	0.00%	0

Total Respondents: 18

Other (please specify) 5.56% 1
Total Respondents: 18

Why didn't you participate in parent activities this year? Please select all that apply.

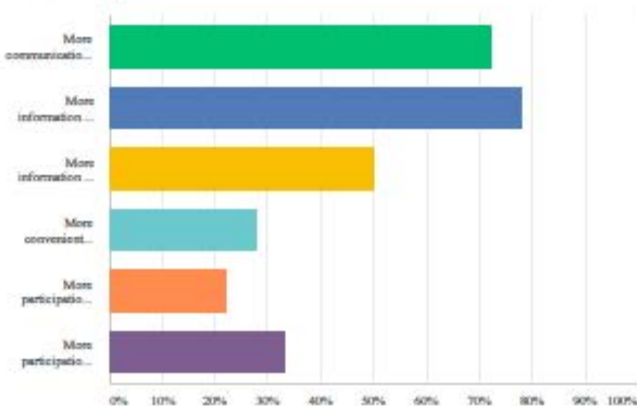
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Scheduling conflicts	12.50%	2
Not sure how I can participate	6.25%	1
Total Respondents: 16		
Not interested	12.50%	2
I didn't feel welcome	0.00%	0
I did participate	68.75%	11
Total Respondents: 16		

What would help parents become more involved in our district? Please select all that apply.

Answered: 18 Skipped: 0

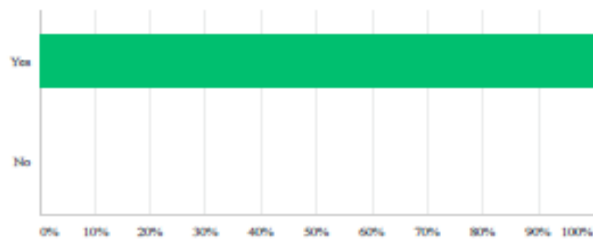


Mission Oak High School ACS WASC/CDE Self-Study Report

ANSWER CHOICES	RESPONSES	
More communication between the school and parents	72.22%	13
More Information on Involvement opportunities	77.78%	14
More Information on how to support students at home	50.00%	9
More convenient times	27.78%	5
More participation opportunities at the district level	22.22%	4
More participation opportunities at the school level	33.33%	6
Total Respondents: 18		

Are you able to communicate with teachers and staff when you need to?

Answered: 18 Skipped: 0

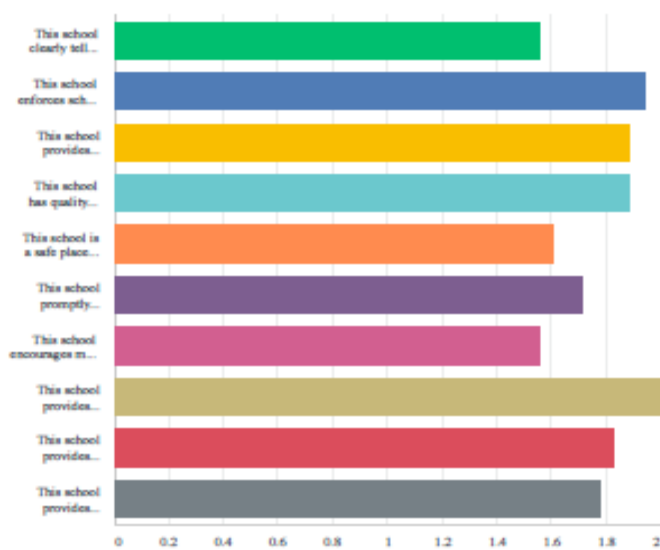


ANSWER CHOICES	RESPONSES	
Yes	100.00%	18
No	0.00%	0
TOTAL		18

Please indicate the degree to which you agree with the following statements about your school.

Answered: 18 Skipped: 0

Mission Oak High School ACS WASC/CDE Self-Study Report



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
This school clearly tells students in advance what will happen if they break school rules.	55.56% 10	38.89% 7	0.00% 0	5.56% 1	0.00% 0	0.00% 0	18	1.56
This school enforces school rules equally for my child and all students.	44.44% 8	38.89% 7	0.00% 0	11.11% 2	5.56% 1	0.00% 0	18	1.94
This school provides quality activities that meet my child's interests and talents, such as sports, clubs, music, and agriculture.	44.44% 8	38.89% 7	11.11% 2	0.00% 0	0.00% 0	5.56% 1	18	1.89
This school has quality programs for my child's talents, gifts, or special needs.	44.44% 8	38.89% 7	11.11% 2	0.00% 0	0.00% 0	5.56% 1	18	1.89
This school is a safe place for my child.	50.00% 9	38.89% 7	11.11% 2	0.00% 0	0.00% 0	0.00% 0	18	1.61
This school promptly responds to my phone calls, messages, or e-mails.	52.94% 9	29.41% 5	11.76% 2	5.88% 1	0.00% 0	0.00% 0	17	1.71

Mission Oak High School ACS WASC/CDE Self-Study Report

This school encourages me to be an active partner with the school in educating my child	50.00% 9	44.44% 8	5.56% 1	0.00% 0	0.00% 0	0.00% 0	18	1.56
This school provides information about why your child is placed in particular groups or classes.	44.44% 8	33.33% 6	11.11% 2	5.56% 1	0.00% 0	5.56% 1	18	2.00
This school provides information on your expected role at your child's school.	44.44% 8	38.89% 7	11.11% 2	0.00% 0	5.56% 1	0.00% 0	18	1.83
This school provides information on how to help your child plan for college or vocational school.	44.44% 8	44.44% 8	5.56% 1	0.00% 0	5.56% 1	0.00% 0	18	1.78

Other Comments or feedback

Answered: 2 Skipped: 16

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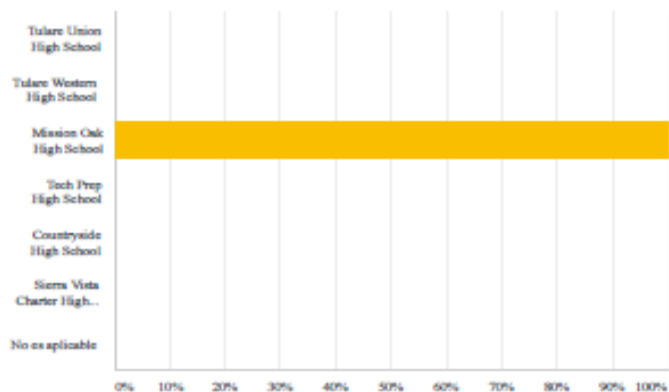
Check out our [sample surveys](#) and [create your own now!](#)

2016 LCAP Survey Spanish

LCAP Spanish MO

Mi estudiante asiste ...

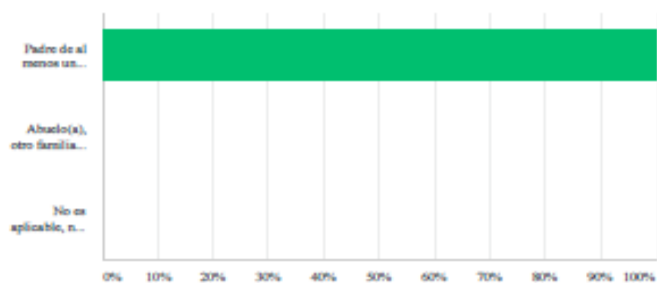
Respondidas: 17 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS	
Tulare Union High School	0,00%	0
Tulare Western High School	0,00%	0
Mission Oak High School	100,00%	17
Tech Prep High School	0,00%	0
Countryside High School	0,00%	0
Sierra Vista Charter High School	0,00%	0
No es aplicable	0,00%	0
TOTAL		17

Yo soy un...

