

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mt. Pleasant High School	District Name	East Side Union High
Street	1750 S. White Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose, CA.	Web Site	www.esuhdsd.org
Phone Number	(408) 937-2800	Superintendent	Mr. Bob Nunez
Principal	Grettel Castro-Stanley	E-mail Address	Nunezb@esuhdsd.org
E-mail Address	Castrog@esuhdsd.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Located in the heart of Silicon Valley, Mt. Pleasant High School, a comprehensive ninth through twelfth grade public high school, houses 1830 students. Of this number, 57% are Hispanic, 18% are Asian, 11% are Filipino, 8% are White, 5% are African American, and other 1%. In addition, 21.5% of our students are Limited English Proficient (LEP), 19.5% have been reclassified as Fluent English Proficient (RFEP), 19% are Fluent English Proficient (FEP), and 38% of the students participate in the Free and Reduced Lunch Program.

Mt. Pleasant High School is one of eleven comprehensive high schools, four small but necessary schools, and one continuation high school in the East Side Union High School District. Although our students speak thirty-five primary languages and come from a variety of socio-economic backgrounds, they interact harmoniously, and they share common goals of academic, personal, and social success.

The school was established in 1964 and was originally built to serve a student body of 1400. However, due to the influx of businesses and new housing to the

Evergreen Valley area, the school population has grown to 1830 students. This growth has necessitated the addition of 23 portable classrooms.

The rich cultural diversity on this campus not only inspires much of the school's ongoing academic development, innovation, and community participation, but it also creates a family / community atmosphere that permeates every aspect of Mt. Pleasant High School. As an outgrowth of this community spirit, Mt. Pleasant students, parents, staff, business, community and post-secondary partners, not only support Mt. Pleasant activities, but also routinely participate in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, Mt. Pleasant is a community collaborative.

To address the personal and social development of our students, Mt. Pleasant offers students the opportunity to participate in over 45 clubs, assorted extra-curricular activities, and a dynamic sports program. Research proves that students who are connected to the school not only achieve academically at higher rates, but become involved, productive members of society. Through these activities, our students not only develop the leadership skills that are necessary for future success, but they also enhance their social skills.

Mt. Pleasant operates on a two-semester system with a school day of seven 52-minute periods. In addition, the staff voted to establish a 30 minute morning tutorial / advisory program. During this 30 minute period, all teachers are required to be in their classrooms and to be available to students. Participation in this tutorial program is voluntary for tenth through twelfth grade students who have the option to use this time to seek extra help from teachers, work on group projects, make up assignments or tests and / or prepare for exams. For ninth grade students, tutorial is not voluntary, it is mandatory and it is called "Advisory." These Advisory classes for ninth graders are taught by a core group of volunteer teachers using a common curriculum, developed on site to address the needs of our ninth grade students. Through the creation of the Advisory Program, the Mt. Pleasant administration and staff seek

- To personalize high school for 9th graders by providing them with an adult advocate who will monitor their performance in core classes and with whom they can form a meaningful relationship.
- To empower 9th graders with tools and strategies that will enable them to understand content in their subject area classes, and thereby make a successful transition to the high school community.
- To equip 9th grades with life skills to monitor, assess and advocate for themselves as learners.
- To provide 9th graders with academic advising that will assist them in planning for college or a career.

Additionally, the Tutorial/Advisory Program seeks to enhance the performance of our students in their coursework. The school's academic programs range from English Language Development and sheltered classes for students in need of English Language support to Advanced Placement classes in English, Foreign Language, Math, Science,

Social Sciences, and Art. Mt. Pleasant is especially proud of the career path programs, which include Animation, Manufacturing and Industrial Technology, Community and Communications, and Junior ROTC. These special programs are open to all interested students and have helped Mt. Pleasant High School become a school of choice for students and their parents within the East Side Union High School District. Mt. Pleasant is also home to a well-established AVID program which is designed to address the needs and increase the numbers of student groups underrepresented in the university system. This program is nationally recognized for being one of the best AVID programs in existence and 100% of all students participating attend college immediately after high school.

To support students who need additional help, Mt. Pleasant, in partnership with the City of San Jose Parks and Recreation Department, has established an After School Homework Center that operates four days a week and provides students with a quiet, supportive place to complete their homework and projects, and, if needed, with tutoring from certificated and classified personnel. The Algebra I Recovery Program which operates after school and on Saturdays, allows any student failing Algebra I the opportunity to work on a personalized curriculum, redo the coursework, receive one-on-one tutoring, retake the necessary tests and, thereby, pass the course. To support all entering ninth grade students make a successful transition to high school, Mt. Pleasant teachers play pivotal leadership roles in the District's English Language Arts and Math Institute.

