



MISSION OAK HIGH SCHOOL SELF-STUDY REPORT

3442 E. Bardsley Ave.

Tulare, CA 93274

Tulare Joint Union High School District

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ACS WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

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Introduction

- Provide a brief background of the school and include a summary description of programs offered.
- Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

Brief Background of School

Mission Oak High School (MOHS) opened in the fall of 2008 with 732 ninth and tenth grade students on a 65 acre campus, and now has an enrollment of approximately 1,730 students. It is the third and newest comprehensive school in the Tulare Joint Union High School District. Tulare is located in the heart of the San Joaquin Valley of Central California. In 2023, Tulare had a population of 73,908 and is growing at a 2.22% annual rate. Approximately 67% of the MOHS student population resides in the city of Tulare, the remaining student population resides in Tipton and Pixley. These two small towns have a population of 3,193 and 4,322 respectively.

Mission Oak provides its students with a wide range of curriculum and opportunities. Key highlights of the school are the pathways, Career Technical Education (CTE) programs, Dual Enrollment opportunities, and AP and Honors courses. In 2014, the school opened an Engineering Academy, which has been going strong since its inception. Currently the academy has approximately 158 students. In 2020, academy opportunities grew with the addition of the Protective Services and Law (PSL) Academy. This academy prepares students to serve the community with a career highlighted in the areas of law enforcement, corrections, fire, law, etc. Next year, 2024-25, Mission Oak will add an auto shop/construction building to open two new career pathways.

Along with the Academies and CTE pathways, Mission Oak offers a rich A-G curriculum with many AP courses and dual credit courses articulated with College of the Sequoias (COS). Support classes are also offered for Math, English, Special Education, and English Learners. Additionally, we offer a full AVID program.

Diversity, Equity and Inclusion

Over the last several years, Mission Oak has taken a variety of steps to become more inclusive and equitable. The majority of the work has been in the area of providing our staff and students opportunities to grow in their Social Emotional Learning (SEL). Not only have we added additional staff (psychologists and social workers) to meet the needs of our students, we continue to create SEL lessons that are shared with teachers to present to our students. REIGN lessons, or PBIS lessons, are student-created and student-taught. In addition, we have made a change in our Advanced Placement and Honors courses which are now open to any and all students without having to apply. We have also supported and maintained clubs such as Gay-Straight Alliance (GSA) and Bring Change to Mind. These clubs and opportunities allow students to express themselves freely and gain confidence in who they are regardless of gender and sexual orientation. During the past two years, Mission Oak has also made strides in

increasing inclusivity for our special education students, both at the county level and the site-level. SPED students now have the opportunity to take marketing classes and work within student stores. The Best Buddies Club, which is primarily composed of special education students, has grown in size and has helped students increase autonomy through fundraising and the organization and implementation of activities on campus. County students became student athletes through participation on Unified Sports teams, both basketball and soccer teams. And, our Tulare County Office of Education (TCOE) students have become active participants in integral high school traditions like Homecoming. We continue to encourage our county special education students to have a typical high school experience by providing them with free ASB stickers for free or reduced cost at dances and activities. Although we have made some changes, there is still more work to be done.

Summary Description of Programs Offered

In addition to the [courses outlined by the district](#), Mission Oak High School offers the following programs for students:

- **Agriculture Academy (AG)** : The Agriculture Academy promotes the integration of academics and a career focus in three career pathways - Agriculture Mechanics, Animal Science, and Plant Science.
- **[The Pathway Model Courses](#)**: Visual And Performing Arts (VAPA) pathway, Graphic Design Pathway, Commercial Art, Child Development, Business Management, Food Service, Agri Science Pathway, Software Systems Pathway, Patient Care Pathways, Engineering Academy Pathway, Protective Service and Law Academy Pathway. The pathway model is very similar to the Academy Model, but offers a little more flexibility in terms of core class choices.
- **Dual Enrollment**: Articulation with COS allows our students to earn high school and college credit at the same time in order to maximize time on campus and prepare them for the future. Currently we offer history and English class as part of the dual enrollment program.
- **Afterschool Credit Recovery Classes**: Credit recovery courses are offered every semester for core class subjects. These classes are offered two days a week in person.
- **[Winter Session](#)**: Winter session courses are offered during winter break for students.
- **[PLATO](#)**: PLATO is an online course management system offered to students who need to recover high school credits in both core and elective classes. MOHS offers three PLATO classes during the school day and one class after school.
- **Extended Summer School**: Credit recovery courses in all core subject areas are offered four afternoons a week at one of the District's campuses. Most of the classes taught are offered in person; however, there are some courses offered online using PLATO, the district's academic recovery program.
- **Coordination of Services Team**: Coordination of Services Team (COST) was created as a strategy for managing and integrating various learning supports and resources for students. As a new level of early intervention for students in the 2023-2024 school year, the goal is primarily to "catch" our students before they are in need of additional remediation, referred to alternative education, and/or possibly drop out of school. In addition, the COST team identifies and addresses student needs holistically and ensures that the overall system of support works together effectively. This team works in conjunction with our Social Emotional Learning team to address student issues and provide student support.

Mission Oak ACS WASC/CDE Self-Study Report

- **Advanced Placement/Honors:** Mission Oak High School offers 11 Advanced Placement courses as well as nine honors courses. Despite a declining enrollment and an increase in the percentage of students who are not traditionally regarded as AP students, Mission Oak's open access policy has ensured a complete offering of honors courses.
- **Advancement Via Individual Determination (AVID):** At MOHS, we offer eight sections of AVID, two classes per grade level, as enrollment has remained steady over the years.
- **Two Linked Learning Academies:** Engineering and Protective Service and Law

Collaboration for Self Study

Mission Oak High School's faculty, staff, students, and parents began this self-study process in the Fall of 2022 with the intent of examining its progress toward the established Schoolwide Learner Outcomes, identifying prior critical areas for follow-up, and determining new areas of need. The WASC Coordinator, Principal, and administration team attended virtual WASC training in preparation for guiding the process.

Focus groups, with an average size of 15 to 21 people, used staff meetings to collaborate to complete their assigned criteria and prompts. Group leaders met as well in order to plan out the meetings and writing of the document. The Administrative Team and WASC focus group leaders used school email and Google Drive folders to write and organize the self study report. Focus groups worked collectively to respond to provided prompts using Google Drive. Student groups and parent group also contributed by providing feed back on the strengths and areas of growth. This highly collaborative process resulted in a self study that was truly authored by a large group staff including classified and certificated staff members.

Chapter I: Progress Report (2-5 pages maximum)

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Since the last full WASC Study in 2017, there have been several key changes at Mission Oak. Some of those key changes are listed below.

RESPONSE TO INTERVENTION (RTI) CLASS

In order to give students more of an opportunity for intervention, we created a course called RTI in 2022-2023. Some students who are failing two or more of their core classes are put into RTI where they could get more one-on-one support.

MATH SUCCESS LABS

Mission Oak embedded intervention for students in order to be successful in math. In 2018-2019 Mission Oak added eight sections of Math Success lab that correlated with Algebra. Students who needed additional support were put into a math success lab to work on the standards that they struggled with. In the 2021-2022 school year we added eight more sections of Math Success Lab for Geometry and Algebra 2.

ENROLLMENT TRENDS

Mission Oak's student enrollment is currently 1,719. Our enrollment numbers have increased by 254 students since the 2020-2021 school year. The increased enrollment has impacted the amount of classrooms that we have available on campus. This school year, we added ten portables to our classrooms to accommodate for the amount of students we have increased in. It is anticipated that the growth at MOHS will continue in the near future.

SOCIAL EMOTIONAL LEARNING (SEL)

Our SEL focus started during our Distant Learning of 2020. Events, clubs, surveys, lessons, and a committee have helped to promote emotional and mental support for our students and staff. Our staff has also created SEL lessons that teachers complete with students bi-monthly.

WELLNESS CORNER

Mission Oak created our Wellness Corner in the fall of 2022 to increase resources for students to learn self-regulation techniques to manage their emotions. MOHS saw a pattern of students having difficulty focusing and learning in class when bigger emotions arose. Students struggled finding a space on campus to calm down and regulate their emotions and bodies when feeling overwhelmed, anxious, or upset. Mission Oak's Wellness Corner allows for students to have a change of environment to process emotions, calm down, and then return to class ready to learn. The Wellness Corner is a private space where students can utilize provided calming strategies to learn lifelong coping skills, calm down, and learn self-regulation skills.

DIGITAL CITIZEN LESSONS

We have a district wide committee composed of administrators, teachers, and staff members that create the Digital Lessons that then are completed with our students. Students are given Digital Citizenship lessons bimonthly.

WRITING ACROSS THE CURRICULUM (WAC)

Our district brought back Writing Across the Curriculum at all sites in the 2021-2023 school year. Every subject matter is to write an essay in their class. Teachers have the option to write either an argumentative essay or an informational essay with their students. The teachers then collaborate within their Professional Learning Communities (PLC).

LESSON STUDIES

Our district implemented Lesson Studies for all sites in the 2022-2023 school year. Lesson studies are an ongoing professional development process and is an opportunity for action research focused on student learning. The Lesson Studies utilizes the PLC model to put student learning at its center and allows teachers an opportunity to create high quality instructional practices through collaboration, collective planning, teaching, observing and analyzing lessons. Lesson Studies are a cycle of learning in which new insights are integrated into subsequent lesson planning.

ADMINISTRATION

All the current administration was not present at MOHS six years ago. Beginning with the current principal who returned in July 2020 after a five year hiatus. The two Assistant Principals and two Deans of Students have all come on board in the last four years. The current administrative team has been in place together for the last two years.

PROTECTIVE SERVICE AND LAW ACADEMY (PSL)

In 2019 Mission Oak opened the PSL academy with the goal of providing students with the opportunity to learn about a career in law enforcement, fire fighter, corrections officer, or lawyer. This academy now has a full group of students, freshmen through seniors.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Mission Oak High School has made progress towards the implementation and monitoring of the Schoolwide Action Plan. The administration team, counselors, teachers and educational stakeholders, collaborate throughout the year to engage in an ongoing, systematic analysis of our progress and overall effectiveness towards meeting program goals as they relate to the growth areas and our Action Plan. In addition, each PLC/Department develops its own goals and action step to help their students become more successful.

Each year, our principal reviews the Action Plan, student learner needs, and growth areas for continuous improvement with the faculty and staff. Schoolwide data is shared with the entire team and the action plan is reviewed in the fall by faculty and staff after evaluating progress made towards meeting schoolwide learner goals. Staff members engage in the implementation and monitoring of the schoolwide action plan/SPSA through data collection, analysis, and interpretation. Through the PLC staff are able to brainstorm and develop effective strategies to improve student achievement. Each month there is one all staff meeting, and the rest of the PLC days are used for PLCs to meet. Additional meetings are scheduled as needed. The School Site Council and ELAC meet four times a year.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all growth areas for continuous improvement from the last full self-study and all intervening visits.

WASC Action Plan Goal #1: PLC development toward curriculum, instruction and assessment which include pacing guides.

LCAP GOAL #1	All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)
SPSA GOAL 1	All students will demonstrate successful completion of a broad course of study and will meet the A-G requirements upon graduation, in order to be prepared to transition to college or a career. (All students will be college and career ready.)

- Our District paid for seven of Mission Oaks Staff to attend a PLC Conference in Pasadena.
- Solution Tree has come to our site and has met and worked with each PLC. During their PD, the PLC has had the opportunity to collaborate and work on their common assessments, SMART Goals, and Collaborative Team Reflection.
- Provide funding for substitute teachers so that teachers can attend professional development
- Continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready (Low Income, English Learners, Foster Youth).

WASC Action Plan Goal #2: Continue Social/Emotional support for all students and families/ All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.

LCAP GOAL #3	TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.
SPSA GOAL 3	MOHS will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

- Mission Oak added a full time Rehabilitation Specialist as a support for our students in the 2023-2024 school year.

- SEL lessons are provided to our staff bi-monthly to present to their students.
- In 2022-2023 school year our District Purchased the Panorama survey.
- A full time social worker was added to our site to support the socio-emotional needs of our students in the 2022-2023 school year.
- MOHS has also added a part-time psychologist in addition to the one full-time.

WASC Action Plan Goal #4: Increase Mathematics Proficiency among all students.