Respondidas: 17 Omitidas: 0

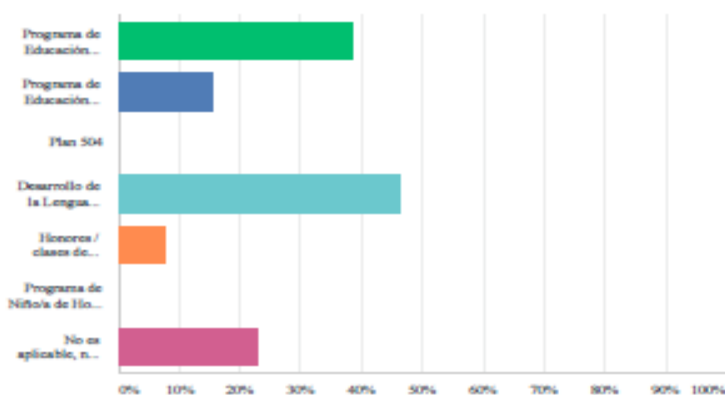


OPCIONES DE RESPUESTA	RESPUESTAS
TOTAL	17

Padre de al menos un estudiante en esta escuela	100,00%	17
Abuelo(a), otro familiar, cuidador, y/o guardián legal de un estudiante	0,00%	0
No es aplicable, no estoy seguro(a), o me niego a contestar	0,00%	0
TOTAL		17

¿Está su estudiante en alguno de estos programas? (Marque todos los que apliquen)

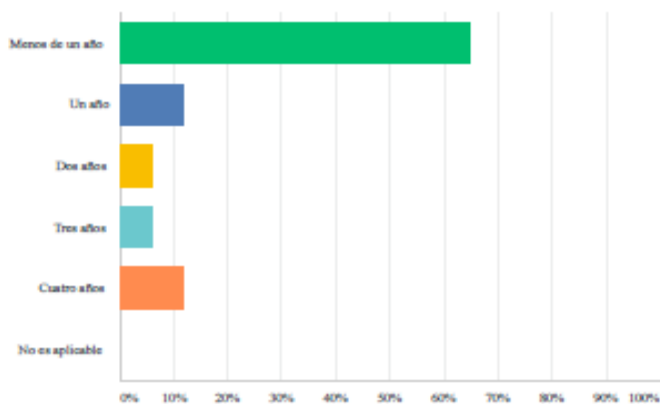
Respondidas: 13 Omitidas: 4



OPCIONES DE RESPUESTA	RESPUESTAS	
Programa de Educación Migrante	38,46%	5
Programa de Educación Especial o un Programa Individualizado de Educación (IEP)	15,38%	2
Plan 504	0,00%	0
Desarrollo de la Lengua Inglesa (para estudiantes aprendices de Inglés como idioma adicional)	46,15%	6
Honores / clases de Colocación Avanzada	7,69%	1
Programa de Niño/a de Hogar Temporal	0,00%	0
No es aplicable, no estoy seguro(a), o me niego a contestar	23,08%	3
Total de encuestados: 13		

¿Cuántos años ha estado matriculado su estudiante en esta escuela?

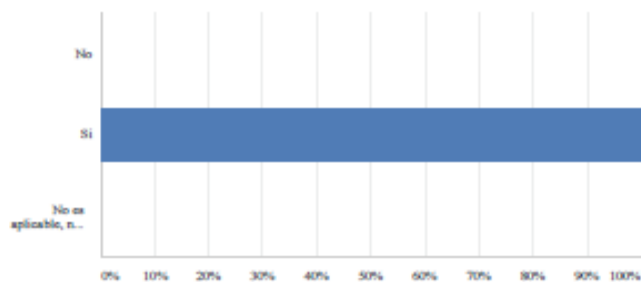
Respondidas: 17 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS	
Menos de un año	64,71%	11
Un año	11,76%	2
Dos años	5,88%	1
Tres años	5,88%	1
Cuatro años	11,76%	2
No es aplicable	0,00%	0
TOTAL		17

¿Reciben comidas gratis o a precio reducido uno o más de sus estudiantes matriculados en esta escuela?

Respondidas: 17 Omitidas: 0

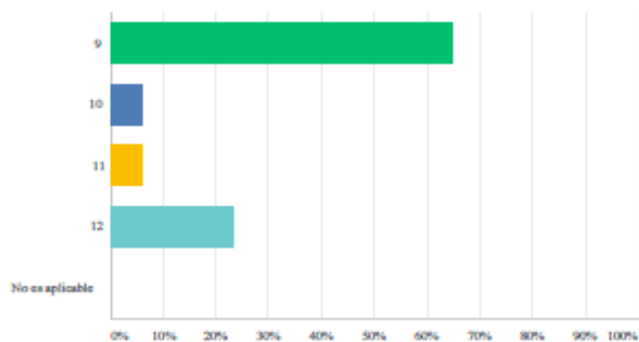


OPCIONES DE RESPUESTA	RESPUESTAS	
No	0,00%	0
Si	100,00%	17
No es aplicable, no estoy seguro(a), o me niego contestar	0,00%	0
TOTAL		17

¿En qué grado esta su estudiante?

Mission Oak High School ACS WASC/CDE Self-Study Report

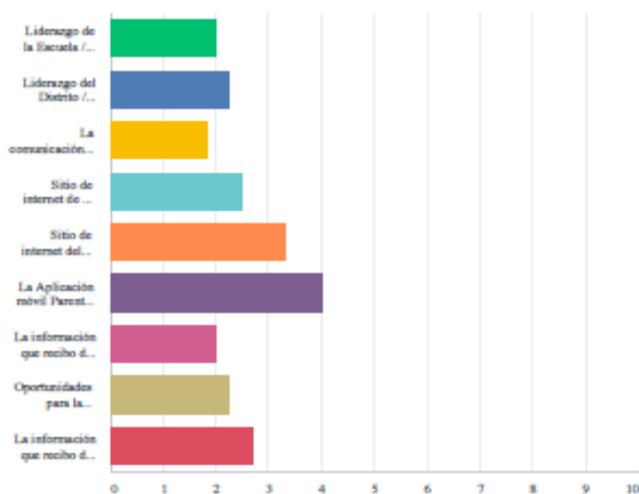
Respondidas: 17 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS	
9	64,71%	11
10	5,88%	1
11	5,88%	1
12	23,53%	4
No es aplicable	0,00%	0
TOTAL		17

Favor de indicar su nivel de satisfacción con las siguientes afirmaciones:

Respondidas: 17 Omitidas: 0



	COMPLETAMENTE SATISFECHO	MUY SATISFECHO	MODERADAMENTE SATISFECHO	LIGERAMENTE SATISFECHO	NADA SATISFECHO	NO LO SE	OTRO
Liderazgo de la Escuela / administración	29,41% 5	47,06% 8	17,65% 3	5,88% 1	0,00% 0	0,00% 0	

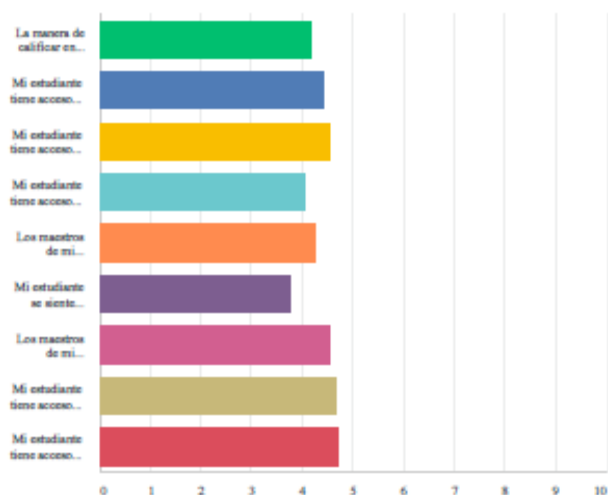
Mission Oak High School ACS WASC/CDE Self-Study Report

Liderazgo del Distrito / administración	25,00% 4	50,00% 8	12,50% 2	6,25% 1	0,00% 0	6,25% 1
La comunicación con la escuela de mi estudiante	35,29% 6	52,94% 9	5,88% 1	5,88% 1	0,00% 0	0,00% 0
Sitio de Internet de la escuela	18,75% 3	50,00% 8	18,75% 3	0,00% 0	0,00% 0	12,50% 2
Sitio de Internet del distrito	13,33% 2	40,00% 6	13,33% 2	0,00% 0	0,00% 0	33,33% 5
La Aplicación móvil Parent Link.	16,67% 2	16,67% 2	0,00% 0	25,00% 3	0,00% 0	41,67% 5
La información que recibo de la escuela sobre el progreso académico de mi estudiante.	41,18% 7	29,41% 5	17,65% 3	11,76% 2	0,00% 0	0,00% 0
Oportunidades para la participación de los padres en la escuela de mi estudiante.	23,53% 4	52,94% 9	11,76% 2	5,88% 1	0,00% 0	5,88% 1
La información que recibo de la escuela acerca de las actividades escolares.	31,25% 5	18,75% 3	18,75% 3	18,75% 3	6,25% 1	6,25% 1

