



Mission Oak High School

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Tulare Joint Union High School District

2010-2011 School Accountability Report Card

Principal

Isidro Carrasco

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Serving grades 9th-12th

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www.tulare.k12.ca.us

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 the community.

Our mission at Mission Oak is to create an environment in which students can experience academic and social success. Our goals are to help students learn and reach their potential in each and every class. We also are working diligently to increase the number of students who take Advance Placement classes and classes that will prepare them to enter the California higher education system and other institutions of higher learning throughout the country. We seek the help, input, and support of parents to help us better understand their children and thus help them succeed on our campus. We believe that with all of us working together, we can achieve our goals.

School Profile

Located in the San Joaquin Valley, Tulare Joint Union High School District serves more than 5,000 ninth through twelfth grade students at three comprehensive high schools, three alternative schools, and a community day school.

The diverse population enables the school to embrace many different cultures and create an environment that welcomes all. Mission Oak High School is dedicated to ensuring the academic success of each student, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

Mission Oak High School served 1,329 ninth through twelfth grade students during the 2010-11 school year.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	3.8%
American Indian	0.5%
Asian	1.9%
Filipino	0.4%
Hispanic or Latino	66.4%
Pacific Islander	0.2%
White	25.7%
Two or More	0.4%
None Reported	0.9%

Discipline & Climate for Learning

The goal of Mission Oak High School's progressive discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. The administration practices a counseling approach to student discipline that reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions.

Parents and students are informed of discipline policies and the District Code of Conduct in the Student Handbook and during orientation. Newsletters are also mailed home throughout the year to reinforce school policies. Teachers have very specific classroom guidelines and often meet with students and/or parents individually to discuss disciplinary issues.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	2	187	155	562	1162	681
Suspension Rate	0.3%	18.4%	11.7%	11.2%	22.4%	13.1%
Expulsions	2	10	4	20	38	28
Expulsion Rate	0.3%	1.0%	0.3%	0.4%	0.7%	0.5%

Student Recognition

Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, honors, and programs include:

- Character Counts! Nominations
- Honor Roll
- District level Outstanding Students Awards
- Olweus Anti-Bullying Program

Extracurricular Activities & Athletics

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Athletics include cross country, tennis, track, football, golf, volleyball, water polo, swimming, basketball, soccer, wrestling, softball, and baseball. Additional opportunities for involvement include, but are not limited to, the following:

- Associated Student Body
- Marching Band
- After-school Program Tutoring
- Extra-Curricular Activities
- Sports
- Clubs

Class Size

The table shows the average class size per subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	24	-	25	15	-	17	12	-	22	9	-	13
Mathematics	30	-	25	3	-	18	9	-	21	8	-	11
Science	36	-	30	1	-	2	-	-	11	9	-	10
Social Science	35	-	29	-	-	6	2	-	5	13	-	18

School Attendance and Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Mission Oak High School. The chart illustrates the trend in enrollment over the most recent three-year period.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
9th	383	385	398
10th	332	339	357
11th	-	294	314
12th	-	-	260

Attendance is carefully monitored to identify students who exhibit excessive absences. The office staff makes daily phone calls to parents when students are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Students who continue to exhibit excessive absences are directed to the appropriate authorities.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB).

The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Dropout & Graduation Rates

In a continuing effort to reduce the student dropout rate, Mission Oak High School has developed instructional alternatives for students with difficulties. Among the programs offered the PLATO online credit recovery system, counseling, attendance incentives, and teacher intervention have proven to be most effective. The chart reflects the graduation and dropout rates at the school for the most recent three-year period. *As the school did not contain any 12th grade students during 2009-10, there is not any graduation data to report.*

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	16.00%	1.10%	1.80%
Graduation Rate	-	-	-

Curriculum Improvement

All curriculum development for the district revolves around the state content and performance standards. The writing and implementation of the district's curriculum is accomplished by teams of site and district personnel. The Assistant Superintendent for Instruction facilitates all district committees for the improvement of instruction, alignment of curriculum and assessment, and parental involvement.

The writing and implementation of curriculum is an ongoing process. Site curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. District committees develop procedures to assess the effectiveness of the curriculum and determine gaps in student achievement. The district realizes the importance of a customized educational experience, addressing the specific needs of students.

Instructional Materials

The Tulare Joint Union High School District held a public hearing on October 6th, 2011 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 October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Learning Plus Assoc.	2009	Yes	0.0%
9th-12th	English/ Language Arts	Great Source	2009	Yes	0.0%
9th-12th	English/ Language Arts	Sadlier Oxford	2009	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2010	Yes	0.0%
9th-12th	Social Science/ History	Pearson	2010	Yes	0.0%
9th-12th	Social Science/ History	TCI	2010	Yes	0.0%

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Each classroom contains a minimum of two computers for student use. Students also have regular access to the computer lab and two mobile laptop carts with a combined total of 70 computers.