LCAP GOAL #1	All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)
SPSA GOAL 1	All students will demonstrate successful completion of a broad course of study and will meet the A-G requirements upon graduation, in order to be prepared to transition to college or a career. (All students will be college and career ready.)

- Mission Oak embedded intervention for students in order to be successful in math. In 2018-2019 Mission Oak added eight sections of Math Success lab that correlated with Algebra. Students who needed additional support were put into a math success lab to work on the standards that they struggled with. In the 2021-2022 school year we added 8 more sections of Math Success Lab for Geometry and Algebra 2.
- Provided Math Lab Part-time Aides
- Part of our Math department attended a Solution Tree conference to continue the work of their PLC.
- This year, 2023-2024 school year, our Math coaches became full time coaches to assist math teachers in teaching Common Core standards and addressing the four PLC critical questions.

WASC Action Plan Goal #5: All students will graduate college and career ready.

LCAP GOAL #1	All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)
SPSA GOAL 1	All students will demonstrate successful completion of a broad course of study and will meet the A-G requirements upon graduation, in order to be prepared to transition to college or a career. (All students will be college and career ready.)

- Continue to provide opportunities for advancement to our students through summer school, winter intersession and before and after school courses.

- Counselors meet with students and go over their four year plan.
- Continue to provide opportunities for advancement to our students through summer school, winter intersession and before and after school courses.

WASC Action Plan Goal #6: All English Learners will improve their English language acquisition and achievement.

LCAP GOAL #2	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.
SPSA GOAL #2	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.

- There are teachers on campus that have tutoring available for our ELL students before school, at lunch, and after school.
- We utilize PBIS to incentivize students to attend tutoring sessions and to motivate them to pass the ELPAC test.
- There is a Homework Aide Lab that is provided to students to help with our ELL Students.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Since our last WASC visit, our school has used the feedback to continue better ensure high achievement for all students through the use of data and collaboration. In order to increase our Math proficiency, we have embedded remediation for our students in the school day and have implemented Math Success labs. Our math success labs are fluid as students are moving in and out as they master standards. We have also added an RTI classroom for students who are struggling academically and need the extra support. In regards to our Social Emotional goal. We have added more SEL support for our students on campus. We have hired a full-time Rehabilitation Specialist on campus to work with our students, we have implemented a wellness corner, and we have established a COST/SEL team to identify at-risk students and provide the necessary resources and support for them while progress monitoring.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

WASC Action Plan Goal #3: Improve students’ technology proficiency and provide effective Digital Citizenship lessons.

- This goal is not mentioned directly in the SPSA/schoolwide action plan however, we do provide Digital Citizenship Lessons to our students bimonthly. We have a district wide committee composed of administrators, teachers, and staff members that create the Digital Lessons that then are completed with our students.

Chapter 2: School Profile and Supporting Data and Findings (3-5 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.
- Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.
- Ensure the updated School Profile addresses the following:
 - Three years of data, if available.
 - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted. I.e., findings.
 - Include links to related profile materials at the end of the report.
 - Determine implications of the data, noting trends and patterns
 - Identify two to three major preliminary student learner needs based on the data
 - Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

The Community

Mission Oak High School is located in the city of Tulare, which lies in the south-central part of the San Joaquin Valley in the County of Tulare. The county leads the nation in dairy production. With milk being the first agricultural commodity, it ranks as one of the largest agricultural producing counties in the nation. The City of Tulare is home to the World Ag Expo. During the month of February, this event hosts more than 1,400 exhibitors and over 100,000 attendees from all over the world who explore the world of agriculture.

The economy of Tulare is highly diverse. Leading industries include: agriculture, manufacturing, health care, retail trade, and education. Below is a portion of the 2019 economic data for the City of Tulare, Tulare County, and State of California.

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

Student Demographics

1. [Enrollment Data](#) [Student Distribution by Ethnic Code](#)

Current Data Trends:

- MOHS has had a 15% increase in California Dashboard Enrollment over the past six years.
- Our Hispanic population makes up 80.3% (2022-2023) of our student body which is slightly higher than our communities of 63% for Tulare City, 86% City of Pixley .
- We have seen a 15% increase in our Hispanic population which is reflective of our community profile.
- Over 75.9% (2022-2023) of our student population is considered socioeconomically disadvantaged. That is a 21% increase from the 2020-2021 school year.
- Over the last three years, we have had an increase in our families reporting that the predominant primary language in the home is a language other than English, primarily Spanish,(5.7% increase from 2020-2023).

Analysis:

We continue to serve a large population of students who are Hispanic 80.3%. We also serve a large population of students who are socioeconomically disadvantaged, 75.9%. In order to better serve our students and their families, we have put time and effort into building relationships with our students through social-emotional learning lessons and a focus on PBIS, parent group meetings, including ELAC, PIQE and School site council. Knowing who we serve has been a focus over the past six years. Knowing where our students come from and what they value has helped us create a safe learning environment and build trust among our students and families.

Student Performance Data

1. [CAASPP- English Language Arts](#)

Current Data Trends:

- In 2022, our ELA scores dropped 7% from 2021 (from 25% standard met and exceeded in 2021 to 18% standard met and exceeded in 2022). Scores then rebounded in 2023 to 24% (standard met or exceeded).
- There continues to be a gap between our White vs Hispanic populations, with our White population outperforming our Hispanic population by an average of 8.33% in standard met and exceeded over the last 3 years.
- EL populations see a small increase in ELA scores in meeting or exceeding the standard from 0% in 2021 to 4% in 2023. However this increase is less than the overall score for all students taking the ELA CASSP test. The average gap between the overall population and the ELL population is 18.33 (2021-2023)
- Students with disabilities have the lowest percentage of students meeting or exceeding the ELA standard with only 0% in 2023.
- Despite our best efforts to support these special populations these students have continued to underperform on CAASPP.

2. [CAASPP- Mathematics](#)

Current Data Trends:

- In 2018-19, pre-Covid, our Math scores (Standard met or exceeded) were at 24%.
- Since Covid, the scores have varied and we have returned to pre-covid levels overall.
- Our students with disabilities have underperformed in the past few years, with a small success in 2022.
- Our English Language Learners had a small gain in 2022 and that gain was maintained in 2023.
- Our White population continues to outperform our Hispanic population. We have seen the equity gap decrease between the two groups, from a gap of 13% in 2021 to a 8% gap in 2023,
- Our special populations including our EL population and students with disabilities both scored low in all three areas of the Math CAASPP with only a 4% meeting or exceeding standards for EL students in 2023 and 0% meeting or exceeding standards for Students with disabilities.

Analysis:

Our current CAASPP data for both ELA and Math show that we are not meeting our school data targets of supporting all of the students to become effective verbal and written communicators as well as critical thinkers. Our Math department has developed and implemented an Algebra/

Geometry Success Lab class that has helped to remediate the standards and provide support and instruction that is aligned to CAASPP standards. This has provided and afforded students the opportunity to be able to master skills and standards and improve grades. In 2022-2023 the Math Department at MOHS realigned their standards and pacing guides to meet the needs of their students based on the grade and CAASPP data. In addition, our school has developed the position of Math Coach that has allowed this individual to go into classrooms, observe, train and reflect with teachers. In addition the math coach helps to provide effective instructional strategies for teachers. MOHS has developed and implemented a reward/ incentives for students who meet and exceed standards by developing REIGN Rallies where students will receive cash for passing CAASPP and ELAC tests. This has motivated many students to re-engage with the test and try their best when these tests are taken.

3. [Renaissance- STAR English](#)

Current Data Trends:

- In all grades in English, 21.% of the students were at or above benchmark in reading.
 - 9th grade had 26% of students at or above benchmark, 10th grade had 30% of the students at or above benchmark, 11th grade had 34% of the students at or above benchmark, and 12th grade had 21% at or above benchmark.

Analysis:

Being that we have only one year's worth of data for the STAR test in Renaissance we cannot note the data trends through the years; however, it is clear MOHS needs to focus on English skills. It is also clear that many of our interventions need to be geared towards 9th graders.

4. [English Learner Data](#)

Current Data Trends:

- Our overall English language Proficiency Scores for Level 4 have dropped slightly since 2021-2022, from 12% 2022 to close to 11% in 2023.
- We have also seen a drop in Level 4 oral language scores, from 23% in 2022 to 21% in 2023.
- Level 4 writing scores have fluctuated slightly since 2020, and increased to 8% in 2022 and decreased to 4% in 2023
- A majority of our students (68%-73%) continue to score in the Level 2 and Level 3 range overall. 50% of students scored at level 3 in their Oral score and 46% of students scored level 2 on their written score.
- The number of English-only proficient students has increased over the years as well as the number of EL students which has increased by more than 49% since the fall of 2020.
- The number of EL students passing courses in English and Math has gradually increased over the last few years. English (64%), Math (52.5%). The number of EL students passing Social Science or Science has fluctuated since 2014, currently El student are passing Social Studies with 65.6% and passing Science courses with 55.2%.

Analysis:

As a site, we have been focusing on special populations including our EL populations. We have worked to know who our ELL students are, and we have worked to use instructional strategies that support our EL student's language acquisition needs. Our teachers have worked to improve their instruction and relationships with these students in hopes that they will buy into their education. Staff has expressed frustration, especially with lack of attendance and work completion. We do

have a high percentage of long-term English language learners, and we are coming together as a district and site to focus on improving their attendance, communication home and parent involvement and achievement for our ELL learners and have increased our ELAC and PIQE parent participation. The district and site have also looked closely at our reclassification criteria.

5. Local District Data; [District Progress Metrics](#)
6. Link to [CA School Dashboard Summary](#)

College and Career Preparation

1. [Students Meeting A-G Requirements](#)
2. [Career Technical Education Completion Rates](#)
3. [Advanced Placement Data](#)
4. [College and Career Readiness Indicator](#)

Current Data Trends:

- Our English Learners, students with disabilities and Foster Youth continue to underperform and are not meeting A-G requirements.
- The overall completion rates for A- G requirements have increased by 8% over the last three years.
- The A-G Requirements completion rates for our English Learners, Migrant Education, and Socio-Economically Disadvantaged students has increased over the past three years. (2021-2023)
- The CTE pathway completion rates have increased overall, from 101 students in 2021 to 242 students in 2023.
- The AP passing rates have increased by 20% over the past three years. (45% in 2021 to 65% in 2023). AP passing scores have increased in most all subgroups (Females, Asian, Hispanic and White).
- The College and Career indicator shows an overall increase by 2.9% of students that qualify as prepared for college and career from 2019-2023. There has been an overall increase in all subgroups from 2021 to 2023.
- Our Hispanic and socioeconomically disadvantaged students have continued to show growth in the college and career indicators over the last few years but still are below the overall average of students.

Analysis:

When reviewing the data from 2021 through 2023 school years, we have seen an overall increase in A-G completion, which does corroborate with the efforts our counseling team has been making in working with students, providing student academic interventions, four year planning and parent notifications about A-G requirements. In addition our counseling team has made a push to go into student classes including EL support classes to review A-G requirements. Over the last few years MOHS has been able to increase interest and enrollment in the Career Technical Education Pathways as well as provided more student academic intervention and counseling for students in these pathways leading to an increase of student completion rates. MOHS continues the goal of increasing recruitment of students completing a pathway as well as meeting A-G requirements as well as the expansion of the CTE pathway programs. The AP Passing rates have increased by 20 percent in the past three years in part to the growth and expansion of sections of the Spanish program, teacher and student buy-in into the AP programs and an overall increase in participation/enrollment in AP classes. Even Though we are seeing increases in the scores in College and Career indicators, AP Pass rates and A-G requirements met we still continue to see that our Students with Disabilities and EL students are underperforming.

Graduation Report

1. [Graduation Rate](#)

Current Data Trends:

- The overall graduation rate has dropped by .49% from 2021 to 2023. There was an increase in the graduation rate in 2021 (97.22%) but then a fall again in 2023 (95.74%).
- We have seen an overall increase in our percentage of students earning a Golden State Seal Merit Diploma from 2021 to 2023. However, in 2023 we did see a decrease in this rate in comparison to 2022.
- Our Asian and African American/Black populations have maintained 100% graduation rates for the last 3 years, while our White population is trending down over the last three years from a 97.1% in 2021 to 93.9% graduation rate in 2023.
- We have seen an average percent increase of 1.2% in our EL graduate population from 2021 to 2023. In comparison with the schoolwide graduation rate English Learners on average have a 7.22% decrease in graduation rate. The graduation rate for our students with disabilities has had an average percent increase of 11%.
- The graduation rate for our migrant students, Students with Disabilities and Foster Youth has been trending down with a decrease of 13.89% for migrant students,
- The overall dropout rate has increased slightly since the Pandemic.