Favor de indicar el grado en que usted está de acuerdo con las siguientes afirmaciones:

Respondidas: 17 Omitidas: 0

Mission Oak High School ACS WASC/CDE Self-Study Report



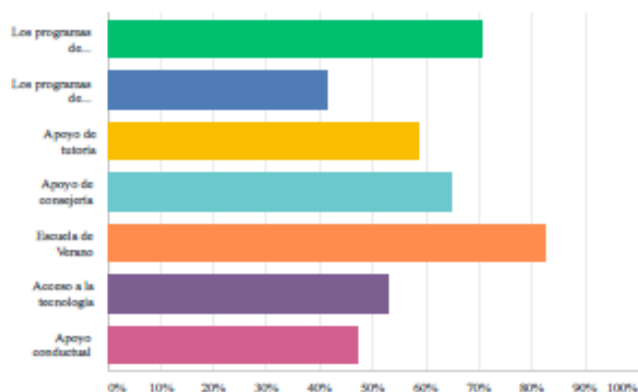
	MUY EN DESACUERDO	DESACUERDO	NI DE ACUERDO NI EN DESACUERDO	DE ACUERDO	MUY DE ACUERDO	NO LO SE	TOTAL	PROMEDIO PONDERADO
La manera de calificar en la escuela de mi estudiante es justa.	0,00% 0	11,76% 2	5,88% 1	41,18% 7	35,29% 6	5,88% 1	17	4,18
Mi estudiante tiene acceso a los materiales educativos necesarios (por ejemplo, los libros de matemáticas, ciencia, etc.)	0,00% 0	12,50% 2	0,00% 0	25,00% 4	56,25% 9	6,25% 1	16	4,44
Mi estudiante tiene acceso a servicios de asesoramiento para las necesidades sociales y emocionales	0,00% 0	5,88% 1	5,88% 1	41,18% 7	23,53% 4	23,53% 4	17	4,53
Mi estudiante tiene acceso a asesoramiento y orientación académica	5,88% 1	5,88% 1	0,00% 0	58,82% 10	23,53% 4	5,88% 1	17	4,06
Los maestros de mi estudiante se preocupan por el éxito de mi estudiante	0,00% 0	17,65% 3	5,88% 1	23,53% 4	41,18% 7	11,76% 2	17	4,24
Mi estudiante se siente cómodo en hacerles preguntas a los maestros.	11,76% 2	11,76% 2	17,65% 3	17,65% 3	29,41% 5	11,76% 2	17	3,76

Mission Oak High School ACS WASC/CDE Self-Study Report

Los maestros de mi estudiante intentan hacer que la materia cubierta en clase sea interesante.	0,00% 0	5,88% 1	0,00% 0	41,18% 7	41,18% 7	11,76% 2	17	4,53
MI estudiante tiene acceso a asesoramiento para la orientación universitaria	0,00% 0	6,25% 1	0,00% 0	37,50% 6	31,25% 5	25,00% 4	16	4,65
MI estudiante tiene acceso a cursos desafiantes, como cursos de honores y cursos avanzados.	5,88% 1	5,88% 1	0,00% 0	29,41% 5	17,65% 3	41,18% 7	17	4,71

¿Qué otra cosa podía hacer el Distrito Escolar Unificado de Escuelas Secundarias de Tulare para mejor servir a los estudiantes con necesidades especiales y / o estudiantes con riesgo de fracaso escolar? Por favor seleccione todo lo que correspondan.

Respondidas: 17 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS
Los programas de enriquecimiento académico después de la escuela, tales como tutoría.	70,59% 12
Los programas de enriquecimiento no académico después de la escuela, como clase de baile, clase de levantamiento de pesas, etc.	41,18% 7
Apoyo de tutoría	58,82% 10
Apoyo de consejería	64,71% 11

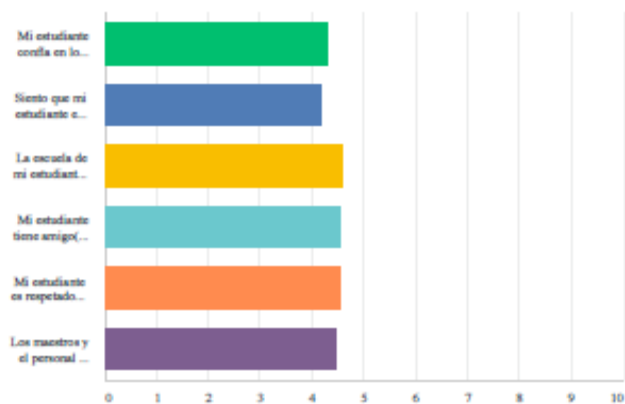
Total de encuestados: 17

Mission Oak High School ACS WASC/CDE Self-Study Report

Escuela de Verano	82,35%	14
Acceso a la tecnología	52,94%	9
Apoyo conductual	47,06%	8
Total de encuestados: 17		

Favor de indicar el grado en que usted está de acuerdo con las siguientes afirmaciones:

Respondidas: 17 Omitidas: 0



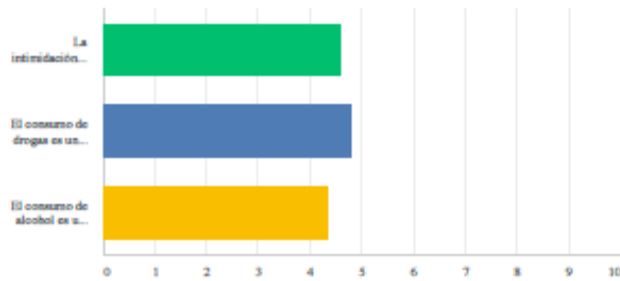
	MUY EN DESACUERDO	DESACUERDO	NI DE ACUERDO NI EN DESACUERDO	DE ACUERDO	MUY DE ACUERDO	NO LO SE	TOTAL	PROMEDIO PONDERADO
Mi estudiante confía en los maestros y el personal.	0,00% 0	5,88% 1	5,88% 1	47,06% 8	35,29% 6	5,88% 1	17	4,29
Siento que mi estudiante está seguro en la escuela.	5,88% 1	5,88% 1	5,88% 1	35,29% 6	41,18% 7	5,88% 1	17	4,18
La escuela de mi estudiante está limpia y bien mantenida.	0,00% 0	5,88% 1	0,00% 0	23,53% 4	70,59% 12	0,00% 0	17	4,59
Mi estudiante tiene amigo(a)s en la escuela.	0,00% 0	5,88% 1	0,00% 0	29,41% 5	64,71% 11	0,00% 0	17	4,53

Mission Oak High School ACS WASC/CDE Self-Study Report

Mi estudiante es respetado en la escuela.	0,00% 0	5,88% 1	0,00% 0	35,29% 6	52,94% 9	5,88% 1	17	4,53
Los maestros y el personal le dan ánimo a mi estudiante de forma regular.	0,00% 0	11,76% 2	0,00% 0	35,29% 6	35,29% 6	17,65% 3	17	4,47

