Mission Oak High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Mission Oak High School
Street	3442 E. Bardsley Ave.
City, State, Zip	Tulare
Phone Number	5596877308
Principal	Isidro Carrasco
Email Address	isidro.carrasco@tulare.k12.ca.us
School Website	https://mohs.tjuhsd.org/
Grade Span	9-12
County-District-School (CDS) Code	54-72249-5435466

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

Our vision is to create and environment what all students will be prepared to embrace challenges, seek opportunities, and find purpose in a dynamic, global society.

SCHOOLWIDE LEARNER OUTCOMES

2024-25 School Description and Mission Statement

Mission Oak High School Graduates will earn their WINGS:

Will to Succeed
- Embrace Learning
- Adapt to change
- Set and strive towards personal and professional goals

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

Networking
- Communicate and collaborate
- Digitally literate
- Invest in and connect to school and community

Global Citizens/Minded
- Global awareness
- Respectful, responsible, and accountable
- Understand the right and responsibilities of life in a democracy

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	488
Grade 10	450
Grade 11	374
Grade 12	429
Total Enrollment	1,741

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	52.6
Non-Binary	0.6
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	1.9
Filipino	0.6
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	15.6
English Learners	13
Foster Youth	0.6
Homeless	0.6
Migrant	0.9
Socioeconomically Disadvantaged	76.8
Students with Disabilities	9.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.20	77.68	192.40	72.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	1.04	5.20	1.98	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.80	11.44	22.70	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	3.09	25.30	9.59	11953.10	4.28
Unknown/Incomplete/NA	4.60	6.73	18.10	6.88	15831.90	5.67
Total Teaching Positions	68.50	100.00	263.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.70	79.92	203.50	74.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.20	0.36	2.10	0.80	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.70	10.00	25.30	9.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.67	22.10	8.11	11746.90	4.23
Unknown/Incomplete/NA	5.40	7.01	20.00	7.33	14303.80	5.15
Total Teaching Positions	77.20	100.00	273.20	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.70	1.5
Misassignments	3.80	6.00	6.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.80	7.80	7.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	0.3
Local Assignment Options	2.90	2.10	1.7
Total Out-of-Field Teachers	4.90	2.10	2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	7.5	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	0	4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 19, 2024 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in September, 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	9/19/24

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 & Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, (Cengage) All Sites 2014 English 1B Intervention: EDGE Level B, (Cengage), 9th grade, All Sites 2014 English 1 C IS: Read 180 Level 1 & 2, (Houghton-Mifflin), 9th grade, All Sites English 2 & Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites English 2 C IS: Read 180 Level 4 & 5, (Houghton-Mifflin), 10th grade, All Sites English 3: Study Sync, (McGraw Hill), 11th grade, All Sites, 2021 English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western English 3 AP: Language of Composition 3rd edition,(Bedford Freeman), 11th grade, Mission Oak & Tulare Union English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton & Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union Exp Rdg & Wrtg: ERWC Expository Reading & Writing Curriculum, (California State University) 12th grade, All Sites	Yes	0.0%

	English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade, Tulare Union		
	English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak & Tulare Union		
	COS 1 English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford);Logic and Contemporary Rhetoric (Cengage) 12th grade Tulare Union		
	COS English 1 & 2: They Say / I Say, 5th edition 2021, (W.W. Norton), 1st semester: Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 2nd Semester, Mission Oak 2021		
	COS English 1: The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin); They Say/I Say, 5th edition (W.W. Norton), 12th Grade, 1st Semester 2021; Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 12th Grade, 2nd Semester, Tulare Western		
	ELD 1: Edge Level Fundamentals, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western		
	ELD 2: Edge Level B, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western		
	ELD 3: Edge Level B & C, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western		
Mathematics	Algebra I & Honors: Reveal Math Algebra 1, (McGraw Hill), 9th-12th, All sites Geometry & Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites Algebra 2 & Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites Pre-Calculus - Pre-Calculus: Graphical, Numerical, Algebraic AP Edition 11th edition 2024 (Pearson-Savvas) 11th & 12th, All Sites Pre-Calculus AP - Pre-Calculus: Graphical, Numerical, Algebraic AP Edition 11th edition 2024 (Pearson-Savvas) 11th & 12th, All Sites Calculus A/B & B/C AP: Calculus for AP: A Complete Course 1st edition 2019 (Cengage), 11th & 12th, All Sites Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman & Worth), 12th grade, Mission Oak & Tulare Union AP Statistics: The Practice of Statistics for AP 7th Edition,(Bedford Freeman), 12th grade, All Sites Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022	Yes	0.0%
Science	Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021 Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, All Sites Biology Honors: Biology for the AP Course, 2022 (Bedford/Freeman/Worth), 10th – 12th, Mission Oak Biology AP: Biology For The AP Course, 2022 (Bedford/Freeman/Worth) 9th-12th, All Sites Chemistry: Inspire Chemistry (McGraw Hill), 9th-12th, All Sites	Yes	0.0%