Analysis:

After close analysis of the data we see that the Foster Youth and Migrant Students rate is much higher than that of all students. EL students and Students with disabilities also had a higher dropout rates in 2022-2023 than the school average. This is an area of concern for MOHS. MOHS has been working diligently to proactively identify students who are failing or not meeting graduation requirements and placing them in credit recovery classes, summer school, or even referring them to alternative placement for faster credit recovery. In addition our counseling team tracks students not on track to graduate and works to provide on campus academic support to complete all necessary coursework and/or social emotional support.

School Climate

1. [Suspension and Expulsion Rates](#)

2. [Panorama Survey Data](#)

Current Data Trends:

- Suspension rates at MOHS have increased over the last three years, from 1% in 2020-2021 to 8.2% in 2022-2023.
- English Language Learners, Foster Youth, Students with Disabilities and African American students are being suspended at a rate that is higher than the overall student body.
- With the exception of the 2020-21 school year, the expulsion rate has decreased from .24% in 2021-2022 to .17% in 2022-2023.
- Most offenses seen at MOHS deal with Drug related suspension or Violence (physical fights or non physical fights)
- According to our Student Panorama Survey in the Fall of 2023, only 41% of surveyed students have a strength in Self Efficacy and control motivation and behavior. 49% felt

favorable with Emotional Regulation, while only 50 % of students perceived to have social emotional skills in the Growth Mindset. Overall students at MOHS surveyed Grit as the most favorable social emotional skills at 57%.

- Over the past three years the Panorama survey has been taken and participation has increased. The survey shows trends in students continue to struggle with the social emotional skill of Self Efficacy and emotional regulation.
- MOHS has increased support/interventions and resources for students for all levels of Tier Supports. MOHS has also seen an increase of student visitations by on campus support personnel.

Analysis:

The 2022-2023 suspension rate for MOHS was in the orange performance level. MOHS had a 8.2% suspension rate which was a 2.7% increase from the prior year. Our Foster Youth, students with disabilities, English Language Learners and Socioeconomically Disadvantaged are subgroups with higher than average suspension rates. Our students with disabilities were in the red with an 19.6% suspension rate and an increase of 7.3% from the previous year. In 2019-20, 40% of our suspensions were for drugs and 46% were for violent incidents without injury. Due to the increase in behavioral issues and suspensions MOHS has hired additional intervention staff to help with student behaviors including adding a part School Psychologist, Full Time Behavioral Specialist, Social Worker. In addition MOHS has established a new MTSS team (COST) that meets bi-monthly to review student behaviors and supports and will identify students needs and provide supports for students within the Tier system. According to Panorama survey data, we need to increase students' Social Emotional proficiencies especially in the areas of Self Efficacy and Emotional Regulation. School mental health support staff have increased their caseloads and meet with more students. MOHS has been able to use the Panorama survey to work with District staff to develop and implement SEL lessons in all classes as well as develop group counseling for identified populations with needs of additional mental health and social emotional support.

Attendance Data

1. [Chronic Absenteeism](#), [Attendance Data](#)

Current Data Trends:

- Average Yearly attendance over since the 2018-2019 school year trends down with an increased average in the 2020-2021 school year.
- MOHS has seen the chronic absenteeism rate fluctuate from 2% in 2020-2021 to 14% in 2022-2023.
- Our English Language Learner population rate is higher than the average of all students which is a concern, and has sustained an above 20% chronic absenteeism since the 2021-2022 school year.
- Our homeless population continues to have high absenteeism, over 27% for the past two years.
- MOHS has a significant increase in chronic absenteeism among Students with Disabilities 20%, Foster Youth 30%, Homeless 30%.
- We have seen a 2% rise in absenteeism among our female students since 2021-2022.

Analysis:

We are happy to report that according to our 2022-2023 chronic absenteeism rate for MOHS is 14%, which is well below that of the state average (24.9.3%), the county average (19.4%). Students at MOHS do struggle with absenteeism and tardiness and we are aware that 14.% is over 10% which we are working to change, however, new measures have been taken by the administration to hold students more accountable for their truancies and we are looking forward to seeing improvements in student attendance as a result. We have and are currently implementing and working with parents to hold more tardy and attendance meetings with parents and students. In addition, we are working more closely with district personnel to review attendance data and provide support for students with chronic absences. These efforts are starting to show improvements in attendance average scores as our school average this year is 1.4% higher than last school year.

Additional information on staffing, professional development, school safety, facilities, and more can be found on our [SARC](#)

Major Preliminary Student Needs

- CAASPP in ELA and Math has increased but there is still room for improvement.
- English Learner students and Students with Disabilities are not meeting ELA and math standards across the grades compared to other student groups.
- English Learners students and Students with Disabilities are also not achieving the CTE completion and A-G requirements as compared to other student groups.
- Suspension rates remain high for students with disabilities and English Learners. English

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- How do we continue to improve on both ELA and Math CAASPP achievement for all student groups?
- How can we increase the number of students across the board but especially English Learners and SWD who complete A-G requirements as well as a CTE pathway?
- How do we decrease the number of suspensions for all groups of students?

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>Mission Oak High School and the Tulare Joint Union High School District have a clearly defined and aligned mission and vision for its students. These statements have been created by educational partners in order to gather as much input and perspectives as possible.</p> <p>Everything that is done at Mission Oak is with the purpose of fulfilling our mission which is to empower all students to graduate with college, career, and life-readiness skills. Our vision is to create an environment where all students will be prepared to embrace challenges, seek opportunities, and find purpose in a dynamic global society.</p> <p>The focus of both statements is to ensure that our students are provided with the most learning opportunities and are well-prepared</p>	<p>MO Mission and Vision Statements</p> <p>School Site Council Agenda</p> <p>SPSA</p> <p>LCAP</p> <p>Student Survey</p> <p>Parent Survey</p> <p>LCAP presentation</p>

<p>for life beyond high school.</p> <p>In addition the school regularly reviews these statements through groups such as the Advisory, School Site Council, English Learner Advisory Committee as well as the District Learner Advisory Committee.</p> <p>The Principal heads up the School Site Council (SSC) each year which works together with staff, students, and parents to create the Schoolwide Plan for Student Achievement (SPSA). In addition, the LCAP development process incorporates input from all educational partners through its surveys and Budget Advisory Committee. This process gives educational partners the opportunity to give input and perspective to where the funding goes and how it is spent.</p> <p>The LCAP presentation is also shared with staff and parents through SSC, ELAC, Advisory, and ASB.</p> <p>Mission Oak’s mission and visions are highly visible to all partners and are posted in classrooms and common areas, are written into the Parent/Student Handbook, posted on the web page, posted on every PLC and leadership agenda, and revisited with the School Advisory Committee.</p> <p>Schoolwide Learner Outcomes (SLO) have been developed through collaboration of educational partners. These SLO have been shared with students and parents using the acronym WINGS. This has been in place for many years. One area of growth for MOHS is to move from SLOs to a Graduate Profile of what students should know and be able to do upon graduation.</p> <p>Summary Analysis: Reviewing our mission and vision shows that MOHS is effective in this area. The District LCAP, SPSA, and department goals are all aligned and seek to help prepare all students for college and career. The SLOs go into deeper detail to what we expect our students to know and be able to do upon graduation. We believe that our goals and direction are well defined but are looking for more ways to share and make them known to all of our educational partners, in particular our Spanish speaking population.</p>	<p>Back-to-School Night</p> <p>Mission Oak Website</p>
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Criterion A2: Governance

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (1 page maximum)

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>The MOHS school community has a very clear understanding of the working relationship between the School Board and the site. Much of the strong relationship comes through the Principal and District Administration and Board. The Principal attends all board meetings and works with District Administration to lead the school in following the policies and direction set by the Board. MOHS is currently in the process of building an Olympic size pool, an Auto Shop, and a Wood Shop. The strong working relationship with the Board, District Administration, Site Personnel, and community members is strong and effective in following the decisions and direction of our School Board.</p> <p>Our District Administration is also new since the last full WASC visit in 2017. This includes the Superintendent and all the Assistant Superintendents. The new District Administration and the Board have very clearly communicated with the site the goals and expectations for our school. Every two weeks the Principal attends the District Cabinet meeting where many of the goals and policies set by the Board and District Administration are communicated to site administration. From each Cabinet meeting, the Principal shares at the advisory meetings the information, goals, policies, and other pertinent information with the school site. The same information is also shared through the Superintendent’s NewsLetter, School Site Council, Advisory Committees, Parent Square, Faculty Handbook, and Parent Surveys.</p> <p>Our school community also understands the importance of the governing board in the success of the schools. Through posted Board Agendas and the ability to zoom in on the open sessions, the community has an opportunity to view, even if they are not present. On several occasions, MOHS educational partners have attended the Board meetings in order to share their thoughts on important issues such as academics, athletics, and the arts.</p> <p>Summary Analysis: The school board policies are supportive of Mission Oak’s vision, purpose, and Schoolwide Learner Goals. Our school community supports the vision for our school as evident by attendance when important decisions are being made that affect MOHS. For example many MOHS supporters came out to speak to the Board when it was deciding whether to provide funding to build a pool or not. In addition, the District is currently seeking ways to fund much needed facility upgrades at MOHS and throughout the district. The Board will continue to seek the school community’s input throughout the process. And finally, the Board recently approved a new Auto and Wood shop to be built at MOHS which will provide many students with unlimited opportunities to help them be ready for college and career.</p>	<p>District Mission and Vision</p> <p>Board Policies and Administrative Regulations on District Website</p> <p>Board Meetings (Agendas and Minutes)</p> <p>District Priorities</p> <p>Vision Statement</p> <p>ELAC</p> <p>District Expectations</p> <p>Superintendent Newsletter</p> <p>LCAP Workshops</p> <p>Parent Survey</p> <p>Parent Booster Clubs</p> <p>ParentSquare</p> <p>Faculty Handbook</p> <p>Student Code of Conduct</p> <p>Uniform Complaint Procedures</p>

Criterion A3: Leadership for Learning

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

Criterion A3: Leadership for Learning (1–2 pages maximum)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students’ needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP

A3.1 Broad-based and Collaborative: The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.
A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.
A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
<p>Using student assessment data, course grades and credit achievement, and input from various stakeholder meetings, the school leadership and stakeholder groups make decisions and initiate activities that focus on students achieving the Schoolwide Learner Goals, academic standards and college and career readiness standards. This is evidenced in our Leadership Agendas, LCAP, School Advisory Committee notes, and PD agendas.</p> <p>Mission Oak’s staff effectively support student learning throughout all programs. Teachers meet within their Professional Learning Communities(PLCs) to continually better serve our student population. Within PLCs, teachers continually look at data and share strategies to increase student achievement.</p> <p>Collaboration meetings focus on PLCs and also include teacher demonstration of instructional strategies. Staff in all areas also support the student body and the overall school climate by being present at extracurricular events, lending support to student activities, and celebrating student achievements, as evidenced in our Hawk Shoutouts.</p> <p>Along with the principal, the School Site Council puts together the school’s Single Plan for Student Achievement (SPSA) and provides data regarding student achievement, which is used to identify major</p>	<p>School Advisory Committee</p> <p>LCAP</p> <p>PLC Agendas</p> <p>Leadership Agendas</p> <p>Professional Development Agendas/Slides</p> <p>Survey Data</p> <p>CAASPP Scores</p> <p>District Progress Data</p> <p>PD Agendas</p> <p>Parent Square</p> <p>Hawk Shoutouts</p>

<p>student learner needs and address academic and career standards. The data is analyzed to create goals that will address areas of need. These include specific actions to be taken, timelines, and the expenditures needed to ensure the goals will be met in a timely manner in accordance with the district LCAP. Every effort is made to ensure that our SPSA aligns with our District Plan and LCAP goals. The school plan is correlated to student learning. The staff uses student achievement data (see CAASPP data and TJUHSD Progress Metric in evidence) to ensure career readiness and preparation for college. Students, parents, teachers, administrators, and classified staff serve on the School Site Council, which meets regularly to allocate funds to support student achievement and the goals of Mission Oak’s High School outlined in the SPSA.</p> <p>Summary Analysis: While data is analyzed effectively during PLCs, Leadership, and various committees, Mission Oak could improve on looking at data as an entire staff regularly and using it to make site-wide decisions. Creating systems to collect, analyze, and reflect on data and current programs/procedures would help Mission Oak measure impact on student achievement. The Leadership at Mission Oak impacts student learning and well-being by guiding a broad-based and collaborative learning environment and more common accountability expectations focused on student success and continuous improvement.</p>	<p>Professional Development</p>
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Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how **leadership and staff actions impact student learning and well-being.**

Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

<p>A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p>A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.</p> <p>A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p>

Findings	Evidence
<p>Our District and School Site works together to hire and retain the most qualified staff possible for the success of our students. School Administration works closely with the Human Resource (HR) Department to ensure quality candidates are interviewed and are recommended for hire to the Board. Professional Development (PD) growth opportunities are given to staff based upon teacher needs as seen by site supervisors. Specific and targeted PD is provided in many ways. For example, Department Chairs and the Math Department have been working with a consultant from Solution Tree to gain specific training on PLCs and Mathematical Strategies for instructional success.</p> <p>The district and site plan of staff development follows a systemic approach. Our district has developed a Professional Development calendar for each year. This calendar is filled with training in a wide range of topics which include PBIS, Special Education, English Learner strategies, Educational Law, PLCs, Kagan Strategies, and School Safety to name a few.</p> <p>Professional Learning Communities have been an integral part of our structure at Mission Oak. Just recently, six of our leaders attended the Solution Tree PLC four day training in Pasadena, CA. PLCs develop curriculum and assessment continually. In addition, they also participate in lesson studies under the guidance of our district leaders. We continue to refine the PLC process each year to become more and more effective in improving student success. In addition, this year we developed a Guiding Coalition which includes all the Department Chairs and PLC leaders. This group works to help support all of the teaching staff to be successful in their instruction to students.</p> <p>The administrative team performs the required formal evaluations for teachers as well as informal walkthroughs. These walkthroughs are documented on a Google form and reviewed to find trends and patterns across the school which need to be celebrated or addressed.</p> <p>Each year all employees receive a copy of the Employee Handbook. All staff are expected to read and sign that they have read the Handbook. Although staff sign that they have read it, administrators do not check for understanding or ask if there are any questions. This is one area which the school needs to improve. Our school administrators in the beginning of the year also send out their responsibilities and Alphas to the staff.</p> <p>Summary Analysis: Our school's staff participates in a variety of PD throughout the year. Many formal and informal classroom visits occur each year. Despite all the training, our school's data is still showing a low achievement by our English Learners and Students</p>	<p>District PD Catalog/PD Catalog</p> <p>Advisory Meeting Calendar/Agendas</p> <p>Staff Meeting Agendas</p> <p>Collaboration schedule</p> <p>Weekly walkthrough Google sheet</p> <p>Evaluation Handbook</p> <p>Evaluation Meeting</p> <p>Administrative records of visits Staff Handbook</p> <p>Administrator Responsibilities</p> <p>Outside PD Opportunities: Ex, County Office, PLC, PBIS, AVID, AP Institutes, Pathway Specific PD</p> <p>District Professional Development</p> <p>Lesson Studies</p> <p>Mona from Solution Tree for PLC</p> <p>PLC's</p> <p>SMART Goals</p> <p>Admin Walkthroughs</p> <p>Induction</p> <p>Mentor Teacher Support</p> <p>Keenan Trainings</p> <p>Staff Meeting</p>

<p>with Disabilities. Moving forward, we will look to provide more opportunities on site and off to prepare our staff to implement strategies to help these two student groups.</p>	
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Criterion A5: Resources

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

Criterion A5: Resources (1–2 pages maximum)

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

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
<p>Resource allocation decisions are made by our educational partners in order to meet the needs of the students. Beginning with the LCAP process, input is taken from parents, students, and staff through surveys and participation in the Budget Advisory Committee. Likewise, when creating the SPSA, Students, parents, and staff meet five to six times a year to plan how the funding will be spent to best meet student needs. The school’s Advisory team also provides input to the site Admin on how to spend and allocate funding. Additionally, teachers also share with their department chair on the best way to spend funding to impact learning positively.</p> <p>The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective and support student learning.</p> <p>Our Textbook Clerk works diligently to ensure that all students and teachers have the necessary materials needed in the classroom. This</p>	<p>SPSA</p> <p>LCAP</p> <p>Site Leadership Agendas</p> <p>Staff Meeting agendas</p> <p>District policy for adopting books</p> <p>District curriculum</p> <p>Textbook adoption committees</p> <p>Work order Process</p> <p>Custodial Clean-up</p>

<p>includes textbooks and materials for new classes. She tracks the use of textbooks through Destiny. Our Librarian also ensures that students have a place where students can have access to reading material that is for leisure and for assigned tasks.</p> <p>The Mission Oak campus is very well maintained and the school still looks new despite being 15 years old. Our Director of Maintenance supported by the District Facility Director worked to quickly address any repairs needed on the campus. The custodial crew works daily to maintain a clean campus as well as the grounds crew who maintain the outdoors of our campus.</p> <p>Summary Analysis: The distribution of resources at Mission Oak is aligned to its student needs. Our site works closely with the Budget Advisory Committee to help determine funding for particular student needs and how LCAP money will be used. Groups like the SSC also review student needs and provide funding for some of those needs based on the data.</p>	<p>Schedule</p>
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ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- Clearly defined goals and objectives which are approved by the Board and shared with the school site.
- A Comprehensive Employee Handbook has been developed and distributed to all staff.
- Collaboration by all educational partners when determining where the funding will be spent.
- Access to top quality professional development is available to all staff.

Areas of Growth

- Analyze data as an entire staff to allocate resources appropriately.
- Provide more professional development to help EL and SWD become more successful.
- Greater focus on SLOs.

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

<p>B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.</p> <p>B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.</p>	
Findings	Evidence
<p>Mission Oak High School provides a rigorous and relevant standards-based curriculum for all of its students. It provides the traditional core subjects as well as a vast array of electives, two academies, and coming next year an Auto and Construction shop. Students are assessed in a variety of ways to determine how well students are meeting the standards.</p> <p>Departments and subject matter teams are organized into Professional Learning Communities (PLCs). Teachers have been trained through Solution Tree on how to be an effective PLC that produces learning targets, assessments, and curriculum that is rigorous, relevant, and based on California State Standards. PLCs work to create effective pacing guides</p>	<p>PLC</p> <p>Lesson Study template/ example</p> <p>Inservice Agendas</p> <p>Reference books</p> <p>Chromebooks</p> <p>Students- Digital Citizenship Lessons</p>

<p>and lessons with appropriate teaching strategies based on research.</p> <p>The District's first LCAP goal pertains to all students being College and Career ready. This is achieved through encouraging students meeting A-G requirements and completing a Career Technical Education (CTE) pathway. Students are recognized for being A-G, CTE at graduation.</p> <p>We offer AVID classes, AP and Honors classes, as well as a handful of Dual Enrollment courses to help students prepare for college and career. Mission Oak is also home to the Engineering Academy and the Protective Services and Law Academy (PSL). The students enrolled in the academies have shown interest in a specific field of study which has allowed them to broaden their knowledge. Each year, the students are cohorted in different classes. Home Economics and Child Development classes are offered throughout the school day to help prepare students with life-skills. Agriculture classes ie; Ag-Mechanics, Horticulture, Dairy Science, Ag-Biology, Ag-Business and FFA are offered for those students who are interested in the field of agriculture. Work experience is offered throughout the school day, and students are allowed up to two periods of General Work Experience. Journalism, Creative Writing, Drama I and Advanced Drama (Drama II/III), ASB for leadership skills, cooking classes, Art concepts, graphic design,oil painting, and are all offered, which give students insight into possible careers and interests. Business and Computer classes are offered.</p> <p>We also offer a plethora of support classes i.e., Response to Intervention (RTI), Math Success Labs, English Intervention to allow students help during the school day to to receive the necessary support to be successful.</p> <p>The Counseling Department promotes a presentation every year that is presented in the Freshman Studies classes that explains what is and the importance of A-G, CTE, California Colleges, etc. Every year, the Counseling Department meets with each student individually and invites a parent/guardian, and reviews the above concepts and sets short term and long term goals with each student through the 4 Year Course Plan on Aeries.</p> <p>Since we are 1:1 technology with Chromebooks, the district and site administration has placed a large emphasis on training teachers to effectively use technology in the classroom. Teachers have been provided personal devices and trained in their use. Staff has had input as to the best devices to use with students, including which courses need access to advanced devices. Additional in-services have been encouraged through</p>	<p>IT Chain of command Tec support</p> <p>CUE attendance</p> <p>Science Department Meeting agenda- example</p> <p>District Technology Committee</p> <p>Resource Department</p> <p>Digital Citizenship and SEL Calendar 2023/24</p> <p>AVID</p> <p>AP/Honors classes</p> <p>Engineering Academy</p> <p>PSL Academy</p> <p>Library Science field trip to Fresno State</p> <p>Academy of Engineering Field Trips</p> <p>PIQE</p> <p>CSF</p> <p>Career Day</p> <p>Engineering Academy Pathway</p> <p>Protective Services & Law Academy Pathway</p> <p>Multiple Agricultural Pathways</p> <p>Ag-courses and FFA</p>
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<p>CUE participation and department specific in-services. The district also has established a teacher technology support provider that focuses on software use that works alongside the IT department. She is on campus as needed and responds quickly via email.</p> <p>The District requires the implementation of Writing Across the Curriculum (WAC). All classes across the district complete a writing unit each semester that connects course content with essay-writing.</p> <p>Summary Analysis: MOHS provides students with a rigorous and relevant curriculum to challenge students and prepare them for college and career. We will continue to create and develop more courses in order to provide other opportunities for our students to expand their knowledge and prepare for life after high school.</p>	<p>Work Experience / Internships / Job Shadowing / Co-OP</p> <p>Career Interest courses offered: Journalism, creative writing, drama, ASB, CTE pathway</p> <p>Add district goals to show college and career ready</p> <p>WAC</p> <p>TJUHSD Lesson Study</p>
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<p>B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p>B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.</p>	
Findings	Evidence
<p>All classes at Mission Oak implement the California State Standards. Per the California Dashboard, 45.8% of our students were College and Career prepared. Mission Oak was slightly above the state’s average at 43.9% prepared.</p> <p>World Language courses have been set up to create a path for students to receive a Seal of Biliteracy and be prepared for college level continuation.</p> <p>Academy of Engineering is cohorted with Biology, Chemistry, and Physics and the PSL Academy is cohorted with English, Biology, and Chemistry for development of cross-curricular discussion and activities.</p> <p>Students who complete either 4-year Academy Program are NAF certified as being college and career ready. NAF assesses student performance through the completion of career-focused courses, internship assessments, and high school graduation.</p> <p>Use of Formative and Summative Assessments to track student learning. Analysis of Assessment Data in Department PLCs to modify study guides and topics that need to be emphasized/reinforced.</p>	<p>Dual Enrollment</p> <p>AP Courses</p> <p>New CTE Building</p> <p>A-G is one of the district’s main goals (#1 goal)</p> <p>Work Experience</p> <p>Academy of Engineering Showcase</p> <p>97.2% Graduation Rate</p> <p>State Seal of Biliteracy</p> <p>PLC meetings: Ex. meeting notes (Chem PLC notes)</p>

<p>The District has partnered with our local community college (COS), and we offer a handful of Dual Enrollment classes. There are other Dual Enrollment classes offered throughout the District, and Mission Oak students are able to enroll in the classes as long as there is availability.</p> <p>Summary Analysis: Many of our courses and program have college and career readiness standards. These courses include our AP and dual enrollment classes as well as our NAF Academies. However, there still remains work to be done with other classes and increasing the amount of courses that have college and career indicators.</p>	
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<p>B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.</p>	
Findings	Evidence
<p>Mission Oak engages with many community partners and resources. We have also built many connections with feeder schools and higher education institutions.</p> <p>Several of our programs such as the music program and Engineering Academy visit the feeder schools to recruit and prepare current 8th graders to come to MOHS. The Spanish department sends teachers and support staff to feeder middle schools to assess incoming freshmen and better place students in appropriate levels when they enter high school.</p> <p>The Academy of Engineering and PSL Academy both have developed great partnerships with several businesses around the community throughout the year. Some events include engineering camps, field trips, mock interviews, visits to the court house, Sheriff's Office, and county jails. Our Science Department has partnered with Sequoia Riverlands Trust (SRT) and Fresno State University for student-internships and student-led class presentations. Finally, site administrators and teachers meet with staff from the feeder schools three times a year to coordinate the transition of our students from 8th to 9th grade.</p> <p>Summary Analysis: Our school has developed many relationships in the community in order to provide our students meaningful and relevant events. In addition, we have strong ties with our local junior college through our dual enrollment classes.</p>	<p>Academy of Protective Services and Law Field Trips/Job Shadowing</p> <p>Events and presentations in the AOE Academy - AOE Master Calendar</p> <p>Workability for SpEd</p> <p>Resource Career Day</p> <p>Transition Skills in SpEd</p> <p>DCL/SEL lessons</p> <p>AVID college visits</p> <p>FFA</p> <p>Writing Across the Curriculum</p> <p>PIQE</p> <p>District PLC Agendas Science</p>

Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being**.

Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

<p>B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.</p>	
Findings	Evidence
<p>Students at Mission Oak are given opportunities to visit higher education institutions as well as explore technical careers in some of their classes and our annual Career Day for juniors.</p> <p>Students have the two Academies that help to provide true career exploration for our students. In addition, we have many CTE pathways that students can pursue in a variety of interests. Off campus, our students can travel to the farm and pursue a career in Agriculture if they so choose.</p> <p>Mission Oak also has open enrollment for AP & Honors courses so any student may access those classes. Students may also take Dual Enrollment classes; however, they must met the GPA requirement in order to enroll in classes.</p> <p>Summary Analysis: We offer many options for students to pursue a career pathway at Mission Oak. Currently, the career fair</p>	<p>Job Shadowing</p> <p>College Field Trips</p> <p>Virtual Speakers for Career and College Exploration through Engineering Tomorrow (AoE and Physics)</p> <p>Career Exploration Assignment in AoE Junior Class</p> <p>AP & Honors class lists</p> <p>Job fair through Tulare Police Department for PSL Academy</p>

<p>is only for juniors so it would benefit our students to have some sort of career exploration for other grades as well.</p>	<p>Opportunities to explore the Tulare Fire Department and learn about career opportunities</p>
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<p>B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.</p>	
Findings	Evidence
<p>Mission Oak has many classes with a real world experience focus. Science department has virtual labs through Engineering tomorrow apply Physics concepts to real world problems. Our PSL Academy has many partnerships with local Law Enforcement and First Responders allow students to interact with professionals in a real world setting.</p> <p>The District organizes a job fair for all interested seniors: Day 1 - helping students with resume and interview skills Day 2 - local businesses hold interviews and hire students</p> <p>Academy of Engineering: Students learn to code using Arduino, use of CNC machines, and use of CAD software. Seniors in the Academy, choose a real-world problem to address and apply what they have learned during the program to developing a solution.</p> <p>Mission Oak's CTE completion rate for the 2022/2023 school year was 51%. The counselors have really worked hard the last couple years to improve Mission Oak's CTE completion rate by encouraging a CTE pathway.</p> <p>B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.</p> <p>The Counseling Department meets with every student individually throughout the school year to discuss scheduling, college and career readiness, A-G, CTE, California Colleges, goal planning, etc. During these meetings, parents are also invited to the counseling meeting and are encouraged to attend. The Counseling team highly encourages parents to be part of the decision making in their child's education.</p>	<p>New textbooks</p> <p>Spring job fair for seniors</p> <p>Certification opportunities in Arduino and CAD</p> <p>CAREER DAY ITENARY.docx</p> <p>MOHS Tutoring Schedule ELD Tutoring 23-24 Resource Tutoring Agreement</p>

<p>Summary Analysis: Students have a plethora of opportunities to be successful. There are intervention and support classes not only offered throughout the school day, but we have a wide variety of tutoring opportunities before school, during lunch, and after school. The Counseling Department also identifies students who need to recover credits and place in the appropriate options for credit recovery.</p>	
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ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- A wide range of courses are available to our students.
- We have many career options to study and learn about through our CTE programs and Academies.
- Add new courses on a regular basis and include an Auto Shop and Construction Shop coming in fall of 2024.
- We have several ELD and math support classes

Areas of Growth

- Increase the number of lab rooms for our student body.
- Provide more equity among our student groups to ensure all students have access to all courses.
- Continue to provide more opportunities for students to take courses that lead to a career.
- Continue to expand our dual enrollment options as well as AP courses.

Category C: Learning and Teaching (6 pages maximum for Category C)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

<p>C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.</p>	
Findings	Evidence
<p>Mission Oak High School is committed to providing all students with opportunities to learn that individually meet the needs of each student. While keeping graduation as the focus, students are also provided a demanding and varied curriculum to help them explore and achieve career and college readiness. Each department continually examines its program and its offerings to meet the changing needs of our students.</p> <p>Our district implemented Lesson Studies for all sites in the 2022-2023 school year. Lesson studies are an ongoing professional development process and is an opportunity for action research focused on student learning. The Lesson Studies utilizes the PLC model to put student learning at its center and allows teachers an opportunity to create high quality instructional practices through collaboration, collective planning, teaching, observing and analyzing lessons. Lesson Studies are a cycle of learning in which new insights are integrated into subsequent lesson planning. Each PLC conducts a Lesson Study. Administration, teachers, district TOSA, and counselors are all involved in the process.</p> <p>Our district also implemented Writing Across the Curriculum (WAC) The goal is to create a community of faculty around teaching and student writing. WAC seeks to break the divide of disciplines by creating common ground through its focus on teaching and learning through cross disciplinary faculty development programming.</p> <p>The Special Education Department provides varying levels of support and services to meet the needs of students in accordance with each student's Individualized Education Plan in the least restrictive environment. Program options for student support in the least restrictive environment include but are not limited to the following: regular education classes with special education monitoring, consultation, collaboration</p>	<p>CTE Pathways</p> <p>Math, English, and Science Tutoring</p> <p>ELD and Resource tutoring for core classes</p> <p>XL Program</p> <p>Lesson Studies</p> <p>Aleks</p> <p>California Scholarship Federation</p> <p>Fresno State Young Writers' Conference</p> <p>ERWC Courses for English 12</p> <p>AP Enrollment</p>

<p>and/or accommodations. Many students are enrolled in general education classes with special education services provided in a separate academic support class where extra time and testing accommodations can be offered.</p> <p>Classes incorporate intervention programs, Read 180 and ALEKS and Practical Frosh Studies, which help students build foundational skills in both English and Math. Students progress as skills are obtained always with the ultimate goal of students transitioning to general education courses and increasing their percentage of time in a least restrictive environment.</p> <p>Mission Oak High School has a comprehensive program for the English Language Learners. The program supports students who are not proficient in English and addresses two main components: conversational and academic language skills. Our program makes it possible for our English Language Learners to develop fluency in English, to cultivate a positive sense of self-worth, to relate to others, and to achieve equal access to core academic curriculum.</p> <p>Summary Analysis: Mission Oak High School believes that all students should be able to embrace challenges, seek opportunities, and find purpose in a dynamic and global setting.</p>	<p>COS Dual Enrollment</p> <p>STAR Renaissance Scores</p> <p>Poetry Out Loud Contest</p> <p>Creative Writing Course</p> <p>Journalism Course</p> <p>ELD Courses</p> <p>Read 180</p>
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<p>C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p>	
Findings	Evidence
<p>Mission Oak High School students are provided many ways to access the information used to determine the standards and performance levels that they must achieve to demonstrate proficiency. Within the first weeks of school, students are provided a course outline or syllabus that details the way students will be graded in each course. These outlines and syllabi are constructed by teachers and aligned to district and departmental policies.</p> <p>The Learning Objectives/Learning Targets are posted on the board daily, written within the lesson on slideshows, and printed on worksheets for students to continue to refer back to throughout the lesson. As teachers move through their lessons, they constantly refer back to their lesson and how it is being applied presently in their lesson. Our ELL Coordinator and admin have worked with staff to create learning objectives that are inclusive of the language.</p> <p>Our teachers at Mission Oak are also always assessing students for learning either through summative or formative assessments. Our teachers provide Exit Tickets at the end of the lessons as a form of checking for understanding. Based on the data they collect, teachers will either continue to move on with the standard or they might need to</p>	<p>STAR Renaissance</p> <p>AP practice tests</p> <p>CAASPP practice tests</p> <p>Objective on the Board</p> <p>Language Objectives</p> <p>Essential Questions</p> <p>Progress reports</p> <p>Grades</p> <p>RTI</p>

<p>reteach. Our teachers often use technology based platforms as another form of CFU. Often, teachers will provide pre and post assessments to students to gain knowledge of where their students are within the standard.</p> <p>Students and parents have access to a web-based gradebook, Aeries. In Aeries, parents and students can see grades as they are posted in real time. Access to transcripts and a course history for each student is also available through this program. A majority of the teachers use the Google Classroom feature as a way of communicating with students. This program allows students to share and submit work that is then assessed and/or commented on by the instructor. This allows a conversation to begin between teacher and student to guide students to success.</p> <p>Our special education classes support all students in their IEP goals which are aligned with grade-level curriculum. Students also all have transition goals within their IEPs which help to assist them with future career goals, job applications, and gathering information for future career goals. IEP meetings are held annually to update students' plans, gather input from all stakeholders, and assist teachers in helping students achieve their goals. The 504 team also meets annually to ensure students are making progress in the general education setting with the appropriate accommodations.</p> <p>Summary Analysis: Establishing classroom norms and classroom management is a priority at Mission Oak. Teachers post their learning objective, model expected behavior, constant checking for understanding, and ending the lesson with an exit ticket daily. It is expected that students will be able to know, understand and know what learning target they are hitting for the day.</p>	<p>Standards A -G Requirements</p> <p>Study Skills Classes</p> <p>After School/lunchtime Tutoring</p> <p>Math Success lab</p> <p>Google Classroom</p> <p>Access to EL Grades</p>
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Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers’ use of a variety of strategies and resources impact student learning and well-being.*

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

<p>C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.</p> <p>C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.</p>

Findings	Evidence
<p>Mission Oak High School's teachers use a variety of strategies and resources, including technology, to deliver high quality instruction to create the critical thinkers necessary to find success beyond the high school setting. The Tulare Joint Union High School District has moved to Google Suite and has adopted Chromebooks as the vehicle offered to students. Chromebooks have been distributed to all students for their own use both in school and out.</p> <p>Teachers are also able to differentiate and accommodate students' specific needs in Google Classroom. They can assign them separate assignments that are individually modified.</p> <p>Teachers have been offered multiple opportunities to attend GAFE and other Google training. Also, the library has a computer lab capable of serving three classes or up to 100 students with a fully functioning teacher presentation station.</p> <p>Teachers have been provided with document cameras and projectors. Using these cameras, teachers can grade assessments and track student progress through Illuminate. As a result, many teachers use Google Classroom as a way to interact with students, provide access to their curriculum, modifications as needed, and assist with delivering instruction. This platform allows student collaboration and discussion. Teachers use their document cameras as a way to model thinking, writing, and annotating text, as well as a tool to assess students on multiple choice tests. WiFi has been provided to all students who agree to the TJUHSD Acceptable Use Policy. This allows teachers the opportunity to expand delivery of curriculum, interaction in class, and access to information.</p> <p>Teachers at Mission Oak also incorporate different teaching strategies in their lessons to meet the needs of all different types of learning. Teachers often integrate learning games into their instruction as a form of engagement and a way for students to help retain information. The learning games they often use are Kahoot, Quizziz, and Quizlet. Teachers also use interactive technology platforms to engage students critical thinking through indirect, interactive instruction. Those platforms include Peardeck, Nearpod, Gizmos, and Discovery Education.</p> <p>Teachers at Mission Oak also develop positive relationships with our students. As our teachers are greeting their students at the door, they are interacting with them and checking in with them daily. If a teacher notices a student is off that day, they can offer support such as a counselor, school psychologist or social worker.</p> <p>Summary Analysis: Teachers here at Mission Oak establish positive relationships with our students and support our students. Our teachers use our students' background knowledge and interest to guide their teaching so that students buy into the learning and</p>	<p>EdTech Tools</p> <p>Adobe Photoshop and Adobe Illustrate</p> <p>Think-Pair-Share; cooperative group activities with assigned/designated roles</p> <p>Google Suite</p> <p>NewsELA</p> <p>Recap</p> <p>Ted Talks</p> <p>Desmos</p> <p>Robotics</p> <p>Computer Science App development</p> <p>Digital Citizenship Lessons</p> <p>EADMS</p> <p>CUE Rockstar</p> <p>Spreaker</p> <p>Document Cameras</p> <p>Illuminate</p>