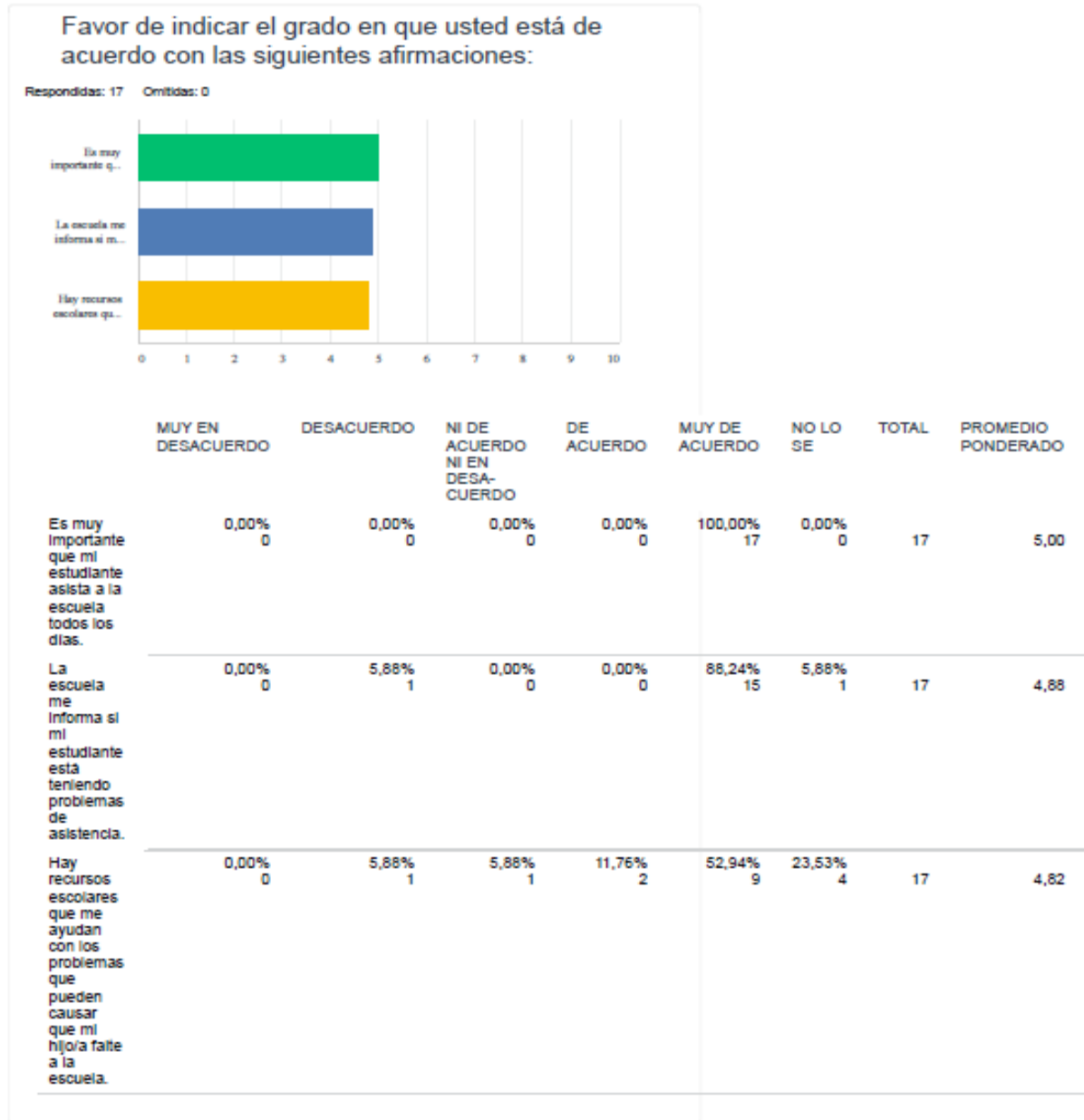
Favor de indicar el grado en que usted está de acuerdo con las siguientes afirmaciones:

Respondidas: 17 Omitidas: 0



	MUY EN DESACUERDO	DESACUERDO	NI DE ACUERDO NI EN DESACUERDO	DE ACUERDO	MUY DE ACUERDO	NO LO SE	TOTAL	PROMEDIO PONDERADO
La intimidación o "bullying" es un problema en la escuela de mi estudiante.	5,88% 1	5,88% 1	11,76% 2	11,76% 2	29,41% 5	35,29% 6	17	4,59
El consumo de drogas es un problema en la escuela de mi estudiante.	5,88% 1	11,76% 2	0,00% 0	5,88% 1	29,41% 5	47,06% 8	17	4,82
El consumo de alcohol es un problema en la escuela de mi estudiante.	11,76% 2	5,88% 1	17,65% 3	5,88% 1	17,65% 3	41,18% 7	17	4,35

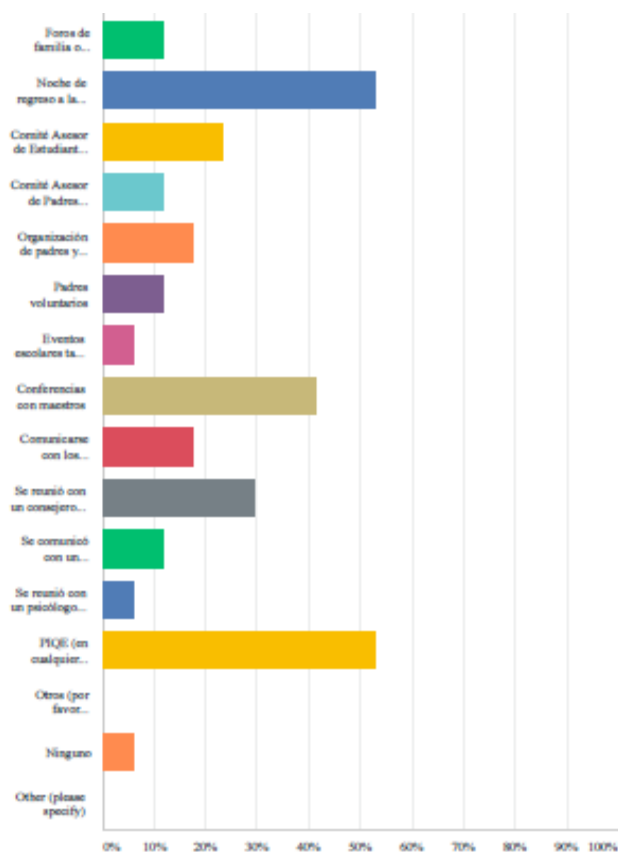
Mission Oak High School ACS WASC/CDE Self-Study Report



¿En qué actividades de los padres o de la comunidad participo usted en este año? Favor de seleccionar todos los que correspondan.

Respondidas: 17 Omitidas: 0

Mission Oak High School ACS WASC/CDE Self-Study Report

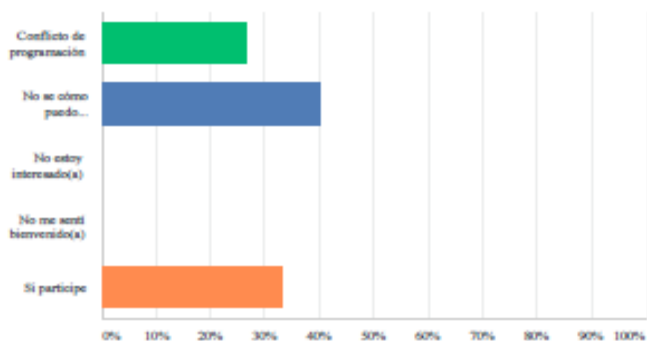


OPCIONES DE RESPUESTA	RESPUESTAS
Foros de familia o comunitarias	11,76% 2
Noche de regreso a la escuela	52,94% 9
Comité Asesor de Estudiantes Aprendiendo de Inglés (ELAC)	23,53% 4
Comité Asesor de Padres Migrantes	11,76% 2
Organización de padres y maestros o asociación, tales como Juntas de grupo Booster	17,65% 3
Padres voluntarios	11,76% 2
Eventos escolares tales como deportes, conciertos, obras de teatro, etc.	5,88% 1
Conferencias con maestros	41,18% 7
Comunicarse con los maestros a través de correo electrónico o por teléfono	17,65% 3
Se reunió con un consejero de orientación	29,41% 5
Se comunicó con un consejero de orientación a través de correo electrónico o teléfono	11,76% 2
Se reunió con un psicólogo escolar	5,88% 1
PIQE (en cualquier momento durante la asistencia de mi estudiante en nuestro distrito)	52,94% 9
Otros (por favor especifique)	0,00% 0
Total de encuestados: 17	

	5,88%	1
Ninguno		
Other (please specify)	0,00%	0
Total de encuestados: 17		

¿Por qué no participo en actividades para los padres este año? Favor de seleccionar todos los que corresponden.

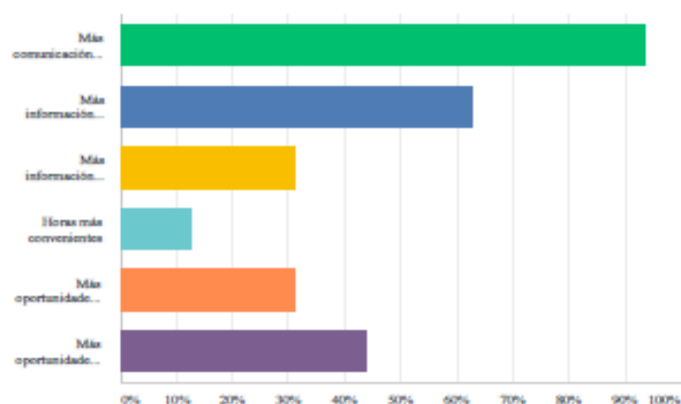
Respondidas: 15 Omitidas: 2



OPCIONES DE RESPUESTA	RESPUESTAS	
Conflicto de programación	26,67%	4
No se cómo puedo participar	40,00%	6
No estoy interesado(a)	0,00%	0
No me sentí bienvenido(a)	0,00%	0
Si participe	33,33%	5
Total de encuestados: 15		

¿Qué ayudaría para que los padres se involucren más en nuestro distrito? Favor de seleccionar todos los que correspondan.