	Chemistry Honors: Inspire Chemistry, (McGraw Hill), 10th-12th, All Sites Chemistry AP: AP Chemistry Chang 13th edition (McGraw Hill) 11th & 12th, Mission Oak, Tulare Western AP Environmental Science:Environmental Science for the AP Course 2023 (Bedford/Freeman/Worth), 10th-12th, Tulare Union, Tulare Western Human Biology: Essentials of Human Anatomy & Physiology 13th edition, 2022,(Savvas), 9th-12th, All Sites Physics, Principles & Problems, (Glencoe/McGraw-Hill) 10th-12th, All Sites Page 2 of 6 Sufficient Determination Physics AP C: Physics for Scientists & Engineers, A Strategic Approach w/ Modern Physics, AP Edition w/Mastering Physics eText, 4th Edition, (Pearson-Savvas) 9th-12th, Tulare Union, Tulare Western AP Physics: College Physics: A Strategic Approach AP Edition, 3rd Edition, (Pearson-Savvas), 2015 with Mastering Physics with Pearson eText, Tulare Union & Tulare Western Forensic Science: Forensic Science 3rd edition (Cengage), 10th-12th, Mission Oak Intro to Robotics: Basic Robotics, 1st Edition, (Cengage), 9th-12th Tulare Union		
History-Social Science	World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites, 2019 World History Honors: California Modern History, The World, (McDougal Littell) 10th grade, Mission Oak 2019 World History Honors: World History, (Houghton Mifflin Harcourt), 10th, Tulare Western & Tulare Union 2018 AP World History: Ways of the World for the AP World History: Modern Course Since 1200, Bedford, Freeman & Worth), 10-12rth grade, Tulare Union 2023 US History: California America Through the Lens, (Cengage) 11th grade, All Sites 2019 US History AP: America's History 9th edition (Bedford Freeman & Worth), 11th grade, All Sites COS History 17 & 18: Give Me Liberty 6th edition (W.W. Norton), 11th-12th, Voices of Freedom, 6th edition, (W.W. Norton) volume 1, 1st semester & Volume 2, 2nd semester Mission Oak & Tulare Western AP European History: A History of Western Society for the AP Course 13th Edition (Bedford, Freeman & Worth) 10th-12th, Tulare Union Government: Government Alive!, (TCI) 2020, 12th grade, All Sites Government AP: American Government Institutions & Policies 2022 (Cengage), All Sites Government AP: American Government Readings & Cases, (SAVVAS), 12th 2022 Tulare Western Economics: Economics, (Houghton Mifflin), 12th grade, All Sites Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western & Mission Oak Macro Economics: Krugman's Economics for the AP Course, (Bedford, Freeman & Worth), 12th, Tulare Western, 2019 Cultural History: People's History of the U.S. (Harper Collins), Mission Oak AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman & Worth) All Sites	Yes	0.0%

	Psychology: Introduction to Psychology: Gateways to Mind & Behavior (Cengage), 16th ed., 9th - 12th, Tulare Western AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13thEdition (SAVVAS), 11th-12th, Tulare Western & Mission Oak Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), All Sites Geography Alive! (TCI) digital 2018 , All Sites		
Foreign Language	Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites Spanish 2: ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, All Sites Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition:, 9th -12th, All Sites Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, All Sites Spanish for Heritage Speakers 2: En Voz Alta, (Carnegie Learning), 9th-12th, MO, Tulare Union AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites; Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western & Mission Oak AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites	Yes	0.0%
Health	Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites	Yes	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