Students utilize software applications that assist in developing critical thinking skills, technological skills, mathematical proficiency, word processing abilities, and presentational skills. The software programs include: Accelerated Reader, PLATO, Accelerated Math, and the Microsoft Office Suite.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Library Information

The school's library/media center, staffed by a full-time credentialed librarian, is stocked with thousands of books that are available for students to check out. Students visit the library on a regular basis and are encouraged to visit before and after school.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Tulare Public Library, which contain numerous computer workstations.

Counseling & Support Staff

In addition to academics, the staff at Mission Oak High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor to pupil ratio is 1:339.* The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	4	4
Librarian	1	1
School Resource Officer	1	1
Special Day Class (SDC) Teacher	1	1

The district uses all available resources in the community to assist students in their emotional and academic development, including: Tulare County Mental Health, Department of Health, Social Services, and the Probation Department.

Mission Oak High School provides assistance to students who are performing below grade-level standards. Students may participate in elective reading courses and after-school tutorials are offered in all core subject areas.

Students with special needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities.

The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with other members of the support staff.

English Learner (EL) students are identified through the California English Language Development Test (CELDT), assigned to appropriately credentialed teachers, and provided with English Language Development (ELD) instruction and/or Specially Designed Academic Instruction in English (SDAIE).

Students designated as "migrant students" receive support from the school's two Migrant Aides, who work individually with students and their families to assess and meet special needs. The school also utilizes the statewide Portable Assisted Study Sequence (PASS) program, a workbook-based program for migrant students in grades nine through twelve. The program provides curriculum aligned with the California Content Standards via portable units of study, whereby migrant high school students throughout California can receive credits toward graduation requirements.



School Facilities

Situated on approximately 65 acres, Mission Oak High School was originally constructed in 2008. Mission Oak High School is currently comprised of 51 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.

School Facility Conditions				
Date of Last Inspection: 11/22/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safety

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 fall 2011. 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.

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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following: roofing, plumbing, air conditioning/heating, electrical systems, interior/exterior painting, and floor systems. For the 2010-11 school year, Tulare Joint Union High School District did not participate in the deferred maintenance program.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	-	5	4
Similar Schools	-	3	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	B	-	24
Hispanic or Latino			
Actual API Change	-	5	26
White			
Actual API Change	-	4	24
Socioeconomically Disadvantaged			
Actual API Change	-	2	18
English Learners			
Actual API Change	-	-1	-

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	951	747	3,550	757	4,683,676	778
Black or African American	34	709	149	728	317,856	696
Asian	18	657	62	791	398,869	898
Hispanic or Latino	644	727	2,400	738	2,406,749	729
White	234	810	869	809	1,258,831	845
Socioeconomically Disadvantaged	583	714	2,302	734	2,731,843	726
English Learners	344	672	908	672	1,521,844	707
Students with Disabilities	46	363	216	440	521,815	595

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	40	42	44	39	44	48	49	52	54
Mathematics	14	18	21	16	20	24	46	48	50
Science	40	41	47	41	44	51	50	54	57
History/Social Science	37	48	50	38	41	48	41	44	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	48	24	51	48
School	44	21	47	50
African American/ Black	35	16	56	54
American Indian	*	*	*	*
Asian	20	30	*	43
Filipino	*	*	*	*
Hispanic or Latino	39	19	40	44
Pacific Islander	*	*	*	*
White	62	29	64	67
Males	42	22	45	54
Females	47	21	48	47
Socioeconomically Disadvantaged	37	20	37	43
English Learners	12	15	12	20
Students with Disabilities	2	8	*	6
Migrant Education	31	21	47	54
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Mission Oak High School is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: aerobic capacity, body composition, flexibility, abdominal strength, trunk extension strength, and upper body strength. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). For the 2010-11 school year 39.9% of all students in the ninth grade met the standards in all six fitness areas.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.0%	21.7%	39.9%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Student Achievement & Testing

Tulare Joint Union High School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, the district administers Benchmark Assessments in all subject areas, six times during the school year at all grade levels. Each school within the district also has its own measures of student achievement, which afford insight as to students' actual progress, as well as the effectiveness of instructional programs.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYPs, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2005-2006
Year in PI (2011-12)	Year 2	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	42.86%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

	CAHSEE By Subject								
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	41.0	40.0	52.0	40.0	44.0	54.0	51.0	52.0	59.0
Mathematics	51.0	48.0	53.0	50.0	49.0	54.0	58.0	55.0	56.0