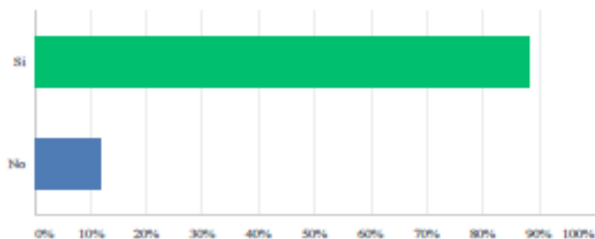
Respondidas: 16 Omitidas: 1



OPCIONES DE RESPUESTA	RESPUESTAS	
Más comunicación entre la escuela y los padres	93,75%	15
Más Información sobre las oportunidades de participación	62,50%	10
Más Información sobre la forma de apoyar a los estudiantes en el hogar	31,25%	5
Horas más convenientes	12,50%	2
Más oportunidades de participación a nivel de distrito	31,25%	5
Más oportunidades de participación a nivel escolar	43,75%	7
Total de encuestados: 16		

¿Se puede comunicar con los maestros y el personal de la escuela cuando lo ocupa?

Respondidas: 17 Omitidas: 0

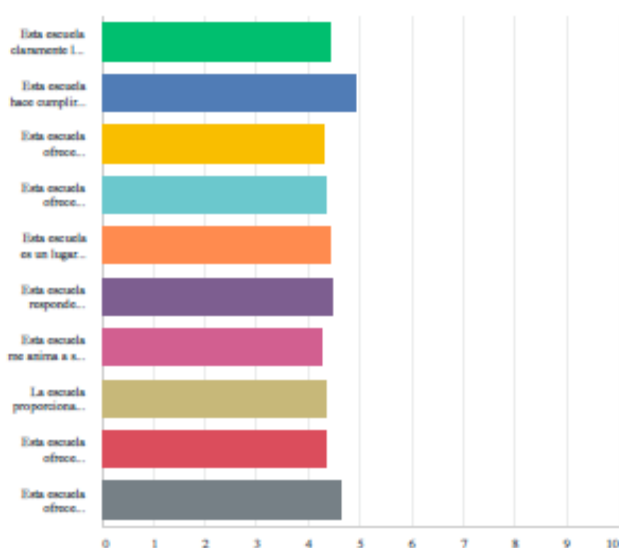


OPCIONES DE RESPUESTA	RESPUESTAS	
SI	88,24%	15
No	11,76%	2
TOTAL		17

Favor de indicar indique el grado en que usted está de acuerdo con las siguientes afirmaciones sobre la escuela.

Respondidas: 17 Omitidas: 0

Mission Oak High School ACS WASC/CDE Self-Study Report



	MUY EN DESACUERDO	DESACUERDO	NI DE ACUERDO NI EN DESACUERDO	DE ACUERDO	MUY DE ACUERDO	NO LO SE	TOTAL	PROMEDIO PONDERADO
Esta escuela claramente les comunica a los estudiantes por adelantado lo que va a pasar si no siguen las reglas escolares.	0,00% 0	5,88% 1	11,76% 2	23,53% 4	52,94% 9	5,88% 1	17	4,4
Esta escuela hace cumplir las reglas escolares por igual para mi estudiante y todos los estudiantes.	0,00% 0	0,00% 0	0,00% 0	23,53% 4	58,82% 10	17,65% 3	17	4,9
Esta escuela ofrece actividades de calidad que responden a los intereses y talentos de mi estudiante, tales como deportes, clubes, música y agricultura. Esta escuela cuenta con programas de calidad para talentos, dones, o necesidades especiales de	5,88% 1	5,88% 1	0,00% 0	35,29% 6	47,06% 8	5,88% 1	17	4,2

Mission Oak High School ACS WASC/CDE Self-Study Report

Esta escuela ofrece actividades de calidad que responden a los intereses y talentos de mi estudiante, tales como deportes, clubes, música y agricultura.	5,88% 1	5,88% 1	5,88% 1	29,41% 5	35,29% 6	17,65% 3	17	4,3
Esta escuela es un lugar seguro para mi estudiante.	5,88% 1	0,00% 0	0,00% 0	47,06% 8	35,29% 6	11,76% 2	17	4,4
Esta escuela responde rápidamente a mis llamadas telefónicas, mensajes o correos electrónicos.	5,88% 1	5,88% 1	0,00% 0	17,65% 3	64,71% 11	5,88% 1	17	4,4
Esta escuela me anima a ser un socio activo de la escuela en educar a mi estudiante.	0,00% 0	5,88% 1	11,76% 2	35,29% 6	47,06% 8	0,00% 0	17	4,2
La escuela proporciona información acerca de por qué mi estudiante es asignado a ciertos grupos o clases particulares.	0,00% 0	11,76% 2	5,88% 1	29,41% 5	41,18% 7	11,76% 2	17	4,3
Esta escuela ofrece información sobre la expectativa de mi papel en la escuela de mi estudiante.	0,00% 0	11,76% 2	5,88% 1	29,41% 5	41,18% 7	11,76% 2	17	4,3
Esta escuela ofrece información sobre cómo ayudar a mi estudiante a planear para la universidad o escuela vocacional.	0,00% 0	5,88% 1	0,00% 0	23,53% 4	64,71% 11	5,88% 1	17	4,6

Otros comentarios o sugerencias

Respondidas: 6 Omítidas: 11

Con la tecnología de  SurveyMonkey™

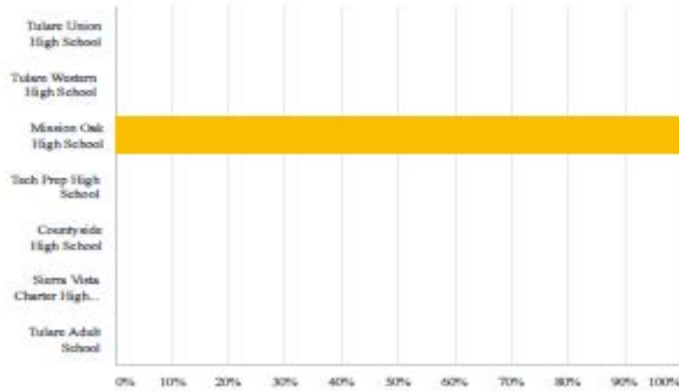
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LCAP Survey Students

LCAP Students MO

What school do you attend?

Answered: 531 Skipped: 0



ANSWER CHOICES

Tulare Union High School

RESPONSES

0.00% 0

Tulare Western High School

0.00% 0

Mission Oak High School

100.00% 531

Tech Prep High School

0.00% 0

Countyside High School

0.00% 0

Sierra Vista Charter High School

0.00% 0

Tulare Adult School

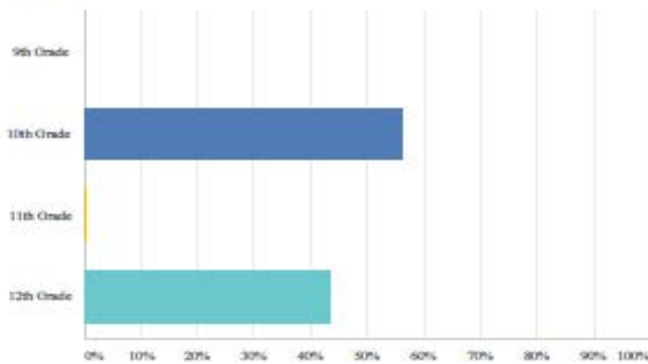
0.00% 0

TOTAL

531

What grade are you in?

