

Mission Oak High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Mission Oak High School
Street	3442 E. Bardsley Ave.
City, State, Zip	Tulare
Phone Number	5596877308
Principal	Isidro Carrasco
Email Address	isidro.carrasco@tulare.k12.ca.us
School Website	https://mohs.tjuhsd.org/
County-District-School (CDS) Code	54-72249-5435466

2022-23 District Contact Information

District Name	Tulare Joint Union High School District
Phone Number	(559) 688-2021
Superintendent	Dr. Lucy Van Scyoc
Email Address	Lucy.vanscyoc@tulare.k12.ca.us
District Website Address	www.tjuhsd.org

2022-23 School Overview

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

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 right and responsibilities of life in a democracy

Self Directed Learners

- Read, write, speak, and listen with a growth mindset
- Gather, analyze, and synthesize information

2022-23 School Overview

- Time management and ability to follow directions

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	422
Grade 10	477
Grade 11	388
Grade 12	326
Total Enrollment	1,613

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.7
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	1.3
Filipino	0.4
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.6
White	15.6
English Learners	14.0
Foster Youth	0.1
Homeless	1.4
Migrant	1.7
Socioeconomically Disadvantaged	75.9
Students with Disabilities	8.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.20	78.89	185.10	71.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.61	3.40	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	5.64	15.40	5.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	7.16	20.30	7.86	12115.80	4.41
Unknown	5.20	7.66	34.60	13.36	18854.30	6.86
Total Teaching Positions	68.80	100.00	259.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	2.90	
Total Out-of-Field Teachers	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 15, 2022 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 January, 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

1/3/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 & Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, (Cengage) All Sites 2014 English 1B: Intervention: Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 9th grade, All Sites 2014 English 2 & Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites English 2B, Intervention, Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 10th grade, Tulare Western & Mission Oak 2014 English 3: Study Sync, (McGraw Hill), 11th grade, 2021 All Sites English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western English 3 AP: Language of Composition 3rd edition,(Bedford Freeman), 11th grade, Mission Oak & Tulare Union English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton & Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union Exp Rdg & Wrtg: ERWC Expository Reading & Writing Curriculum, (California State University) 12th grade, All Sites English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade,Tulare Union English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak & Tulare Union COS English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford);Logic and Contemporary Rhetoric (Cengage) 12th grade Tulare Union COS English 1: They Say / I Say, 5th edition, (Norton), 12 grade, 1st semester 2021:Everythings an Argument with Readings, 9th edition, (Bedford / St. Martin's), 12th grade 2nd semester Mission Oak 2021 COS English 1: The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin); They Say/I Say, 5th edition (W.W. Norton), 12th Grade, 1st	Yes	0.0%

	Semester 2021; Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 12th Grade, 2nd Semester, Tulare Western		
Mathematics	Algebra I & Honors: Reveal Math Algebra 1, (McGraw Hill), 9th-12th, All sites Geometry & Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites Algebra 2 & Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites Pre-Calculus : Pre-Calculus: Graphical, Numerical, Algebraic 8th Ed (Pearson-Savvas) 11th & 12th, All Sites Calculus A/B & B/C AP: Calculus Graphical, Numerical, Algebraic 5th Edition (Pearson-Savvas), 11th & 12th, All Sites Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman & Worth), 12th grade, Mission Oak & Tulare Union AP Statistics: The Practice of Statistics for AP 6th Edition, (Bedford Freeman), 12th grade, All Sites Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022	Yes	0.0%
Science	Integrated Science: Conceptual Integrated Science Exploration (Pearson-Savvas), Tulare Union, 9th–10th Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021 AP Environmental Science: Living in the Environment AP Edition, (Cengage), 10th-12th, Tulare Union Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, Tulare Western & Tulare Union 2021 Biology H: AP Biology 10th Edition (Pearson-Savvas), 10th – 12th, Mission Oak Biology AP: AP Campbell Biology 10th Edition, (Pearson-Savvas), 9th-12th, All Sites Chemistry: Inspire Chemistry (McGraw Hill), 9th-12th, All Sites Chemistry Honors: Inspire Chemistry, (McGraw Hill), 10th-12th, All Sites Chemistry AP: AP Chemistry Chang 13th edition (McGraw Hill) 11th & 12th, Mission Oak, Tulare Western Human Biology: Intro to Human Biology, (John Wiley & Son), 9th-12th, All Sites Physics, Principles & Problems, (Glencoe/McGraw-Hill) 10th-12th, All Sites Physics AP C: Physics for Scientists & Engineers, A Strategic Approach w/ Modern Physics, AP Edition w/ Mastering Physics eText, 4th Edition, (Pearson-Savvas) 9th-12th, Tulare Union, Tulare Western AP Physics: College Physics: A Strategic Approach AP Edition, 3rd Edition, (Pearson-Savvas), 2015 with Mastering Physics with Pearson eText, Tulare Union & Tulare Western Forensic Science: Forensic Science 3rd edition (Cengage), 10th-12th, Mission Oak Intro to Robotics: Basic Robotics, 1st Edition, (Cengage), 9th-12th Tulare Union	Yes	0.0%
History-Social Science	World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites, 2019 World History Honors: California Modern History, The World, (McDougal Littell) 10th grade, Mission Oak 2019	Yes	0.0%