The second table displays the percent of students, by group, achieving at each performance level in English/language arts and math separately for the most recent testing period.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	48.0	28.0	24.0	45.0	37.0	18.0
All Students School	49.0	27.0	24.0	42.0	38.0	19.0
Male	52.0	33.0	15.0	41.0	39.0	20.0
Female	45.0	22.0	33.0	41.0	39.0	20.0
African American	59.0	24.0	18.0	53.0	35.0	12.0
Hispanic or Latino	56.0	26.0	18.0	45.0	39.0	16.0
White	29.0	30.0	41.0	32.0	40.0	28.0
English Learners	94.0	5.0	2.0	77.0	21.0	2.0
Socioeconomically Disadvantaged	60.0	22.0	18.0	49.0	36.0	15.0
Receiving Migrant Education Services	64.0	21.0	14.0	36.0	50.0	14.0
Students with Disabilities	95.0	-	5.0	91.0	5.0	5.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/language arts and mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	92.0%	82.5%	0.0%
Socioeconomically Disadvantaged	60.0%	0.0%	0.0%
African American/Black	1.0%	72.7%	0.0%
American Indian	1.0%	1.0%	0.0%
Asian	33.0%	59.5%	0.0%
Filipino	0.0%	0.0%	0.0%
Hispanic or Latino	95.0%	79.7%	0.0%
Pacific Islander	0.0%	59.5%	0.0%
White	87.0%	86.9%	0.0%
English Learners	0.3%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

* Data was not available at the time of publication.

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students are encouraged to take College Preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade of 'C' or better each semester.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	67.5%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

Contact Information

Parents who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (559) 687-7308. The district's website (www.tulare.k12.ca.us) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Advanced Placement Classes

The school's Advanced Placement (AP) program consists of college-level courses in English Language, English Composition, Spanish Language, Spanish Literature, and U.S. History. Students are encouraged to take College Preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

Advanced Placement Classes	
	<u># of Courses</u>
Fine and Performing Arts	-
Computer Science	-
English	2
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Totals	8
Percent of Students in AP Courses	2.4%

Career Technical Education (CTE) 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 Mechanics
- Agriculture Welding
- Agriculture Business
- Careers with Children
- Drafting 1
- Fashion Design
- Health Occupations
- Keyboarding/Intro to Computers
- Livestock
- Vet Science
- Merchandising Retail
- Agriculture Biology
- Agriculture Science
- Agriculture Work Experience
- Agriculture 1
- Dairy Skills
- Electronics
- Floriculture
- Intro to Foods
- Intro to Industry
- On your Own
- Small Engine & Power

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.

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.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	235
What percent of the school's pupils complete a CTE program and earn a high school diploma?	99.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Teacher Assignment

Tulare Joint Union High School District recruits and employs the most qualified credentialed teachers. During the 2010-11 school year, Mission Oak High School staffed 61 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	22	0	61	249
Without Full Credentials	5	0	2	5
Working Outside Subject	2	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

School Leadership

Leadership at Mission Oak is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Isidro Carrasco for the past three years. Prior to this position, Mr. Carrasco served as a principal, an assistant principal (in Texas), and also a Spanish teacher for 13 years in the Tulare Joint Union High School District.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Advisory Committee
- School Site Council

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Data Sources

Data within the SARC was provided by the Tulare Joint Union High School District, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Parent Involvement

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, Band Boosters, numerous sports booster clubs.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year.

For comparison purposes, the California Department of Education has provided average salary data from school districts having over 4,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to average teacher salaries at district and state levels.

Average Teacher Salaries	
School & District	
School	\$60,432
District	\$65,955
Percentage of Variation	-8.38%
School & State	
All High School Districts	\$70,570
Percentage of Variation	-14.37%



Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Salaries as a percent of the budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$44,886	\$42,954
Mid-Range Teachers	\$62,708	\$69,905
Highest Teachers	\$83,195	\$89,464
Elementary School Principals	-	-
Middle School Principals	-	\$121,722
High School Principals	\$115,606	\$128,348
Superintendent	\$150,792	\$205,119
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.5%	36.7%
Administrative Salaries	5.3%	6.3%

District Expenditures & Revenue Sources

Based on 2009-10 audited financial statements, Tulare Joint Union High School District spent an average of \$9,473 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,191
From Restricted Sources	\$1,724
From Unrestricted Sources	\$4,470
District	
From Unrestricted Sources	\$6,672
Percentage of Variation between School & District	-33.01%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-18.06%

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
- Wildlife Reserve Funds
- Home-to-School Transportation
- ROC/P
- Vocational & Applied Technology
- Special Education
- Gifted & Talented Pupils
- Economic Impact Aid
- Vocational Ed, Handicapped Students
- Title I
- Drug/Alcohol/Tobacco Funds
- Class Size Reduction
- Safe & Drug Free Schools & Communities