Answered: 527 Skipped: 4

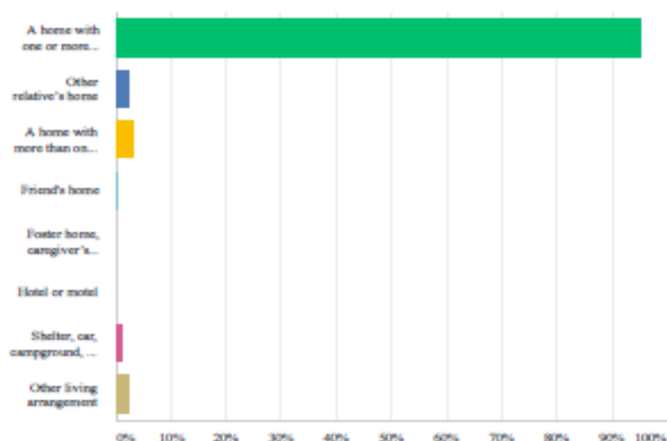


Mission Oak High School ACS WASC/CDE Self-Study Report

ANSWER CHOICES	RESPONSES	
9th Grade	0.00%	0
10th Grade	56.17%	296
11th Grade	0.38%	2
12th Grade	43.45%	229
TOTAL		527

What best describes where you live? A home includes a house, apartment, trailer, or mobile home. (Mark all that apply.)

Answered: 529 Skipped: 2



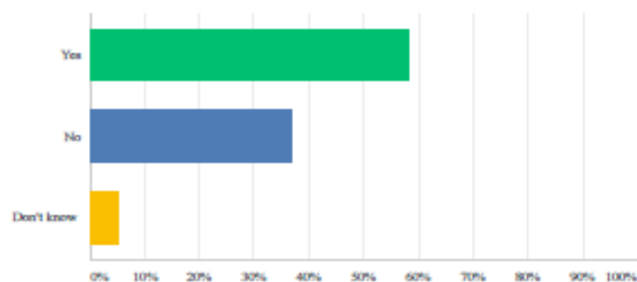
ANSWER CHOICES	RESPONSES	
A home with one or more parents or guardian	94.90%	502
Other relative's home	2.27%	12
A home with more than one family	3.40%	18
Friend's home	0.38%	2
Foster home, caregiver's home, group care, or waiting placement	0.00%	0
Hotel or motel	0.00%	0
Shelter, car, campground, or other transitional or temporary housing	0.95%	5
Other living arrangement	2.27%	12

Total Respondents: 529

Do you receive free or reduced price lunches at school? (Receiving free or reduced price lunches means that lunch at school is provided to you for free or you pay less for it.)

Answered: 527 Skipped: 4

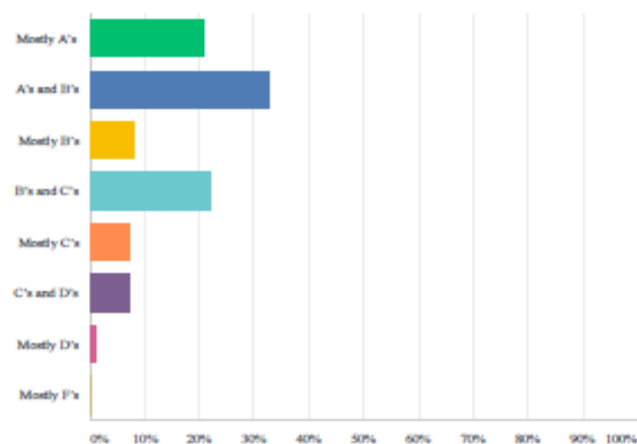
Mission Oak High School ACS WASC/CDE Self-Study Report



ANSWER CHOICES	RESPONSES
Yes	58.25% 307
No	36.81% 194
Don't know	4.93% 26
TOTAL	527

During the past 12 months, how would you describe the grades you mostly received in school?

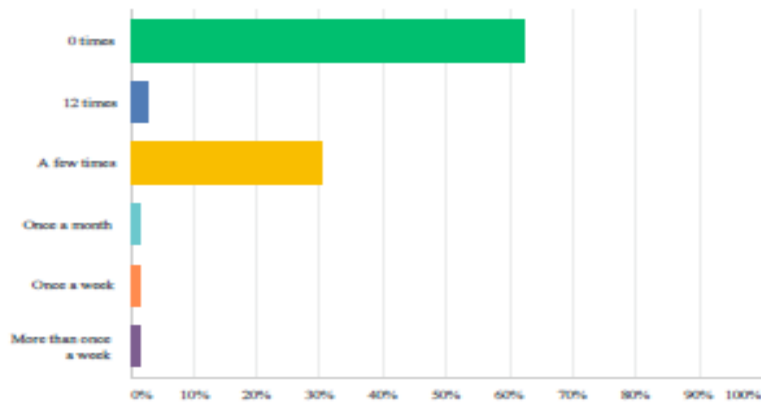
Answered: 531 Skipped: 0



ANSWER CHOICES	RESPONSES
Mostly A's	20.90% 111
A's and B's	32.58% 173
Mostly B's	8.10% 43
B's and C's	22.22% 118
Mostly C's	7.34% 39
C's and D's	7.34% 39
Mostly D's	1.13% 6
Mostly F's	0.38% 2
TOTAL	531

During the past 12 months, how many times did you skip school or cut classes?

Answered: 527 Skipped: 4

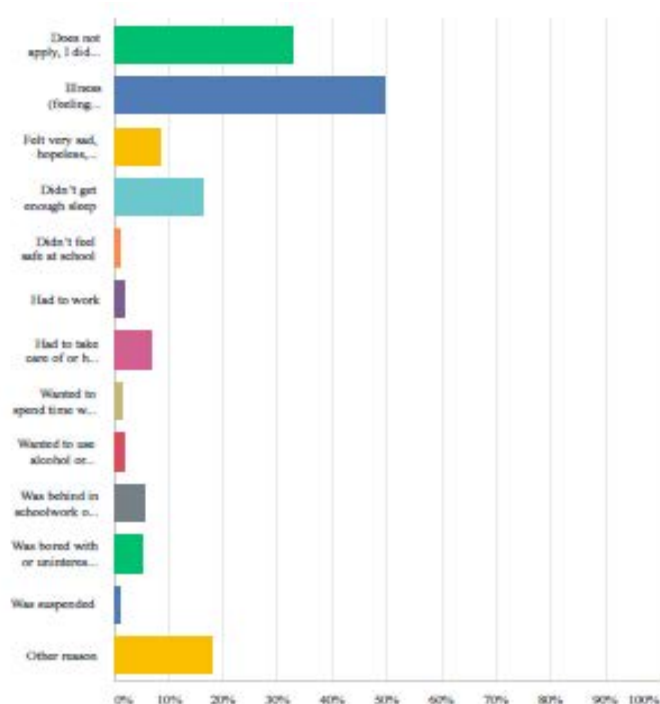


ANSWER CHOICES	RESPONSES	
0 times	62.05%	327
12 times	2.85%	15
A few times	30.17%	159
Once a month	1.71%	9
Once a week	1.52%	8
More than once a week	1.71%	9
TOTAL		527

In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Answered: 525 Skipped: 5

Mission Oak High School ACS WASC/CDE Self-Study Report

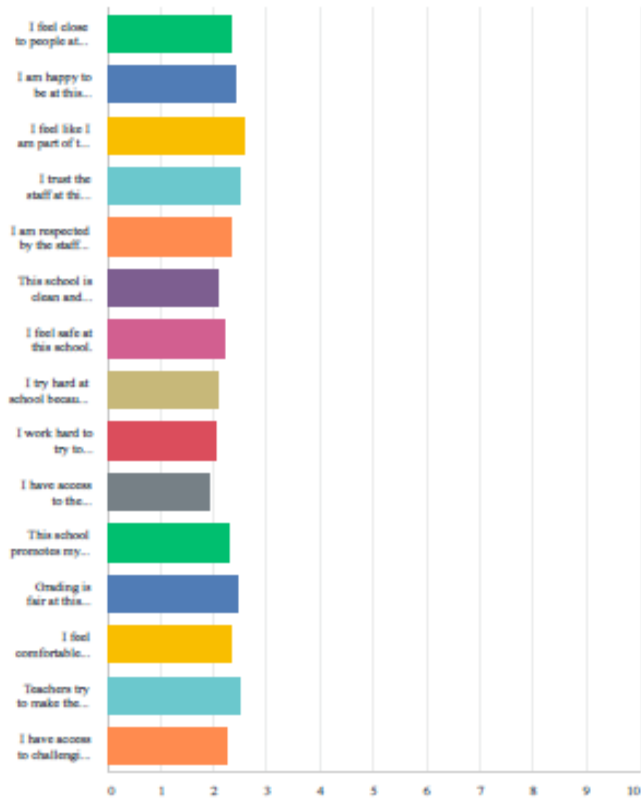


ANSWER CHOICES	RESPONSES	
Does not apply, I didn't miss any school	32.89%	173
Illness (feeling physically sick), including problems with breathing or your teeth	49.62%	261
Felt very sad, hopeless, anxious, stressed or angry	8.56%	45
Didn't get enough sleep	16.35%	86
Didn't feel safe at school	1.14%	6
Had to work	1.90%	10
Had to take care of or help a family member or friend	6.84%	36
Wanted to spend time with friends who don't go to school	1.52%	8
Wanted to use alcohol or drugs	2.09%	11
Was behind in schoolwork or wasn't prepared for a test or class assignment	5.70%	30
Was bored with or uninterested in school	4.94%	26
Was suspended	0.95%	5
Other reason	17.87%	94
Total Respondents: 526		

How strongly do you agree or disagree with the following statements?