The administration and staff recognize that the success of our students is directly related to the collaboration among staff and programs available at our site; therefore, Mt. Pleasant also offers a one-hour collaboration period each Wednesday to that allows staff to standardize curriculum, share best practices, coordinate services and develop strategies to improve all available services. This weekly collaboration period in addition to our school-wide Staff Development Program, allow teachers the opportunity to continue to learn from each other as well as from experts in the field of education.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Mt. Pleasant values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Mt. Pleasant maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website. In addition, to ensure that updated school information reaches all members of our school community, Mt. Pleasant utilizes the district's Parent Connect website, the automatic telephone message dialer, the electronic bulleting board located in front of the school, and Schoolloop (our online homework hotline). These services provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities, as well as help to facilitate parent communication with

staff members. To increase communication with our Spanish speaking parent population, Mt. Pleasant has implemented, in partnership with the Parent Institute for Quality Education (PIQE), an 8-week parent engagement series. In this series we introduce the parents to the educational system, give them tools to advocate for themselves and their children and encourage them to participate in the school, either as members of committees or as volunteers.

Besides the PIQE series, Mt. Pleasant High School provides a variety of opportunities for interested parents to become involved in the school. Mt. Pleasant has an active School Site Council and ELAC (English Language Learners Advisory Committee) parent group. Parents may join the Mt. Pleasant Band Boosters and/or the Athletic Boosters. Parents are also invited to help in our Algebra I Recovery Center and in our After School Homework Center. This year we are also starting a new “Parent Volunteer Center” that enables any parent to volunteer on a daily basis throughout our campus.

To help support parents and to ensure that all parents receive the information they need to help their children with postsecondary decisions, Mt. Pleasant hosts a variety of parent information nights. Counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	481
Grade 3	0	Grade 10	579
Grade 4	0	Grade 11	478
Grade 5	0	Grade 12	446
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1984

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.2	White (not Hispanic)	9.2
American Indian or Alaska Native	0.6	Multiple or No Response	0.0
Asian	15.5	Socioeconomically Disadvantaged	35.3
Filipino	12.4	English Learners	22.0
Hispanic or Latino	57.4	Students with Disabilities	9.0
Pacific Islander	0.7	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.4	28	41	8	26.7	24	37	12	27.3	22	24	26
Mathematics	26.5	17	24	15	26.9	22	13	24	26.6	22	19	19
Science	29.7	3	39	6	30.4	1	34	16	32.3	3	12	33
Social Science	29.9	1	36	8	30.6	4	22	18	32.8	2	8	32

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Mt. Pleasant has a very detailed, comprehensive Safety Plan that outlines protocol to be used, systems that must be in place, and procedures that must be followed in the event of an emergency. This Safety Plan is a general guideline to assist school administrators, Emergency Services (first responders), and others in the event of an incident at Mt. Pleasant High School. These procedures cover everything from an intruder on campus to a natural disaster. This Safe Plan has been designed to complement the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies, and, most importantly, the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to:

- Exposure control for blood borne pathogens hate motivated crimes
- School community alerts on sexual predators
- Safety Multi-Disciplinary Team / Crisis Response Team / After Care
- Suicide on campus
- Arrest of student

This plan also contains the yearly safety goals as determined by the students, staff, and parents

The Safety Plan was written by the School Safety Committee which consists of the Associate Principal (APA), a parent representative, an ESTA (East Side Teachers Association) representative, a CSEA (California School Employees Association) Representative and a Law Enforcement Officer. It may also include other site administrators, Discipline Team members (Liaison and / or Advisors) the Health Technician, the head custodian, representatives from the Multi-Service Team (MST), representatives from the Safety Multi-Discipline Team (MDT) the Attendance Secretary,

the phone attendant (operator), the School Psychologist, students, and other interested parents. After the Mt. Pleasant School Safety Committee writes the yearly plan, it is reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption.