Cleaning Process

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

Maintenance & Repair

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

Year and month of the most recent FIT report	November 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	57	51	51	53	46	47
Mathematics (grades 3-8 and 11)	24	24	18	18	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	342	332	97.08	2.92	51.20
Female	170	167	98.24	1.76	56.29
Male	170	163	95.88	4.12	45.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	258	96.99	3.01	48.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	56	98.25	1.75	67.86
English Learners	28	23	82.14	17.86	8.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	182	176	96.70	3.30	44.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	5.88

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	325	95.31	4.69	24.31
Female	170	161	94.71	5.29	23.60
Male	169	162	95.86	4.14	24.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	265	254	95.85	4.15	20.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	53	92.98	7.02	41.51
English Learners	27	23	85.19	14.81	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	181	168	92.82	7.18	17.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	2.94

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.80	16.59	16.79	17.74	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	877	857	97.72	2.28	16.59
Female	407	396	97.30	2.70	16.41
Male	467	458	98.07	1.93	16.19
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	8.33
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	700	690	98.57	1.43	14.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	139	133	95.68	4.32	24.81
English Learners	102	98	96.08	3.92	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	533	522	97.94	2.06	13.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	89	88	98.88	1.12	2.27

2023-24 Career Technical Education Programs

Our mission is to empower all students to graduate with college, career, and life-readiness skills. The school addresses the needs of all students including career preparation through student CTE programs, Teacher professional development, industry collaboration, as well as student guidance and counseling from school personnel regarding career paths and courses of study. Job fairs, work experience and work-based learning activities, career internships, use of technology, hands-on projects, and community service projects are made available to heighten student awareness and provide relevant experience to foster success in education, training, and employment beyond high school. The following is a list of student programs and course sequences offered by the district. All program courses are aligned with the California (CTE) Career Technical Education Curriculum Standards.

Agriculture Business - CTE Pathway 100
Ag Science - Intro - State Code 7100
Dairy Skills - Concentrator - State Code 7111
Ag Business - Capstone - State Code 7112

Agriculture Mechanics - CTE Pathway 101
Ag Mech 1 - Intro - State Code 7120
Ag Mech 2 - Concentrator - State Code 7121

2023-24 Career Technical Education Programs

Ag Mech 3 - Capstone - State Code 7122

Animal Science - CTE Pathway 103
Ag Sci 1 - Intro - State Code - 7100
Animal Science 2 - Concentrator - State Code 7141
Animal Science 3 - Capstone - State Code 7142

Floral Design - CTE Pathway 105A
Ag Sci 1 - Intro - State Code 7100
Floriculture - Concentrator - State Code 7164
Advanced Floral Design - Capstone - State Code 7165

Plant and Soil Science - CTE Pathway 106
Ag Sci 1 - Intro - State Code 7100
Plant Science 2 - Concentrator - State Code 7171
Plant Science 3 - Capstone - State Code 7172

Design, Visual and Media Arts Graphic Design - CTE Pathway 111 (Sub-Pathway 111A)
Photography (Digital) - Intro - State Code 7210
Digital Design - Concentrator - State Code 7211
Digital Design 2 - Capstone - State Code 7212

Design, Visual and Media Arts Visual/Commercial - CTE Pathway 111 (Sub-Pathway 111C)
Three-D Art - Concentrator - State Code 7217
Adv. Three-D Art - Capstone - State Code 7218

Performing Arts Professional Theatre - CTE Pathway 112 (Sub-Pathway 112C)
Drama 1 - Concentrator - State Code 7237
Drama 2 - Capstone - State Code 7238

Production & Managerial Arts Film/Video Production - CTE Pathway 113 (Sub-Pathway 113B)
Film/Video Arts - Concentrator - State Code 7244
Adv Film Arts- Capstone - State Code 7245

Cabinetmaking Millwork, WoodWorking - CTE Pathway 120
Wood Sculpture - Concentrator - State Code 7311
Adv Wood - Capstone - State Code 7312

Child Development - CTE Pathway 130
Child Development - Concentrator - State Code 7510
Careers With Children - Capstone - State Code 7511