want to be engaged in the learning. Our teachers use technology as a tool in the learning process to enhance the learning process.	
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C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Mission Oak High School offers a variety of electives on campus that allow our students that ability to be college and career ready when they graduate. Students have the ability to take ceramics, digital design, Intro to Foods, Three D Art, Drama, Art Concepts, Speech and Business Management classes.</p> <p>Within our district, our students at Mission Oak have the opportunity to join and participate in different academies/pathways that provide students with real world experience and possible career paths. We have a medical pathway, Child Development, Nursing pathway, Public Safety and Law pathway, and an Engineering Design pathway.</p> <p>Our students also have the ability to take CTE Courses. We encourage all students to complete a CTE pathway and earn a cord to wear at graduation. Our Ag pathways include, Ag Mechanics, AgriScience, Animal Science and Ag business. Our ag students have the ability to Learn by Doing as we have a Farm that is off campus that has Livestock facilities, greenhouses, and Ag Mechanic workshops. Our students are bused to the Ag Farm every period for their class as the Facility also has a state of the art new building for the classes. Our students also have the ability to partake in FFA speaking and judging contests. One of the speaking contests is called Job Interview. The students create a resume, fill out an application, and partake in a mock interview. Students are also able to gain work experience, where students who have obtained a work permit are able to work as long as grades are maintained.</p> <p>This coming year, we will have an auto shop and construction courses for our students to take. We have a brand new shop being constructed and will provide students with hands-on experiences. Our programs will also give the students the ability to gain CTE Certificates, internship hours, and real world experience.</p> <p>Our Engineering Pathway also provides our students with the ability to gain certifications in the respected field before graduating, field trips to gain real world experiences.</p> <p>Our special education students have the opportunity to gain work</p>	<p>Engineering Pathway</p> <p>Science Olympiad</p> <p>History Day</p> <p>FFA</p> <p>ASB Leadership/Link Crew</p> <p>CTE Pathway List</p> <p>CTE Courses</p> <p>Work Experience/Permit</p> <p>Mock Trial</p> <p>Robotics Club</p> <p>Digital Portfolios</p> <p>Internships</p> <p>Internship Programs</p> <p>Career Center</p> <p>Dual Enrollment</p> <p>Science Olympiad (Joint Science and AOE)</p> <p>Women of Science, Nationally Affiliated with SWEnext Clubs (Society of Women</p>

<p>experience. Our district offers a workability program where students can gain work experience and earn income. Freshmen normally start off working on campus with our custodial crew or in the cafeteria to gain the basic skills. As they progress in grade, they get the opportunity to work at local shops and earn money.</p> <p>Career Center- The Career Center provides access to work permits, a place to meet college and military recruiters, complete online job applications, write resumes, and complete online college applications and scholarships. The career Center hosts a number of workshops throughout the year designed to provide parents and students with information about colleges and the application process. The College Information Night allows parents to speak with a panel of volunteers from the California Colleges and University systems.</p> <p>Summary Analysis: At Mission Oak, our students all meet with their counselors yearly in order to pick their classes. Their freshmen year, counselors go into the Freshmen Orientation class and present a four year plan with the students so that they can plan their four years and pick the courses they would like to take.</p>	<p>Engineers. high school.)</p> <p>Robotics Club. (Joint Science and AOE)</p> <p>Field Science with Circle J Ranch (All 9 th grade Science)</p> <p>Mentoring with Kaweah Oaks Preserve (AOE)</p>
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ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school’s identified major student learner needs.

Areas of Strength

- We provide intervention to students who demonstrate they need help by putting them in a Math Success lab, RTI class and we offer tutoring or Saturday school.
- Mission Oak offers a wide range of CTE courses and pathways for students to explore possible career opportunities.
- Students who are involved in our academies such as PSL and the Engineering academies are provided with opportunities to attend field trips, gain certifications, gain work experience, and hear from members within the industry.

Areas of Growth

- More Professional Development to learn more about student learning strategies.
- Teachers could work on more communication with parents to communicate both positive and negative interactions with their students. We would like to engage more parents in the overall learning process.
- Engaging more of our students with a disability in CTE pathways.

Category D: Assessment and Accountability (6 pages maximum for Category D)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the *schoolwide reporting and accountability practices impact student learning and well-being*.

Criterion D1: Reporting and Accountability Process (1–3 pages maximum)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

<p>D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.</p> <p>D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.</p>	
Findings	Evidence
<p>Mission Oak High School effectively uses a wide range of means to assess student progress towards the state and local standards. The school also communicates the results of the assessment to students and parents.</p> <p>MOHS looks at CAASPP scores for all juniors, ELPAC scores for EL students, AP scores to assess how students are doing on these high stakes tests. In addition, benchmark and unit test are given to students by most departments to determine how student are achieving in their classes. This results are sent to parent and students when results arrive from state testing and progress is sent to parents and student by means of a progress report twice during the semester and at the nine weeks and end of the semester report card.</p> <p>Students in our math classes use the Mission Oak Math Application to complete Self Reflections for every instructional unit to help students manage their learning progress. Subject matter team members administer common formative and summative assessments using varied models and collect student performance data and use it to inform instruction..</p> <p>In the English department, all grade levels utilize Quill grammar lessons, which are offered in full-class and independent practice forms. Quill also offers diagnostic tests that help us gauge individual student levels, needs, and growth. All grade levels utilize Listenwise lessons. The English department utilizes IAB assessments from CAASPP at the sophomore and freshmen level to familiarize the students with the format of the test they will take junior year. The IABs also allow us to adjust and modify curriculum based on student needs.</p>	<p>Cengage MindTap LMS (Learning System) Project Rubrics, Mock Interviews, Mock Scenarios, Vocab/Terminology assessments, Self and Peer Reflections</p> <p>Math: -Student Reflections -ALEKS - Student Performance Data -Data Talks Record Sheet</p> <p>Engineering: -Project Rubrics</p>

<p>The Social Studies Department uses a variety of assessments to collect, disaggregate, analyze, and report student performance data. Students are assessed during each lesson through the use of formative assessments. Examples include: observations during class activities, question and answer sessions, summaries or reflections at the end of notes, and as well as exit tickets before students leave class.</p> <p>The Science Department uses project based activities and labs are used for formative and summative assessments Unit 1 Chem Exam.pdf . The department uses Illuminate for end of unit benchmark assessments, and to analyze results during PLC meetings. Quizizz Nuclear Chemistry v2.pdf is also used for formative assessments, to check for student understanding and mastery of subject matter. And finally, creative assessments such as Molarity Murder Investigation Sample are also used.</p> <p>Our Engineering Academy classes use project-based learning principles based on CA state CTE standards to teach and assess content. Our Protective Service and Law Academy students are evaluated through chapter exams, and project-based learning principles based on CA state CTE standards to allow students to demonstrate learned content. Mock interviews, resume building, and public speaking are also ways to assess the students ability to obtain employment or higher education.</p> <p>Mission Oak SPED Department utilizes the STAR and ALEKS assessment to report literacy scores on student IEP's.</p> <p>The Agriculture Department uses EDUMS, skills based assessments and assessment rubrics to evaluate student learning and drive curriculum. The staff uses Google Classroom to post rubrics and provide student feedback. This feedback is accessible in real time as well as available to parents.</p> <p>The Business Department students are evaluated through project based learning. Students have daily CFU's (summative assessments) as well as formative assessments by unit. Students will gain knowledge and skills within the Business Tech 1 and Business Tech 2 pathway to better equip them for college and career readiness.</p> <p>The Counseling team regularly analyzes student data to help support students. Counselors use this data to help target students for additional support such as RTI support class, Math success lab, before & after school subject tutoring through our after school program, or SST meetings as needed.</p> <p>Summary Analysis: Mission Oak teachers used a variety of formative and summative assessments. This would include both digital and paper assessments. Feedback is quicker on digital assignments and in some case, can provide immediate intervention to the students. Project and hands on assessments also provide students who test better using a kinesthetic modality a great opportunity to demonstrate what they have learned. Since not all departments are at the same level with regards to common assessment, we need to get to that point. This will be the work over the next few years.</p>	<p>-PLTW curriculum outcomes and CA CTE standards</p> <p>-Student knowledge and skill proficiency data</p> <p>(SPED Dept) -STAR assessment -ALEKS- student performance level -Woodcock Johnson -Psychological Educational Evaluation</p> <p>English</p> <p>STAR Listenwise Edpuzzle District Assessment Quill IAB CAASPP Writing Across Curriculum: Informative Outline</p> <p>Google Classroom Aeries Gradebook Project Rubrics</p> <p>World language: kahoot Quizizz blooket edpuzzle Smart goal folder WL SMART Go...</p> <p>Google Classroom to post rubrics and provide student feedback.</p>
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D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
<p>At Mission Oak the school leadership and teachers work together to determine how and when students will be assessed. Members of the Leadership Team (Administrators, Counselors, Psychologist, and Social Worker) are assigned to a department or two and work with them to discuss instruction, curriculum, and assessment. In addition, PLCs work together to ensure that students across classes are judge by the same criteria for all students.</p> <p>The Math and English Departments have established common grading practices and common assessments, and even assignments in most cases, for every course. This allows every Mission Oak student to be graded in an equitable fashion and provides easier transfer of students when a schedule changes and easier to aid in students recovering their grades. The English Department analyzes student performance data on formative and summative assessments in STAR test results, District Assessments, and Quill Diagnostics, and then holds data talks in an attempt to identify learning strategies that were most effective. The Social Studies department works closely in our PLCs to ensure consistency in our students grades, growth, and performance levels. At the beginning of the year we sit down and establish common grading scales, weighted grading categories, and policies. The Agriculture Department which is off campus at the farm, has standardized grading practices in each class for each of the three pathways, Agriculture Mechanics, Animal Science and Plant Science. Students can move from class to class understanding a clear set of expectations for class performance. The department uses an Agriculture Advisory board that meets 2-3 times a year.</p> <p>Mission Oak regularly meets with the District leadership to assess programs and/or create new ones. This meetings happen throughout the year and include: Cabinet Meeting, Budget Advisory Committee, CTE Advisory Board, district wide Department meetings, and</p> <p>Summary Analysis: While our campus has a systematic and effective academic intervention system for the math department in Success Lab, our campus has yet to implement an effective behavioral intervention for the students who are willfully unsuccessful with in-class and Success Lab academic interventions. Students who actively refuse to work in their math class and Success Lab currently are not held accountable for completing their work or gaining proficiency in mathematics.</p>	<p>World Language: Aeries Gradebook Google Classroom</p> <p>Math: Aeries Gradebooks, ALEKS assessments and data.</p> <p>-Shared rubric among PLCs</p> <p>Engineering Evidence: Project Rubrics</p> <p>Industry certification exam results</p> <p>Student knowledge and skill proficiency data</p>

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

<p>D2.1 Monitoring Student Growth: Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.</p>	
Findings	Evidence
<p>Teachers at Mission Oak monitor student student growth and progress towards the academic standards and school goals using a variety of tools throughout the school’s departments.</p> <p>Math teachers regularly monitor student progress through daily lessons, quizzes, and test. Students that are not passing their math classes are enrolled into Success Lab for just-in-time tier 2 intervention. Other departments use a similar process to monitor student progress. Departments meet mostly every Friday as a whole or in PLCs to discuss student progress on unit or benchmark tests. Most lessons begin with some sort of warm up that helps to determine their prior knowledge and understanding. In addition, lessons usually end some sort of assessment such as an exit ticket to determine how much students have progressed towards the day’s objective. The World Language department monitors student achievement through the ability to speak the target language as well as traditional test and quizzes. VAPA students are monitored by evaluating how well a student is progressing towards the finished product of a two or three dimensional work. Music students are monitored on their progress towards the sound of their music and are provided with feedback to improve their performance. Engineering student GPA is tracked on a daily basis, and students are called into an appointment with their counselor if their GPA falls below a 2.0.</p> <p>Summary Analysis: Mission Oak departments overall effectively monitor student progress using a variety of strategies. The counseling department also helps to monitor student progress especially towards graduation, A-G completion, and CTE completers. Most departments have created their common assessments in order to measure progress. Although progress has been made by departments, there is still a need for some departments to improve their process of evaluating test data and providing timely feedback to students.</p>	<p>Math:</p> <p>CAASPP</p> <p>PLC Common Assessments</p> <p>EL Subgroup Monitoring</p> <p>Engineering: Academy Grade Checks</p> <p>Daily updated GPA list</p> <p>Academic probation contracts and other documents</p> <p>World Language: Decrease the amount of Ds & Fs at the end of each 9 weeks. Measured in Aeries.</p>