	<p>World History Honors: World History, (Houghton Mifflin Harcourt), 10th, Tulare Western & Tulare Union 2018 US History: California America Through the Lens, (Cengage) 11th grade, All Sites 2019 US History AP: America’s History 9th edition (Bedford Freeman & Worth), 11th grade, All Sites History 17 & 18: Give Me Liberty 6th edition (W.W. Norton), 11th-12th, Mission Oak, Tulare Western History 17 & 18: Voices of Freedom, 6th ed. (W.W. Norton), 11th-12th, Tulare Western AP European History: A History of Western Society, 13th Edition (Bedford, Freeman & Worth) 10th-12th, Tulare Union Government: Government Alive!, (TCI), 12th grade, All Sites 2020 Government AP: American Government Institutions & Policies (Cengage), Mission Oak, Tulare Union & Tulare Western 2022 Government AP: American Government Readings & Cases, (SAVVAS), 12th 2022 Tulare Western Economics: Economics, (Houghton Mifflin), 12th grade, All Sites Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western & Mission Oak Macro Economics: Krugman’s Economics for the AP Course, (Bedford, Freeman & Worth), 12th, Tulare Western, 2019 Cultural History: People’s History of the U.S. (Harper Collins), Mission Oak AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman & Worth) All Sites Psychology: Psychology (Prentice Hall/Pearson-Savvas), 11th-12th, Tulare Western AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13th Edition (SAVVAS), 11th-12th, Tulare Western Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), Geography Alive! (TCI) digital 2018 , All Sites</p>		
<p>Foreign Language</p>	<ul style="list-style-type: none"> Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites <p>Spanish 2: , ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, All Sites Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition:, 9th -12th, All Sites Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, All Sites AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, All Sites; Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites; Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western & Mission Oak AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites</p>	<p>Yes</p>	<p>0.0%</p>

	Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites		
Health	Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), All Sites 2021 Health: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, Tulare Western	Yes	0.0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

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

Cleaning Process

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

Maintenance & Repair

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

Year and month of the most recent FIT report

12/14/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	351	338	96.30	3.70	51.79
Female	157	150	95.54	4.46	56.76
Male	194	188	96.91	3.09	47.87
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	287	275	95.82	4.18	47.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	55	54	98.18	1.82	69.81
English Learners	45	39	86.67	13.33	10.26
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	271	261	96.31	3.69	48.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	34	94.44	5.56	6.06

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	351	335	95.44	4.56	17.91
Female	157	150	95.54	4.46	14.67
Male	194	185	95.36	4.64	20.54
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	287	275	95.82	4.18	15.64
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	55	51	92.73	7.27	21.57
English Learners	45	43	95.56	4.44	2.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	271	261	96.31	3.69	14.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	34	94.44	5.56	2.94

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.18	NT	16.7	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	782	732	93.61	6.39	15.18
Female	367	350	95.37	4.63	15.43
Male	413	380	92.01	7.99	14.51
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	632	598	94.62	5.38	14.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	123	110	89.43	10.57	22.73
English Learners	77	63	81.82	18.18	1.59
Foster Youth	--	--	--	--	--
Homeless	11	11	100	0	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	618	580	93.85	6.15	12.78
Students Receiving Migrant Education Services	20	16	80	20	6.25
Students with Disabilities	65	61	93.85	6.15	1.64

2021-22 Career Technical Education Programs

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

Ag Business

- Dairy Skills
- Ag Business

Ag Mechanics

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

Ag Science

- Ag Science 1
- Ag Science 2

Animal Science

- Livestock
- Vet Science

Plant and Soil Science

- Floriculture
- Ornamental Horticulture

Design, Visual and Media Arts

(Graphic Design)

- Digital Design
- Digital Design 2

(Visual/Commercial)

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

Performing Arts

(Professional Theatre)

- Drama 1
- Drama 2

Child Development

- Life Management

Engineering Design

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

Software and Systems Development

- Computer Science
- AP Computer Science

Business Management

- Business Technology

2021-22 Career Technical Education Programs

- Marketing

Patient Care

- Health Occupations
- Nursing Essentials

Food Service and Hospitality

- Intro to Foods
- Advanced Foods

Protective Services and Law

- Intro to Crim Justice and Law
- Principles of Law and Public Safety

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1015
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	37.59