Architectural Design - CTE Pathway 150
Drafting - Concentrator - State Code 7710
Adv Drafting - Capstone - State Code 7711

Engineering Design - CTE Pathway 152
Intro Engineering Design H - Intro - State Code 7700
Computer Integrated - Intro - State Code 7730
Engineering Principles H - Concentrator - State Code 7730
Eng Design & Development H - Capstone - State Code 7731

Fashion Design - CTE Pathway 160
Fashion 1 - Concentrator - State Code 7810
Fashion 2 - Capstone - State Code 7811

Software & Systems Development - CTE Pathway 174
AP Comp Science - Concentrator - State Code 8131
AP Comp Science A - Capstone - State Code 8132

2023-24 Career Technical Education Programs

Games & Simulations - CTE Pathway 175
Comp. Prog. & Game Design - Concentrator - State Code 8141
Adv. Game - Capstone - State Code 8142

Financial Services - CTE Pathway 180
Accounting - Concentrator - State Code 7421
Adv. Accounting - Capstone - State Code 7422

Business Management - CTE Pathway 182
Business Technology - Concentrator - State Code 7411
Business Technology 2 - Capstone - State Code 7412

Marketing - CTE Pathway 244 (Sub-Pathway 182A)
Intro to Marketing & Sales - Concentrator - State Code 8310
Entrepreneurship & Self Employment - Capstone - State Code 8311

Biotechnology - CTE Pathway 196
Health Exp. - Intro - State Code 7900
Human Biology - Academic Support - State Code 7910
Pre Med BioTech - Concentrator - State Code 7911
Med Essentials - Capstone - State Code 7912

Patient Care - CTE Pathway 198
Nursing Assistant - Academic Support - State Code 7920
Health Occupations - Concentrator - State Code 7921
Nursing Essentials - Capstone - State Code 7922

Food Service & Hospitality - CTE Pathway 201
Intro Foods - Concentrator - State Code 8020
Adv Foods - Capstone - State Code 8021

System Diagnostics, Services, & Repair- CTE Pathway 221
Auto Engine Tech. - Academic Support - State Code 8530
Auto 1 - Concentrator - State Code 8531
Auto 2 - Capstone - State Code 8532

Public Safety - CTE Pathway 232
Intro. Crim. Justice & Law - Intro - State Code 8410
Principles of Law & Public Safety - Concentrator - State Code 8411
Criminology - Capstone - State Code 8412
Forensics - Academic Support - State Code 8400

The following Dual Enrollment Classes are articulated with College of the Sequoias, students earning College and High School Credit:
English 1, English 2, US History, World History, Fashion, Beginning and Intermediate Sewing, Medical Terminology, Child Growth/Development, Communications, and Electrician Training.

The CTE District Advisory Partners play an important role ensuring that CTE programs are effective, relevant, and aligned with industry standards and needs. They assist with preparing our students to be college and career ready, bridging school education and the workforce by bringing industry expertise, resources, and connections. They ensure students receive relevant, high-quality training. These partners are representatives from our local businesses, industries, higher education, and community organizations. Their involvement ensures that CTE programs meet both the current and future demands of the job market. Below are some key roles and responsibilities of CTE Advisory Partners:

Curriculum Development and Evaluation
Workforce Trends and Labor Market Information
Work-Based Learning Opportunities such as job-shadowing, internships, etc.
Industry Certifications
Program Evaluation and Improvement
Networking and Community Engagement

2023-24 Career Technical Education Programs

Resource and Equipment Donations/Recommendations
Professional Development and Training for Educators
Employer Engagement - Connecting Students with potential employers
Ensuring Student Equity and Inclusivity

Below are the Tulare Joint Union High School District CTE Advisory Partners:
Tulare Chamber of Commerce
CSET-Community Services Employment Training
COS - College of the Sequoias
TCOE -Tulare County Office of Education
WIB - Workforce Investment Board of Tulare County
EECU- Educational Employees Credit Union
College of the Sequoias
Valley Strong Credit Union
Eden's Cafe
MainLink Printing
LunchBox Cafe
Pro Youth Expanding Learning
Palo Verde Elementary School
Tulare Adult School
Milan Institute of Cosmetology
Frank's Automotive
COS Instructors
TF Tire
Deloitte
Galaxy Theatre
Tulare Police Department
Tulare Fire Department
Tulare Sheriff's Department
State Senator's Office Representative
State Farm Insurance
Adventist Health Tulare
Kaweah Health Hospital Visalia
Tulare District Hospital
Altura Centers for Health
Ag Commissioner

