

Mission Oak High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 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

District Administration

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Superintendent

Tony Rodriguez
**Assistant Superintendent
Curriculum**

Andrew Bukosky Ed.D.
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Human Resources**

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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.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (559) 687-7308.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	377
Gr. 10	387
Gr. 11	420
Gr. 12	332
Total	1,516

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.0
Asian	1.4
Filipino	0.4
Hispanic or Latino	72.6
Native Hawaiian/Pacific Islander	0.1
White	22.3
Two or More Races	0.0
Socioeconomically Disadvantaged	70.2
English Learners	16.0
Students with Disabilities	5.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mission Oak High School	12-13	13-14	14-15
Fully Credentialed	64		65
Without Full Credential	0		0
Teaching Outside Subject Area of Competence	0		0
Tulare Joint Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	254
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Oak High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The Tulare Joint Union High School District held a public hearing on April 11, 2013 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: 9/18/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<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>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Dave Ramsey Foundations in Finance (Consumer Math) Adopted 2014</p> <p>CPM Geometry Core Connections Geometry Adopted 2014</p> <p>CPM Alg 1 Adopted 2012</p> <p>MPS Stats Adopted 2012</p> <p>Goodheart Wilcox Adopted 2010</p> <p>Key Curriculum Adopted 2008</p> <p>McDougal Littell Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Cengage Learning (AP Physics) College Physics Adopted 2013</p> <p>Pearson Adopted 2010</p> <p>McGraw-Hill Adopted 2009</p> <p>Holt Adopted 2008</p> <p>Prentice Hall/Pearson</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 9/18/2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Biology Adopted 2007 Prentice Hall/Pearson Chemistry Adopted 2005
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	TCI Adopted 2008 Houghlin Mifflin Adopted 2009 Cengage Learning Adopted 2010 Wroth Adopted 2010 Pearson Adopted 2010 TCI Adopted 2012 Houghton Mifflin Wld Hist H Modern World History Adopted 2013
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Holt Espresate 3 (Spanish 3) Adopted 2012 Holt Espresate 2 (Spanish 2) Adopted 2011 Holt, Rinehart & Winston Adopted 2010 McGraw Hill Adopted 2009 Houghton Mifflin (Spanish 3) Ven Conmingo Adopted 2008 Spinner Publication Adopted 2008
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	James Bartlett Learning 2013
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Goodheart Wilcox Adopted 2013 Pearson Adopted 2013 Jones & Bartlett Learning Concepts of Athletic Training (P.E.) Adopted 2013

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: 12/16/2014				
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]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	60	57	45	58	59	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	44	46	47	48	48	50	54	56	55
Math	21	18	18	24	22	20	49	50	50
HSS	50	52	58	48	50	51	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	4	4	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.4	22.5	46.8

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	45
Male	45
Female	44
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	37
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	34
English Learners	7
Students with Disabilities	6
Students Receiving Migrant Education Services	39

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	7	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	8	3
Native Hawaiian/Pacific Islander			
White	26	-5	23
Two or More Races			
Socioeconomically Disadvantaged	18	18	1
English Learners	0	10	27
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

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 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.6	3.4	2.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.7	6.4	4.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 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	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	375

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.6	26	25	18	21	21	24	26	36	13	17	12
Math	26.5	28	27	14	15	15	24	21	23	12	18	16
Science	30.9	32	31	2	4	6	16	5	5	13	23	23
SS	27.5	32	32	6	4	4	19	5	5	12	26	27

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,335	\$42,957
Mid-Range Teacher Salary	\$61,489	\$69,613
Highest Teacher Salary	\$84,022	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$118,505	\$129,506
Superintendent Salary	\$153,500	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6533	2754	3779	70886
District	♦	♦	7306	\$67,239
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-48.3	6.9
Percent Difference: School Site/ State			-31.8	-1.0

Types of Services Funded at Mission Oak High School

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)

Professional Development provided for Teachers at Mission Oak High School

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

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

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

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

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	27	19	39	39	22
All Students at the School	51	29	20	35	41	24
Male	56	27	18	32	43	26
Female	47	31	22	38	40	22
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	58	26	16	40	41	20
Native Hawaiian/Pacific Islander						
White	29	39	32	16	47	38
Two or More Races						
Socioeconomically Disadvantaged	61	27	12	41	43	16
English Learners	100			76	20	4
Students with Disabilities	81	19		86	10	5
Students Receiving Migrant Education Services	67	22	11	28	44	28

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Mission Oak High School	2011-12	2012-13	2013-14
English-Language Arts	52	49	49
Mathematics	62	61	65
Tulare Joint Union High School District	2011-12	2012-13	2013-14
English-Language Arts	51	49	46
Mathematics	60	58	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	89.44	84.73	84.56
Black or African American	106.67	89.09	75.90
American Indian or Alaska Native	100.00	90.00	77.82
Asian	85.71	82.61	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	87.10	82.22	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	97.37	91.94	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	89.69	83.21	82.58
English Learners	34.78	47.73	53.68
Students with Disabilities	78.95	86.75	60.31

Dropout Rate and Graduation Rate			
Mission Oak High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.1	6.2	10.3
Graduation Rate	87.91	93.08	89.69
Tulare Joint Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	19.0	15.6	12.8
Graduation Rate	80.58	83.77	87.00
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	4	♦
Science	4	♦
Social Science	3	♦
All courses	17	0.7

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	71.32
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	37.50

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

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.