<p>D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.</p>	
Findings	Evidence
<p>Timely and specific feedback is provided by MOHS teachers to help students reach the specific learning goals.</p> <p>For example, starting in 2022/2023 the math courses Algebra 1, Geometry, and Algebra 2 (Algebra 2 started this process in Spring of 2022) use the ALEKS program to assign practice assignments, formative assessments, and summative assessments. The ALEKS program has students do one problem at a time and provides immediate feedback, support of “see the solution,” and “see an example” as a scaffolding tool for students. Students see the results of formative and summative assessments immediately after the assessment.</p> <p>Other examples of immediate feedback can seen in art, music, world languages, PE, and business classes as teachers use feedback to help student make corrections and move towards reaching the lesson’s objective and standards.</p> <p>Technology has also helped to provide immediate and timely feedback. Some of our teachers are using online games such as Kahoot and Ed Puzzles to provide feedback to students. All teachers have a Google Classroom set up so that feedback can be provided to student worked turned into the teachers.</p> <p>Summary Analysis: With the use of technology software such as Google Classroom, ALEKS, Kahoot, and Edpuzzle to name a few, students receive timely feedback on their progress.</p>	<p>Math:</p> <p>World language: Google classroom comments</p> <p>Engineering:</p> <p>Project Rubrics</p> <p>Google Classroom comments</p> <p>SPED department: Google classroom, exit tickets, student check-ins</p>

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	
Findings	Evidence
<p>Teachers at Mission Oak use the analysis of formative and summative assessments both individually and collectively as a PLC and/or department.</p> <p>Classroom observations and evaluations have seen teachers change lesson plans based upon student understanding. This type of formative assessment is used regularly in most classes to make quick and needed changes based upon student understanding.</p> <p>As a collective group of teachers there are PLC-wide and Districtwide assessments for each PLC that are used specifically to guide data analysis on different units. PLC time is used to evaluate data and analyze trends in the success of students. Teachers are then able to map the success of the students to lesson strategies and the other data collected.</p> <p>Summary Analysis: For the most part, all departments have a common assessment and benchmark. However, there is still work to be done to get all departments analyzing the assessment data to modify instruction.</p>	<p>Common Assessments</p> <p>Meeting Agendas</p> <p>Increased student pass rates in Math classes.</p> <p>Engineering:</p> <p>Project rubrics</p> <p>Formative and summative assessment artifacts</p>

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- Subject matter team members administer common formative and summative assessments using varied models.
- Subject matter teams work together in the PLC process to analyze assessment data.
- Offers a robust variety of assessment options to accommodate student needs and support general student learning including Project-Based assessments, Verbal assessments, Written Assessments, multiple-choice assessments, and
- The Special Education department works together in the PLC to address the various needs of students based on weekly grade checks, assessments, and teacher feedback.

Areas of Growth

- While we have common assessments and data from them, there is room for growth in how we adapt our instructional strategies based on that data.
- Many assessments do not have an associated rubric for grading with consistency.
- Include student self assessments that show student self awareness of where growth for individual students is needed.
- Many assessments are not structured around a set of essential learning standards or learning targets.
- Limited student data due to the frequency of summative assessments, or lack there-of.
- Students need to be given regular opportunities for self-reflection and self-reporting based on their assessment results (Hattie Influences).

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (1–2 pages maximum)

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

<p>E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.</p> <p>E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.</p> <p>E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.</p>	
Findings	Evidence
<p>Mission Oak initiates parent involvement before students become Hawks by providing an opportunity called Hawk Nation Celebration for all incoming 8th graders and their families. This event introduces future students and parents with the high school and all it has to offer. The event capitalizes on clubs, sports, educational opportunities, Visual and Performing Arts, athletics, and campus tours. Freshman parents are also encouraged to attend Freshman Parent Night during the first week of the school year to learn how to better support their students as they navigate high school.</p>	<p>Freshman and Senior Parent Nights</p> <p>Hawk Nation Celebration</p> <p>Back to School Night</p> <p>ParentSquare</p>
<p>Back to School Night occurs every year in August and encourages parents to meet their student’s counselors, teachers, and school administration. Parents are introduced to the expectations of the school and individual teachers. The Principal take the time to share basic school information with parents as well.</p>	<p>SSICA</p> <p>ELAC Meetings</p>
<p>Teachers and counselors communicate regularly with families on student progress, attendance, and school events. General communication to parents is sent to parents through ParentSquare and the SSICA App.</p>	<p>DELAC Meetings</p> <p>PIQE</p>
<p>English Learner Advisory Committee (ELAC) meetings include parents of English Learners (EL), a translator, an administrator, a counselor, and sometimes teachers. These meetings occur four times throughout the school year with the focus of providing parents the opportunities to collaborate with stakeholders to help their students succeed in obtaining their diploma and</p>	<p>Academic Boosters Club</p> <p>Career Center services</p>

<p>transitioning to post-high school goals. In order for parents to feel empowered, they are also encouraged to attend DELAC meetings at the District. Mission Oak has a parent representative that attends the DELAC meetings and reports back the collected information.</p> <p>Mission Oak offers Parent Institute for Quality Education (PIQE) classes in order to help engage, educate, and empower parents to best support their students to become college and career ready and reach their full potential.</p> <p>Senior parents receive additional communication through the school in the form of FAFSA Workshops and Financial Aid Night. The intention of these events is to share information with parents regarding financial assistance opportunities for their graduating seniors. Counselors also host COS registration workshops to help families with the community college registration process.</p> <p>Mission Oak Academic Boosters Club (ABC), is essentially a parent-teacher organization. During these meetings, parents meet with teachers, staff, counselors, and the principal to discuss more about curriculum, classroom activities, athletics. The parents that attend these meetings help to organize parent volunteers, fundraise for our events, and to offer scholarships for our students. This group is also a link to our city council so that concerns within the school and community are brought to the city level.</p> <p>Parents are invited every year to celebrate the successes of their students at the Student Board Awards, Outstanding Hawk Awards, the EL Redesignation Ceremony, the What We'll Do With Our Wings Ceremony, Athletic Signing Ceremonies, Scholarship Night, and the Senior Honors Assembly.</p> <p>In addition to parent involvement, many programs at Mission Oak include the involvement of business and community members to bolster learning opportunities and community connection. Mission Oak has an active Career Center, in which students can apply for work permits and internships. Our Career Center also coordinates events like Military Monday, Career Day, Senior Job Fair, and Scholarship Night. Our Academy programs have made strong connections with community members who participate in events such as mock interviews, classroom presentations, internships, and field trip opportunities. Beginning in 2021, our ASB program and Bring Change to Mind Club have started partnering with The Source, the valley's primary LGBTQIA organization, to host a Pride event at Mission Oak.</p> <p>Summary Analysis: Family involvement is a continued area of growth for Mission Oak. While we continue to seek different methods to communicate effectively, getting families to attend events on campus and participate in the learning and teaching of their students has, historically, been a challenge. We have made strides in parent communication using the SSICA and ParentSquare Apps to share basic information with parents. 94% of our parents are contactable through these apps. Employing a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process, positively impacts students' rapport and trust and values the identities of all families.</p>	<p>Senior Job Fair</p> <p>COS registration workshop</p> <p>FAFSA Workshops Financial Aid Night</p> <p>Banquets and awards ceremonies</p> <p>Academy internships and field trips PSL calendar</p> <p>Engineering Calendar</p>
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Criterion E2: School Culture and Environment

Directions

1. Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

<p>E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.</p> <p>E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.</p> <p>E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.</p>	
<p>It is a priority that students and staff feel safe when they come to Mission Oak. Our campus supervision staff, in conjunction with administrators, teachers, and other staff members, regularly enforce the student code of conduct. Mission Oak has an onsite nursing staff available for students should the need arise for light medical attention. In order to maintain a clean and orderly campus, Mission Oak has several procedures in place. The custodial staff works hard to maintain the cleanliness of classrooms, bathrooms, and the public areas of the campus where staff and students are present.</p> <p>In addition to receiving the Code of Conduct during the summer, parents receive information about the Student Code of Conduct during freshman parent orientation. Students are presented the information on multiple occasions which consist of administrator and counselor push-ins to classrooms and class information assemblies (REIGN Assemblies) that are held at the start of the school year. These events ensure that Mission Oak students and staff begin the year on a positive note because expectations are consistently and clearly communicated.</p> <p>The expectations from students are consistently taught to students through Digital Citizenship Lessons, SEL Lessons, and REIGN Lessons. Teachers are expected to teach these lessons monthly, in a specific class period. Behavior expectations outlined by REIGN are taught through student-created and student-led lessons, which are facilitated by the staff of the MO Culture Squad.</p> <p>Students that display aspects of REIGN are recognized by staff through scanning using the SSICA app. Students that are scanned are entered into a monthly raffle in which they can earn prizes for demonstrating good behavior.</p> <p>Mission Oak counselors, administrative, classified and certificated staff are focused on the social and emotional health of all students. The district psychologist, social workers, and counselors are trained in conducting suicide</p>	<p>MO Culture Squad</p> <p>REIGN Assemblies/Lessons</p> <p>REIGN Awards</p> <p>SSICA</p> <p>QR Code Restroom System</p> <p>DCL/SEL lessons</p> <p>Say Something</p> <p>ASB/Link Crew Clubs and Organizations</p> <p>Superintendent’s Luncheon</p> <p>Hazel Health</p> <p>LightSpeed Alerts</p>

assessments as part of a district priority of mental health support and intervention. Based on a suicide screening, students may be referred for mental health counseling and/or require an immediate mental health screening by a therapist. Parents/guardians are always notified. The psychologists, social workers, and outside agencies support our students regularly, along with the program, Hazel Health.

The District also invests in a program called LightSpeed Systems which proactively captures comments, pics, text, etc. on the student's issued chromebook that are of concern. Based on the nature of the alert, administrators or counselors will call in the individual and address/investigate the concern and provide any necessary supports for the student.

Counselors or administrators conduct conflict resolution meetings to mitigate student issues that might otherwise result in further conflict. Some conflicts that have been addressed include bullying, threats of harm/fighting, and rumors.

Another important aspect of nurturing student learning is student involvement in clubs and activities. Our ASB/Link Crew program facilitates events throughout the year such as Club Fair, which aims to connect students with others who share common interests and values as well as offering diversity should they want to broaden their knowledge of others.

Every month, student senate representatives meet at the Superintendent's luncheon to gather and share information. ASB officers and district administration are present at each meeting. Representatives are encouraged to voice their classmates' concerns and ASB officers attempt to implement many of their suggestions. Representatives also communicate upcoming activities and events, so the student body is aware and encouraged to become involved

To increase school safety and classroom efficiency, a new school-wide bathroom policy has been implemented that requires students to use a QR code to check out/in when exiting the classroom. Admin now has the ability to gather data on a [spreadsheet](#) to monitor student activity over the course of a day, week, month, and school year. The intent is to monitor and prevent vandalism in restrooms as well as habitual activity among students to keep them accountable. The school has also implemented a new anonymous reporting system, [Say Something](#), for students to report threats made to the school and student body.

We have also updated our security system, with cameras that have facial recognition and additional cameras to cover areas that were not previously supervised. Administrators are able to watch camera footage from an app on their phones, which increases ability to supervise students on campus.

Summary Analysis: With the rise in suspensions, we are implementing a proactive and positive behavioral system to ensure all students are receiving the same message. Digital Citizenship Lessons, SEL lessons, REIGN (PBIS) Lessons have been implemented in all classrooms this year. Our updated security system and anonymous reporting system have increased staff monitoring ability and student safety on campus.