The Safety Plan and drill procedures are reviewed during the year with all staff. Throughout the school year, safety alerts are shared with all staff as needed. In addition, all required drills are scheduled and completed, and the results are communicated with certificated and classified staff. The 2006 – 2007 Mt. Pleasant High School Site Safety Plan outlines comprehensive, enforceable, and consistent policies on student behavior, attendance, dress code, etc.. It also delineates protocol for partnerships with community agencies, including City of San Jose, San Jose Police Department, and other agencies and groups that offer support school services and programs.

Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, “Code Red” and other emergency actions

Policies pursuant to Education Code 48915© and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.

Procedures to notify teachers of dangerous students Sexual Harassment Policy

Safe ingress and egress to and from school

Safe and orderly environment conducive to learning Rules and procedures on school discipline

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

In order to develop and reinforce positive character traits, Mt. Pleasant clearly delineates expectations for student behavior at the school and in the community in its Parent / Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook are Mt. Pleasant’s Sexual Harassment Policy, Antidiscrimination Policy, Family Educational Rights & Policy Act, Guide for Grading, Discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), and District Policies. This Handbook is also available in Spanish.

To decrease the number of incidents that require disciplinary intervention and to meet the diverse needs of all our students, Mt. Pleasant High offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Mt. Pleasant also offers the following programs and services: Camp Everytown, Cultural Assemblies, Community Partnerships, California Partnership Academies, AVID, Puente, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Homework

Center, Conflict Mediation, Multi-Service Team, and social work services provided by MSW interns. Through these services, the administration and staff hope to address the “whole student” and thereby decrease the number of disciplinary incidents that stem from isolation, anger, misunderstandings and peer pressure.

Moreover, all teachers incorporate their expectations for positive character traits in their “green sheets,” model appropriate behaviors, and integrate character education into their curricula. Through programs like Advisory, students are expected to establish goals, create options, and take responsibility for pursuing their goals. In addition, students are encouraged to donate their time and become active members of their community through programs like the California Scholarship Federation (CSF), National Honor Society (NHS), the Christmas Food Drive, and the Peer Counseling Program. To foster diversity and cultural harmony, Mt. Pleasant offers the students the opportunity to present their home cultures to the whole school through our Multicultural Assemblies, Food Festivals and through participation in over 45 different clubs, many of which are ethnic clubs.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	10.0%	13.5%	23.2%	11.2%	7.9%	17.6%
Expulsions	0.0%	.0004%	0.0%	0.2%	0.18%	0.15%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Age of School Buildings

Although the main school campus was constructed in 1964, portable buildings have been added to accommodate an increased student population and diverse program needs.

Maintenance and Repair

The district’s maintenance and facilities staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds, on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Modernization Projects

During the 2006 – 07 school year, Measure A and Measure G funds and state matching funds will be used to renovate existing facilities. The school was recently painted and new lockers were installed. Safety cameras have been installed and restructuring of the parking lots are underway. Our state of the art theatre will be completed in the winter of 2008.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	600 Building repairs were done by outside contractor. Completed by 01/31/07.
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		.
Restrooms		X	Some repairs on sinks were needed. They have been repaired. They will be replaced by the summer of 2007.

Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	76	80	75	1033
Without Full Credential	13	10	8	143
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.7	8.3
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Although every effort is made to minimize teacher absences during the regular school day, illness, personal necessity, and professional development activities impact a teacher's daily attendance. The need for substitutes varies depending on the day of the week and/or the time of the year. To ease the impact on student learning, the district maintains a bank of eligible and qualified substitutes. All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service. Unfortunately, finding and hiring qualified and effective substitute teachers is a challenge for East Side Union High School District and its schools. When the need for substitutes exceeds the district supply, the regular classroom teachers and administrators are called upon to fill in for their colleagues during their preparation period.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purpose of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	992.0
Library Media Teacher (Librarian)	0.1	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	.17	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	0.4	---
Other	3.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 th Course”	McDougal Littell 2002	3/2005	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
Mathematics				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “E & A Algebra 2”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	John Wiley & sons/1999	**	Yes	0%
Science				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations	Holt/ 2001, 2003, 2004	2/2001	Yes	0%
Biology – “Biology: Web of Life; Holt Biology”	Holt/ 1998, 99, 04	9/1998	Yes	0%
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/ 2000/2002	3/2000	Yes	0%
Physics – “Physics: Principles and	Merrill/Glencoe	Orig.	Yes	0%