Answered: 531 Skipped: 0

Mission Oak High School ACS WASC/CDE Self-Study Report



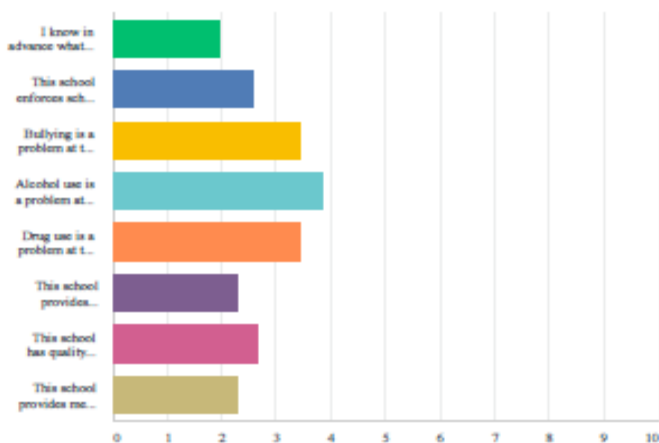
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
I feel close to people at this school.	18.10% 95	44.38% 233		24.76% 130	9.71% 51	3.05% 16
I am happy to be at this school.	18.43% 96	40.12% 209		27.64% 144	7.49% 39	6.33% 33
I feel like I am part of this school.	13.67% 70	37.50% 192		31.25% 160	9.96% 51	7.62% 39
I trust the staff at this school.	17.69% 92	36.15% 188		29.81% 155	10.38% 54	5.96% 31
I am respected by the staff at this school.	21.86% 113	40.23% 208		24.18% 125	8.32% 43	5.42% 28
This school is clean and well-maintained.	29.31% 153	44.44% 232		16.67% 87	6.32% 33	3.26% 17
I feel safe at this school.	23.61% 123	46.26% 241		21.50% 112	5.18% 27	3.45% 18
I try hard at school because I am Interested In my work.	30.13% 157	41.07% 214		20.15% 105	5.95% 31	2.69% 14
I work hard to try to understand new things at school.	29.58% 155	45.04% 236		18.32% 96	4.96% 26	2.10% 11
I have access to the necessary instructional materials (e.g., textbooks).	32.50% 170	49.33% 258		12.62% 66	3.44% 18	2.10% 11

Mission Oak High School ACS WASC/CDE Self-Study Report

This school promotes my academic success.	21.19% 110	41.81% 217	27.94% 145	5.78% 30	3.28% 17
Grading is fair at this school.	17.05% 88	38.37% 198	30.81% 159	6.33% 43	5.43% 28
I feel comfortable asking my teachers questions.	19.65% 102	44.32% 230	23.31% 121	7.90% 41	4.82% 25
Teachers try to make the subject matter interesting and meaningful.	15.93% 83	38.96% 203	29.37% 153	10.56% 55	5.18% 27
I have access to challenging courses, such as honors and Advance Placement courses.	28.79% 150	38.39% 200	19.58% 102	7.87% 41	5.37% 28

How strongly do you agree or disagree with the following statements?

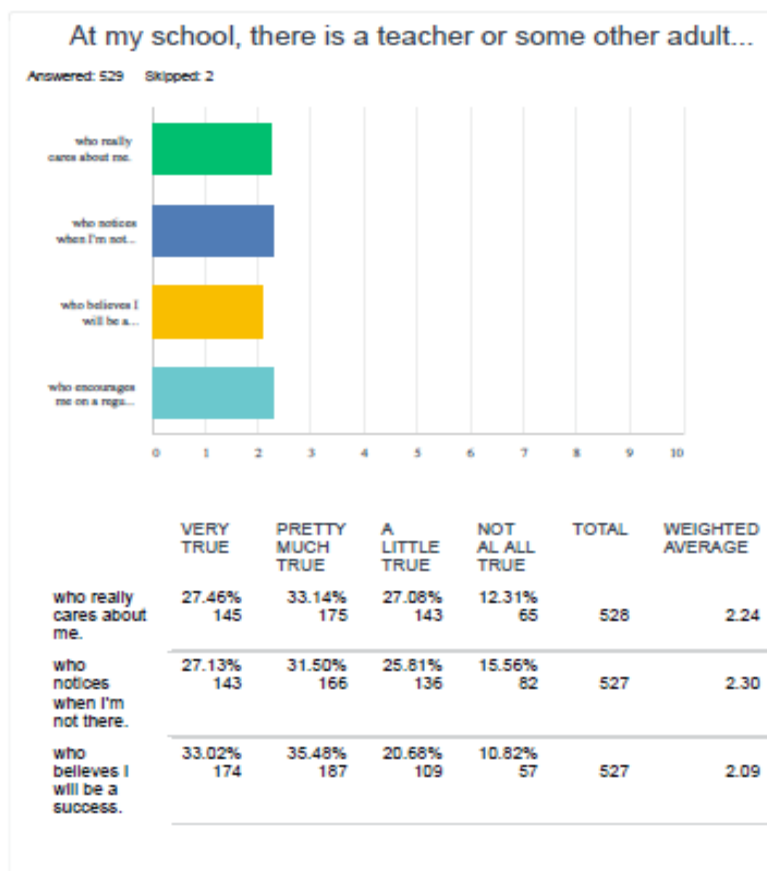
Answered: 529 Skipped: 2



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	W A
I know in advance what will happen if I break the school rules.	33.97% 178	48.47% 254	11.83% 62	1.72% 9	1.15% 6	2.86% 15	524	
This school enforces school rules equally for all students.	22.01% 116	33.97% 179	21.25% 112	12.52% 66	7.78% 41	2.47% 13	527	
Bullying is a problem at this school.	7.03% 37	15.59% 82	35.93% 189	19.58% 103	10.27% 54	11.60% 61	526	
Alcohol use is a problem at this school.	5.01% 26	8.67% 45	28.90% 150	27.17% 141	15.03% 78	15.22% 79	519	

Mission Oak High School ACS WASC/CDE Self-Study Report

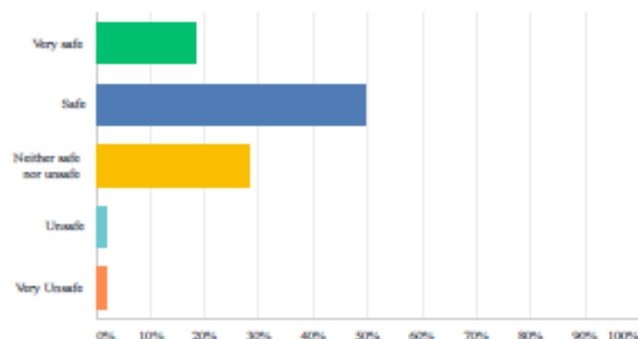
Drug use is a problem at this school.	9.63% 50	16.38% 85	29.67% 154	18.69% 97	13.49% 70	12.14% 63	519
This school provides quality activities that meet my interests and talents, such as sports, clubs, music, and agriculture.	25.19% 133	42.42% 224	19.32% 102	5.30% 28	4.55% 24	3.22% 17	528
This school has quality programs for my talents, gifts, or special needs.	17.87% 94	37.07% 195	27.00% 142	6.27% 33	3.80% 20	7.98% 42	526
This school provides me with information on how plan for college or vocational school.	26.34% 138	42.37% 222	18.89% 99	4.58% 24	4.39% 23	3.44% 18	524



who encourages me on a regular basis.	28.22%	31.82%	22.54%	17.42%	528	2.29
	149	168	119	92		

How safe do you feel when you are at school?