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (1–2 pages maximum)

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

<p>E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p>E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.</p> <p>E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p>E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
Findings	Evidence
<p>Mission Oak makes every effort to support every student throughout the learning process and provides numerous resources to ensure their success. Our seven full-time counselors, psychologist, social worker, and nurse are available to meet with students in a one-on-one or group setting to meet student needs.</p> <p>We have several intervention services to excel and support student learning at all levels of achievement. For students underperforming or who may be low on credits, counselors assign them summer school and/or Basic Study Skills (PLATO) for credit recovery. Students struggling in content specific courses are offered tutoring by teachers during designated hours or sessions arranged by the teacher. Tutoring is also offered as part of the XL Program. Measures are taken to identify students who are at risk of falling behind. Counselors review grades biweekly and make necessary adjustments to student schedules. (RTI, Math Success Labs, mandatory tutoring, etc.) Counselors meet with students receiving multiple D or F grades to create an academic support plan, which may include placing the student on an Academic Contract. After each semester, counselors review student transcripts to determine any need for credit recovery or possible course changes and interventions for the following semester.</p> <p>Each core department has devoted PLC time to develop common</p>	<p>Intervention PLC</p> <p>SST/504/IEP Meetings</p> <p>XL Peer Tutoring</p> <p>PLATO</p> <p>Saturday School</p> <p>Night classes</p> <p>Dual/ Concurrent Enrollment</p> <p>RTI</p> <p>Math Success Labs</p> <p>Social Emotional Learning (SEL) lessons</p> <p>Digital Citizenship lessons</p>

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<p>benchmarks to assist teachers in measuring student performance and instructional effectiveness. Benchmarks have helped to identify students who need additional assistance both during and/or outside of class time as well as to help determine if further instruction or review is needed on specific content standards.</p> <p>Teachers may refer students for an SST intervention meeting by notifying the student’s counselors and submitting a brief SST referral form. The counselor will then arrange for the SST to include teachers, parent/guardian, student, counselor, psychologist, and a special education representative. Section 504 meetings are facilitated by our district psychologist and include teachers and the counselor. The 504 is to protect students from discrimination under federal law. The laws assure access to educational services and the learning process that is equal to that given to students who do not have disabilities. Tier 2 and tier 3 interventions are discussed and implemented and then monitored at following meetings. Other tasks involved include record review, parent involvement, and recommendations to teachers and staff regarding interventions.</p> <p>Mission Oak High School has a comprehensive program for the English Language Learners. The program supports students who are not proficient in English and addresses two main components: conversational and academic language skills. Our program makes it possible for our English Language Learners to develop fluency in English, to cultivate a positive sense of self-worth, to relate to others, and to achieve equal access to core academic curriculum. All credentialed ELD teachers and all certificated staff have either a CLAD/BCLAD or have completed SDAIE training. Newly arrived English Language Learners are administered the CELDT test within 30 days of students’ enrollment. Current English Learners take the CELDT test in October. CELDT results, GPA, and teacher recommendation for student placement for the following year.</p> <p>Mission Oak utilizes an Intervention team (COST) consisting of our School Psychologist, Social Worker, and Administrators. The team meets weekly to discuss struggling students and then provides intervention strategies for classroom teachers to try. Students are monitored to check for progress. Students who do not respond favorably are referred to a Student Study Team to create a more in depth intervention plan. Students who continue to struggle in spite of these steps are referred for special education testing and may ultimately be placed on an IEP or 504 plan with RSP support and classroom accommodations will be put in place.</p> <p>Check-In Check-Out (CICO) is a Tier II (PBIS), group- oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. When a student is identified and assigned/chosen a teacher/staff member they will check in frequently and receive regular feedback on behavior as well as setting and reviewing goals. Intervention Resource Classroom (IRC) is utilized to support special education students with high emotional and behavioral needs.</p> <p>All Mission Oak students are equipped with a student device (Chromebooks).</p>	<p>Summer School</p> <p>Winter Session</p> <p>Study Skills classes</p> <p>AP/Honors Classes</p> <p>EL Support Classes</p> <p>English Support Classes</p> <p>PBIS</p> <p>COST/SEL Team</p> <p>Student Advisory Council</p> <p>Student Class Council</p> <p>Engineering Academy</p> <p>PSL Academy</p>
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<p>Students now have the accessibility to utilize resources beyond the classroom to make learning more relevant and engaging. Any technical issues that arise are readily addressed by our on site tech support.</p> <p>Several opportunities exist for students to become stakeholders and advocates in their education. Students are members of the budget development meetings, which aim to assist the principal in allocation of funds. Several students sit on the district Student Advisory Council and attend Superintendent luncheons monthly. These students provide essential feedback to the district regarding all kinds of things from school lunch offerings to mental health services. Every year, students are elected for class council by their peers and attend meetings to help organize events on campus.</p> <p>Mission Oak also aims to provide students with a rich diversity of opportunities to challenge themselves in their coursework. We offer two, NAF-certified Academies in Engineering and Protective Services and Law (PSL). AP courses and dual enrollment courses are also offered at the junior and senior levels.</p> <p>Summary Analysis: Mission Oak has a robust MTSS system. This system helps us identify students, track relevant data, and analyze the impact of our actions. It also ensures that all students at MOHS receive the services they need and impact students' experiences to receive differentiated support in timely and meaningful ways.</p>	
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ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- Continuing to develop CTE Pathways and opportunities
- Support Classes (English, SPED and ELD)
- Continuing to grow opportunities for county day class students to participate in extracurricular activities (Homecoming, rallies, Unified Sports, Special Olympics)

Areas of Growth

- Helping students access all the resources we have available to support students academically, athletically, emotionally, and socially.
- Provide a more diverse selection of elective classes and the appropriate facilities that would support them.
- Increase parent involvement.
- Continue the implementation of REIGN and PBIS strategies.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

- Increase student achievement in ELA and Math CAASPP scores for all students.
- Increase student achievement for English Learners and Students with Disabilities for A-G, CTE completers and CAASPP
- Decrease the number of suspensions for all students groups, specifically amongst English Learners and Students with Disabilities.
- Continue to effectively implement the PLC model centered on the four critical questions of a PLC.
- Provide additional professional developments and resources including instructional strategies/ training to better support Students with Disabilities and English Learners.
- Develop and implement a Diversity, Equity and Inclusion plan.
- Increase communication and connectedness with MOHS families.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

	Category A	Category B	Category C	Category D	Category E
Strength	<p>Clearly defined mission, vision, and goals.</p> <p>Collaboration among all educational partners.</p> <p>Access to top quality professional development.</p>	<p>A wide range of courses are available to our students.</p> <p>We have many career options to study and learn about through our CTE programs and Academies.</p> <p>Add new courses on a regular basis and include an Auto Shop and Construction Shop coming in fall of 2024.</p> <p>We have several ELD and math support classes</p>	<p>Mission Oak provides intervention to students who demonstrate they need help by putting them in a Math Success lab, RTI class and we offer tutoring or Saturday school.</p> <p>Mission Oak offers a wide range of CTE courses and pathways for students to explore possible career opportunities.</p> <p>Students who are involved in our academies such as PSL and the Engineering academies are provided with opportunities to attend field trips, gain certifications, gain work experience, and hear from members</p>	<p>Subject matter team members administer common formative and summative assessments using varied models.</p> <p>Subject matter teams work together in the PLC process to analyze assessment data.</p> <p>MO offers a robust variety of assessment options to accommodate student needs and support general student learning including Project-Based assessments, Verbal assessments, Written Assessments, multiple-choice assessments.</p>	<p>Continuing to develop CTE Pathways and opportunities.</p> <p>Support Classes (English, SPED and ELD).</p> <p>Continuing to grow opportunities for county day class students to participate in extracurricular activities (Homecoming, rallies, Unified Sports, Special Olympics).</p>

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			within the industry.	The Special Education department works together in the PLC to address the various needs of students based on weekly grade checks, assessments, and teacher feedback.	
Growth	<p>Analyze data as an entire staff to allocate resources appropriately.</p> <p>Provide more professional development to help ELL and SWD become more successful.</p> <p>Greater focus on SLOs.</p>	<p>Increase the number of lab rooms for our student body.</p> <p>Provide more equity among our student groups to ensure all students have access to all courses.</p> <p>Continue to provide more opportunities for students to take courses that lead to a career.</p> <p>Continue to expand our dual enrollment options as well as AP courses.</p>	<p>More Professional Development to learn more about student learning strategies.</p> <p>Teachers could work on more communication with parents to communicate both positive and negative interactions with their students. We would like to engage more parents in the overall learning process.</p> <p>Engaging more of our students with a disability in CTE pathways.</p>	<p>While we have common assessments and data from them, there is room for growth in how we adapt our instructional strategies based on that data.</p> <p>Many assessments do not have an associated rubric for grading with consistency.</p> <p>Include student self assessments that show student self awareness of where growth for individual students is needed.</p> <p>Many assessments are not structured around a set of essential</p>	<p>Helping students access all the resources we have available to support students academically, athletically, emotionally, and socially.</p> <p>Provide a more diverse selection of elective classes and the appropriate facilities that would support them.</p> <p>Increase parent involvement.</p> <p>Continue the implementation of REIGN and PBIS strategies.</p>

				<p>learning standards or learning targets.</p> <p>Limited student data due to the frequency of summative assessments, or lack there-of.</p> <p>Students need to be given regular opportunities for self-reflection and self-reporting based on their assessment results.</p>	
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Our analysis of our programs confirms our identified student learner needs identified below:

1. Increase student achievement in ELA and Math CAASPP scores for all students.
2. Increase student achievement for English Learners and Students with Disabilities for A-G, CTE completers, and CAASPP scores.
3. Decrease the number of suspensions for all students groups, specifically amongst English Learners and Students with Disabilities.
4. Fully implement our PBIS program to create a culture of high expectations among the student body.
5. Increase communication with our parents to inform them of their student's progress.

Evidence to support our findings includes analysis of CAASPP data and local formative measures of student progress. This data clearly shows that our EL and SWD students do not succeed at the same level of other student groups. Likewise, the data shows that the aforementioned student groups are not completing A-G and CTE rates at the same amount as other students. The needs of English learners and SWD will continue to be a priority.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.

1. Student achievement in mathematics and ELA CAASPP scores have recently gone up but there is still room for growth, therefore we will continue to support students and teachers by providing professional development for teachers and academic support through tutoring and effective instructional strategies in classes.
2. English learners and students with disabilities are not meeting CTE and A-G standards compared to other student groups. Staff will work to closely monitor and support these students to succeed in these categories.
3. Increase the number of CTE relevant and engaging pathways for all students.
4. Decrease the number of student suspension, especially with our EL and Students with Disabilities who are being suspended and expelled.
5. Continue to improve our PLC culture by following the standards set of a highly functioning PLC.

Chapter 5: Schoolwide Action Plan/SPSA

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.
- Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.

Our [current SPSA](#) aligned with [LCAP goals](#) will be revised in the Spring of 2024. Through our self-study, we will be making the following changes:

Add other strategies to Goal #2 of the SPSA: - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.

- 2.7 Each department and PLC will develop goals to increase the academic achievement of English Learners.
- 2.8 ELD support classes will include ELPAC type questions and tasks as a warm up for each class period.

Add one more Goal to SPSA: Goal #4 - All students with disabilities (SWD) will demonstrate improvement in their academic achievement as evident by course grades, CAASPP scores, and graduation rates.

Strategy/Activity to Goal #4:

- 4.1 Fund extra teacher tutoring before school and during lunch for SWD.
- 4.2 Administer Interim Assessment Block (IAB) to special education students in practical settings in preparation for CAASPP.
- 4.3 Administrators, counselors, and teachers review SWD grades every two weeks to provide needed and appropriate interventions.

Ongoing Follow-up Process:

At Mission Oak High School, the Leadership Team which is made up of Administrators, Counselors, Psychologist, and Social Worker, has the primary responsibility for implementation of the SPSA which is aligned to the LCAP. In addition, each department and/or PLC evaluate their own data and set appropriate SMART goals for the year. This school year with the development of the Guiding Coalition, each PLC leader shares the progress they are making towards their SMART goals. This report will be posted on our website along with the SPSA so that our School Board, district office, staff, students, families, and community have access to the report.

Include hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link
- B. [California School Dashboard](#)
- C. [Student Panorama Survey](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. [Master schedule](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. [School accountability report card \(SARC\)](#)
- I. [Graduation requirements](#)
- J. [CA Healthy Kids Survey](#)
- K. [AP Course Audit](#)