Problems”	1983/1995/2002	approval predates records		
History-Social Science				
World History – “Modern World History”	McDougal-Littell/2003	5/2001	Yes	0%
US History – “The United States and It’s People”	Addison-Wesley/1993 or 95	5/1996	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
Foreign Language				
Spanish 1, 2, 3 - Series “Realidades 1, 2, 3”	Prentice Hall/2004	5/2004	Yes	0%
French 1, 2, 3 - Series “Discovering French 1, 2, 3”	McDougal Littell/2004	5/1994	Yes	0%
Spanish Speakers 2 – “Sendas Literarias 1”	Pearson Prentice Hall/1995	5/1995	Yes	0%
Spanish Speakers Language AP – “Abriendo Puertas: Tomo 1”	McDougal Littell/2003	*	Yes	0%
Spanish Speakers Literature AP – “Abriendo Puertas Tomo 1 & Abriendo Puertas Tomo 2”	McDougal Littell/2003	*	Yes	0%
Vietnamese Speakers 1, 2, 3, 4 – Series “Vietnamese Language Level 1, 2, 3, 4”	District created textbook	N/A	Yes	0%
English Language Development				
ELD – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
Science Supplies and Lab Equipment				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,365	\$1,019	\$5,346	\$67,922
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	-\$728	\$202
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$603	\$7,885

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

To ensure academic success, Mt. Pleasant High School provides the following services:

- Gifted and Talented Education
- Algebra Recovery Program
- English Language Development Classes
- Bilingual Instructional Aides
- Special Education Classes
- CAHSEE Support Classes
- Section 504 Plan Services
- Homework Center
- Ninth Grade Advisory
- Migrant Education Program
- Intervention Programs

To ensure the personal and social success of our students, Mt. Pleasant High School provides

- Multi-Service Team Program
- Speech Therapy Services
- School Psychologist
- Adaptive Physical Education
- Student Assistance Program

To address the different interests and needs of our student population, Mt. Pleasant High School provides the following programs:

California Partnership Academies
Central County Occupational Center
Regional Occupational Program
Vocational Education

To support our parents in our joint mission of ensuring success for all students, Mt. Pleasant offers the following programs:

Parent Institute Classes
Financial Aid Workshops
Parenting Classes
College Awareness Evenings
Parent Volunteer Opportunities

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,393	\$37,671
Mid-Range Teacher Salary	\$75,604	\$63,121
Highest Teacher Salary	\$89,953	\$78,630
Average Principal Salary (High)	\$107,889	\$111,909
Superintendent Salary	\$236,920	\$163,061
Percent of Budget for Teacher Salaries	38.6	37.8
Percent of Budget for Administrative Salaries	4.6	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	29	36	39	33	38	39	36	40	42
Mathematics	6	10	16	16	19	22	34	38	40
Science	19	18	36	20	23	36	25	27	35
History-Social Science	22	27	26	27	31	30	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	40	5	29	19
American Indian or Alaska Native	18	*	*	*
Asian	58	30	59	43
Filipino	53	19	58	34
Hispanic or Latino	30	12	23	17
Pacific Islander	18	*	*	*
White (Not Hispanic)	53	15	52	40
Male	34	17	39	27
Female	45	15	33	24
Economically Disadvantaged	34	17	30	20
English Learners	15	12	9	6
Students with Disabilities	6	6	9	5
Students Receiving Migrant Education Services	30	4	24	23

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	40			47			43	41	42
Mathematics	47			53			51	52	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	22.2

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	4	4	5
Similar Schools	2	2	4

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	6	29	20	693
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	-5	44	18	787
Filipino	31	7	24	772
Hispanic or Latino	20	34	30	645
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	-15	22	18	733
Socioeconomically Disadvantaged	1	6	27	654
English Learners	--	--	31	671
Students with Disabilities	--	--	10	444

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Mt. Pleasant High School is not an underperforming school requiring a state intervention program.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.1	0.2	1.3	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	99.3	99.0	93.8	89.6	86.6	80.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	99%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	100%	98%	---
Filipino	100%	99%	---
Hispanic or Latino	99%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	100%	100%	---
Socioeconomically Disadvantaged	99%	95%	---
English Learners	95%	83%	---
Students with Disabilities	N/A	100%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the workforce or further their education. Included are Integrated Career Programs (ICP's), Tech Prep, Work Experience, Central County Occupational Center, which includes Regional Occupational Satellite Programs and Partnership Academies. In addition, Mt. Pleasant High School offers magnets programs such as the Animation Academy, Manufacturing and Industrial Education Academy, the Communications and Community Academy, and Marine JROTC. These programs teach students the skills needed to be successful in college and the workplace.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs.