Answered: 530 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very safe	18.30%	97
Safe	49.62%	263
TOTAL		530
Neither safe nor unsafe	28.11%	149
Unsafe	2.08%	11
Very Unsafe	1.89%	10
TOTAL		530

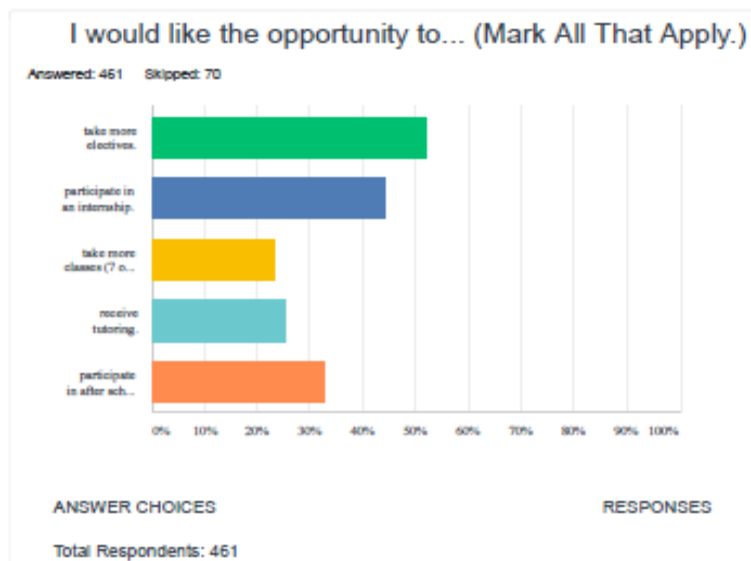
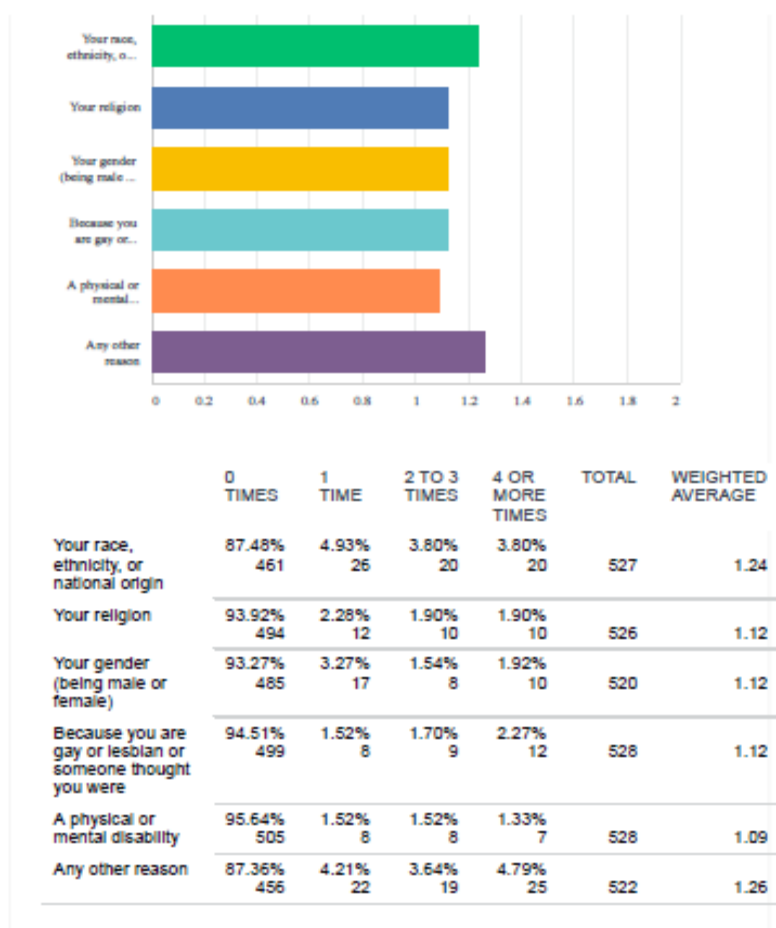
How can we make you feel safer?

Answered: 335 Skipped: 196

During the past 12 months how many times on school property were you harassed or bullied for any of the following reasons? [You were bullied if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is not bullying when two students of/about the same strength argument or fight.]

Answered: 529 Skipped: 2

Mission Oak High School ACS WASC/CDE Self-Study Report



Mission Oak High School ACS WASC/CDE Self-Study Report

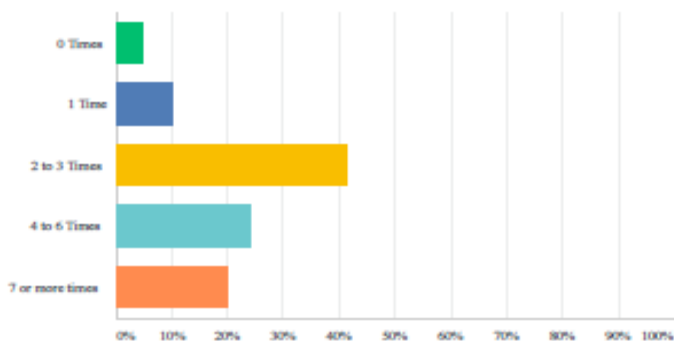
take more electives.	52.06%	240
participate in an internship.	44.25%	204
take more classes (7 or 8 periods instead of 6).	23.21%	107
receive tutoring.	25.38%	117
participate in after school nonacademic enrichment programs, such as ballroom dance, weightlifting and etc.	32.75%	151
Total Respondents: 461		

If you marked "A", for question #14, please list the electives you would like the opportunity to take.

Answered: 210 Skipped: 321

On average how often do you use technology in your classes per week?

Answered: 528 Skipped: 3

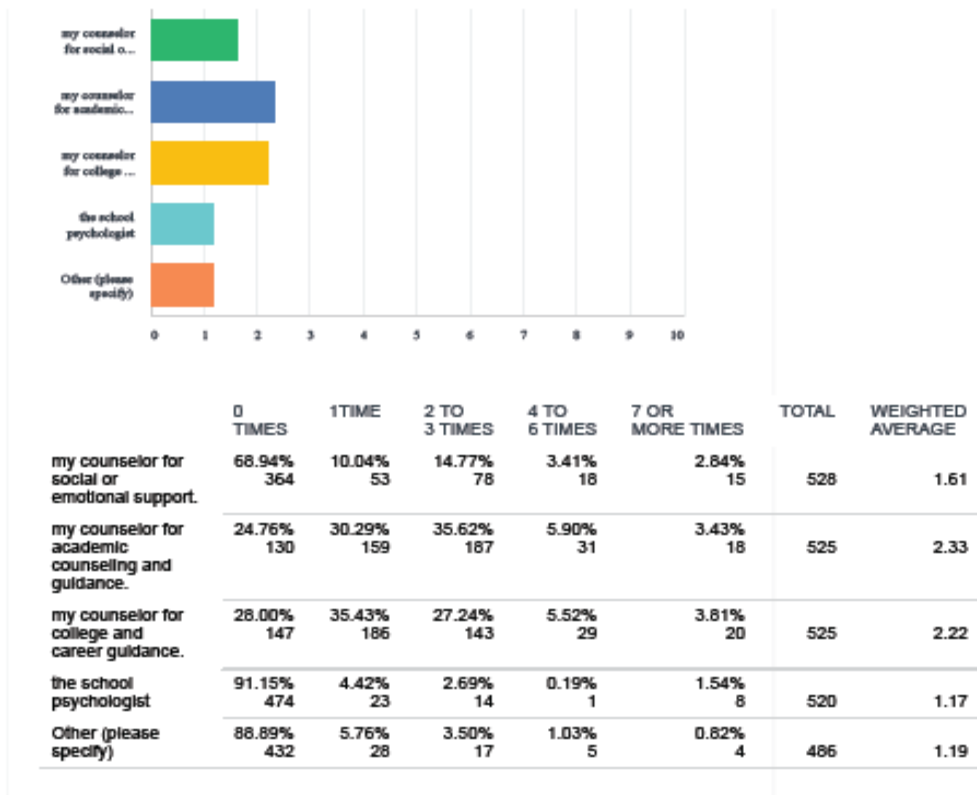


ANSWER CHOICES	RESPONSES	
0 Times	4.55%	24
1 Time	10.23%	54
2 to 3 Times	41.29%	218
4 to 6 Times	24.05%	127
7 or more times	19.89%	105
TOTAL		528

Since the beginning of the school year, I have met with...

Answered: 531 Skipped: 0

Mission Oak High School ACS WASC/CDE Self-Study Report



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