For more information about Career/Technical Education, please contact:
CTE District Representative - Maria Bueno, Assistant Superintendent of Student Services and Special Projects.
maria.bueno@tulare.k12.ca.us
CTE Site Administrator - Megan Inchcliff, Assistant Principal megan.inchcliff@tulare.k12.ca.us

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1371
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	45.56

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91.00%	90.59%	91.21%	91.00%	90.38%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.2	2.9	1.4	2.0	2.5	1.4	7.8	8.2	8.9
Graduation Rate	97.2	95.6	98.3	97.1	96.2	98.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	424	417	98.3
Female	200	200	100.0
Male	222	215	96.8
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	335	332	99.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	67	63	94.0
English Learners	61	61	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	382	379	99.2
Students Receiving Migrant Education Services	12	12	100.0
Students with Disabilities	52	51	98.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1857	1792	186	10.4
Female	873	845	112	13.3
Male	973	937	71	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	3	13.0
Black or African American	37	34	3	8.8
Filipino	--	--	--	--
Hispanic or Latino	1481	1424	153	10.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	12	3	25.0
White	281	279	23	8.2
English Learners	263	248	47	19.0
Foster Youth	17	15	2	13.3
Homeless	23	20	4	20.0
Socioeconomically Disadvantaged	1537	1486	172	11.6
Students Receiving Migrant Education Services	16	16	3	18.8
Students with Disabilities	174	172	20	11.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.55	8.22	6.3	6.03	7.12	6.18	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.24	0.17	0.43	0.35	0.25	0.46	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.30	0.43
Female	4.01	0.11
Male	8.43	0.72
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	2.70	2.70
Filipino	0.00	0.00
Hispanic or Latino	6.55	0.47
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.05	0.00
English Learners	10.65	0.38
Foster Youth	17.65	0.00
Homeless	13.04	0.00
Socioeconomically Disadvantaged	6.57	0.46
Students Receiving Migrant Education Services	6.25	0.00
Students with Disabilities	13.22	1.15

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

2024-25 School Safety Plan

and campus security.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which was most recently updated in the fall of 2024. Any revisions made to the plan are reviewed with the staff. Key elements of the Safety Plan focus on the following: child abuse reporting procedures, disaster response procedures, ALICE (Active Intruder) response procedures, suspension and expulsion policy, sexual harassment policy, bullying policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees.

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	26	50	11
Mathematics	26	15	30	12
Science	22	25	22	7
Social Science	27	10	23	13

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	26	50	11
Mathematics	24	20	38	7
Science	23	16	24	11
Social Science	26	12	21	17

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	290.17

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12845	2736	10109	93560
District	N/A	N/A	18541	$102,422
Percent Difference - School Site and District	N/A	N/A	-58.9	-9.0
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	-6.3	-11.8

Fiscal Year 2023-24 Types of Services Funded

Based on 2023-2024 audited financial statements, Tulare Joint Union High School District and the board of trustees have done a great job of managing district finances as well as mediating state budget shortfalls. The list below shows how Mission Oak High School per pupil funding (from both restricted and unrestricted sources) is used.

State and federal categorical funding for the following support programs:

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$66,099	$62,635
Mid-Range Teacher Salary	$92,344	$101,698
Highest Teacher Salary	$123,184	$128,982
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$162,013
Average Principal Salary (High)	$161,274	$182,697
Superintendent Salary	$200,998	$298,748
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.9

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

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	4
Mathematics	5
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

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

Professional Development activities are provided to staff at the beginning of the school year. There are several online trainings

Professional Development

that staff must complete that are mandatory training activities. There are also in-person professional development activities that are provided, based on feedback from both teachers and administrators. These activities are centered on supporting classroom instruction, student behavior, and other supports needed.

The math program has changed their curriculum in Algebra 1, Geometry, and Algebra 2 therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The District provides Instructional Coaches in the areas of math and ELD.

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

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5