Students have access to the Internet and utilize it for research purposes and to

complete assignments. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	81
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.3
Graduates Who Completed All Courses Required for UC/CSU Admission	31.1

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	2	---
Science	1	---
Social Science	2	---
All courses	8	4.0

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Mt. Pleasant High School was the recipient of a three-year federal TRIO grant to increase school-wide awareness regarding college readiness and university admission and

placement testing requirements. Juniors and Senior teachers in English and Math were trained to assist students in state and local assessments such as the Entry Level Math (ELM) and English Placement Test (EPT) for California State University placement. The grant also provided student preparation workshops and teacher training for SAT preparation. Although the grant has ended, the staff and administration of Mt. Pleasant High School have made the commitment to continue to provide those same services to students and to sustain these services and teacher training without CSU assistance. All test prep classes are now under the auspices of the Career Center.

To prepare students for university placement tests, Mt. Pleasant High School begins by preparing students for mandated tests like the California High School Exit Exam (CAHSEE). Test prep for the CAHSEE begins the summer before ninth grade year through the efforts of the ESUHSD English and Math Summer Institute. In addition, all freshmen are given the NWEA and the District Writing Assessment in September, which is used as baseline data. English and Math teachers examine student performance results to modify instruction and increase student success rates.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	48.0	45.9	44.2
Average Verbal Score	462	442	459
Average Math Score	488	475	495
Average Writing Score	---	---	469

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The administrative leadership team consists of Grettel Castro-Stanley, Principal, Teresa Marquez, Associate Principal of Educational Development, and Marlow Viehweg, Associate Principal of Administration. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Mt. Pleasant is a community collaborative; it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Mt. Pleasant on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Mt. Pleasant's governance structure invites and values the

multidimensional input provided by its stakeholders. To ensure a unified vision, the Mt. Pleasant Leadership Team meets weekly and sets the week's agenda and priorities.

The administration shares the leadership of the school the department chairpersons and site teacher leaders. The school's 18.4 Committee made up of administrators, department chairpersons and special programs representatives make the decisions that support schoolwide efforts, that align curriculum and impact the school as a whole.

With a goal of closing the achievement gap, Mt. Pleasant teachers have dedicated a large part of their collaboration time to aligning curriculum, instruction, and assessment strategies to the State's Content and Performance standards and school's ESLRs (Expected Schoolwide Learning Results.) All lessons are aligned to the California State Standards and teachers use collaboration time to share best practices lessons. As part of a cycle of continuous improvement, the staff consistently reviews curriculum, instruction, and assessment strategies to ensure that they are relevant, effective, and rigorous.

Mt. Pleasant has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. To this end, teachers have been trained to use the district's data warehouse, "the Cruncher." Teachers and administrators are able to see the most current data on their students as well as have access to individual student scores on standardized tests. This information is used to guide instruction and design lessons.

Mt. Pleasant High School prides itself on being a community of stakeholders who collaborate to ensure success for all students. Working together, the Mt. Pleasant community produces graduates who have a sense of responsibility for themselves and their society. The school's mission statement indicates our desire to create the "joy of learning" for all students and staff with continuous improvement, innovation and mutual satisfaction driving us to meet all of the outcomes stated in our ESLRs: Academic Excellence, Building Communities, and Critical Thinking. Our progress in achieving the ESLR of "Building Communities" is evident in the number of students who participate in extra-curricular activities and who benefit from participating in our special program / magnet programs. We have achieved success in keeping our students in school as reflected in our high attendance rates. We see our success in the achievement of our "Academic Excellence" and "Critical Thinking" ESLRs by the number of students continuing their post-secondary educations.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Mt. Pleasant has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff

participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for Teaching Profession. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practice instructional strategies.

Additionally, Mt. Pleasant High School staff voted to be part of a three district collaborative with West Ed, an educational research agency. This three year commitment will provide structured staff development training for 5 of the district's 11 high schools. The focus of this staff development will be to provide teachers with data proven strategies that increase the academic success rates of second language learners. This training will also provide interested teachers with the training needed to become mentors themselves so that the school can continue to support staff members in implementing these strategies after the three year grand has ended.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	70,150	64,800
10	70,150	64,800
11	70,150	64,800
12	70,150	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Mt. Pleasant had 46 shortened day schedules for staff collaboration and professional development, and 2 pre-holiday early release days.