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.2%	95.5%	94.1%	84.5%	99.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental 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, English Language Advisory Committee (ELAC), Parent Academic Booster Club, PIQE, Band Boosters and numerous sports booster clubs.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.8	1.2		3.3	2		8.9	7.8
Graduation Rate		96.1	97.2		96	97.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	324	315	97.2
Female	146	143	97.9
Male	178	172	96.6
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	265	259	97.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	49	46	93.9
English Learners	35	32	91.4
Foster Youth	--	--	--
Homeless	12	10	83.3
Socioeconomically Disadvantaged	261	252	96.6
Students Receiving Migrant Education Services	14	12	85.7
Students with Disabilities	14	12	85.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1694	1673	193	11.5
Female	790	781	97	12.4
Male	900	889	96	10.8
American Indian or Alaska Native	1	1	0	0.0
Asian	22	22	1	4.5
Black or African American	21	20	4	20.0
Filipino	6	6	0	0.0
Hispanic or Latino	1363	1347	156	11.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	10	3	30.0
White	264	260	27	10.4
English Learners	247	244	54	22.1
Foster Youth	7	5	1	20.0
Homeless	24	24	3	12.5
Socioeconomically Disadvantaged	1338	1324	175	13.2
Students Receiving Migrant Education Services	35	35	7	20.0
Students with Disabilities	155	154	26	16.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.22	6.19	2.45
Expulsions	0.49	0.42	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.00	5.55	0.54	6.03	0.20	3.17
Expulsions	0.00	0.24	0.00	0.35	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.55	0.24
Female	4.30	0.13
Male	6.67	0.33
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.09	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.79	0.00
English Learners	9.72	0.40
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	6.13	0.30
Students Receiving Migrant Education Services	2.86	0.00
Students with Disabilities	12.26	0.00

2022-23 School Safety Plan

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

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which was most recently updated in the fall of 2022. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: child abuse reporting procedures, disaster response procedures, ALICE (Active Intruder) response procedures, suspension and expulsion policy, sexual harassment policy, bullying policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	21	38	15
Mathematics	24	21	32	9
Science	22	21	23	7
Social Science	28	5	29	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	22	48	9
Mathematics	23	17	39	4
Science	23	15	22	10
Social Science	24	11	26	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	27	28	26
Mathematics	27	12	26	18
Science	25	15	15	18
Social Science	29	6	15	22

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	403.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11203	2970	8233	97610
District	N/A	N/A	10971	\$91,505
Percent Difference - School Site and District	N/A	N/A	-24.96	6.67
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	22.1	

2021-22 Types of Services Funded

Based on 2021-2022 audited financial statements, Tulare Joint Union High School District and the board of trustees have done a great job of managing district finances as well as mediating state budget shortfalls. The list below shows how Mission Oak's per pupil funding (from both restricted and unrestricted sources) is used.

state and federal categorical funding for the following support programs:

- Instructional Materials
- Home-to-School Transportation
- CTEIG
- Special Education
- Workability
- Title I
- Title II
- Title III
- Title IV
- ESSER I
- ESSER II
- GEER
- K12 Strong Workforce
- Learning Loss Mitigation Funds
- In Person Instruction Grant
- Medical
- MAA
- School Climate Grant
- EPA-Education Grant
- AG Incentive Grant
- Low-Performing Schools Block Grant
- Lottery

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,710	\$55,947
Mid-Range Teacher Salary	\$83,418	\$90,080
Highest Teacher Salary	\$111,309	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$148,849	\$164,633
Superintendent Salary	\$181,500	\$261,984
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	3
Science	2
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Student Achievement Data is monitored regularly by the District and sites. Based on the data we have a number of areas that have been the focus of professional development. We are in our third year of implementing PLCs with fidelity focusing on aligning curriculum, grading, instructional practices, and interventions. In addition, ensuring appropriate supports for our Emerging Bilinguals, Special Education, and other minority student groups is in the forefront of our professional development activities.

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 District provides Instructional Coaches in the areas of math and ELD.

The district has contracted with Solution Tree to provide training and support to our PLCs as they continue to focus on the hard work of Collaborative Teams. The District continues to provide professional development to the core departments providing support in their process of aligning curriculum with the California Common Core State Standards, instructional strategies, and intervention practices. Instructional Technology is another highly supported area. A majority of the professional development activities are conducted during the school day with teachers being provided substitutes so they can attend the PD sessions required by the District. There are also opportunities to teachers to participate or request individual support from the coaches or access to workshops, seminars and conferences.

Additionally, staff are trained in Youth Mental Health training, CPI (Crisis Prevention Institute) training, PBIS (positive behavior interventions) and much more.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5