

Mt. Pleasant High School

1750 South White Rd. • San Jose, CA, 95127 • 408.937.2800 • Grades 9-12

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

East Side Union High School District

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School Description

Mt. Pleasant High School is one of eleven comprehensive high schools, three “small but necessary” schools, one alternative high school of choice, and one continuation high school in the East Side Union High School District. It is located in San Jose, California, in the heart of Silicon Valley.

Mt. Pleasant operates on a two-semester system with a school day of seven 50-minute periods. In addition, the staff voted to establish a 30 minute morning tutorial 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 all 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.

Mt. Pleasant High School shares the vision of the East Side Union High School District, to ensure students are college and career ready. The mission of Mt. Pleasant High School is to provide an academically challenging, supportive, and safe environment in which each student is encouraged to be personally and socially responsible, self-motivated and a life-long learner. The MP team joins parents and community to prepare the students to be productive adults.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 408.937.2800.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	369
Gr. 10	382
Gr. 11	395
Gr. 12	366
Total	1,512

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.3
Asian	10.3
Filipino	8.7
Hispanic or Latino	71.5
Native Hawaiian/Pacific Islander	0.9
White	4.6
Two or More Races	0.3
Socioeconomically Disadvantaged	71.8
English Learners	16.1
Students with Disabilities	14.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mt. Pleasant High School	12-13	13-14	14-15
Fully Credentialed	66.8	73	62
Without Full Credential	3	0	5
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	949
Without Full Credential	◆	◆	32
Teaching Outside Subject Area of Competence	◆	◆	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Mt. Pleasant High School	12-13	13-14	14-15
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.81	7.19
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – CK-12 ESUHSD Flexbook 2014</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000/2002</p> <p>Physics - "Conceptual Physics" Addison-Wesley 1999</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell</p> <p>US History – “The American Vision” Glencoe</p> <p>American Government – “Magruder’s American Government” Prentice Hall</p> <p>American Government – “We the People” Center for Civic Education</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

Cleaning Process and Schedule

The district’s Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily 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.

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. In addition, all existing classrooms have been or are in the process of being renovated.

Modernization Projects

Measure E funds and state matching funds have been used to renovate existing facilities. During the 2011-2012 school year, the modernization projects for our classroom buildings began with the 800 building and in February of 2012, the 800 building was completed. In addition, over the summer of 2012, the 600 building, 6 new classrooms, and a new multipurpose building were completed. During the 2012- 13 school year, the gym, 200/300 building, and the stadium field were completed. All modernization projects for our high school were completed at the end of the 2012-13 school year.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bld 500: due to recent break-in, we have roof and ceiling damage to room 502. Work has been completed.
Interior: Interior Surfaces	[X]	[]	[]	No issues noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Bld 100: office needs to be exterminated-Action/plan-Assistant Director of Maintenance to investigate and schedule the work.
Electrical: Electrical	[]	[]	[X]	Baseball Complex South: electricity to scoreboard is not working-Action/plan-site to submit work order and M&O to schedule the work. Bld Theater: lights will not come on in the loading dock. Work order has been completed. Softball Complex South: electricity to scoreboard is not working-Action/plan-site to submit work order and M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No issues noted.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No issues noted.
Structural: Structural Damage, Roofs	[X]	[]	[]	Bld 100: roof leaks in the bank-Work has been completed. Bld 900: roof noted but no details provided-Action/plan-site to submit work order and M&O to schedule the work. Bld Pressbox: due to a recent break-in, we have ceiling damage-Work has been completed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Bld Pressbox: item noted but no details provided-Action/plan-site to submit work order and M&O to schedule the work. Field Complex (Baseball North, Soccer, Softball North): soccer fields needs leveling (dirt)-Action/plan-site to submit work order and M&O to schedule the work. Parking Lots: Gates need to be repaired, will not open. Work has been completed. Stadium: gate is damaged and need to be replaced. Work order has been completed. Swimming Pool Complex: the fence needs to be repaired to prohibit outsiders from climbing it to enter the pool. Work order has been completed. Tennis Courts: the green wind screen around fence needs to be replaced due to a recent fire on the campus. - Action/plan-site to submit work order and M&O to schedule the work.
Overall Rating	Exemplary []	Good []	Fair []	Poor [X]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	45	41	41	52	52	53	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	43	42	44	49	50	52	54	56	55
Math	22	22	22	30	29	28	49	50	50
HSS	35	36	33	43	43	45	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	5	8	7

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

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.6	28.0	37.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	53	
All Student at the School	41	
Male	47	
Female	36	
Black or African American	50	
American Indian or Alaska Native		
Asian	68	
Filipino	63	
Hispanic or Latino	31	
Native Hawaiian/Pacific Islander		
White	65	
Two or More Races		
Socioeconomically Disadvantaged	37	
English Learners	6	
Students with Disabilities	12	
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	13	6	-4
Black or African American			
American Indian or Alaska Native			
Asian	19	8	-8
Filipino		-12	-7
Hispanic or Latino	4	12	2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	14	7	3
English Learners	21	19	-30
Students with Disabilities	41	18	0

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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, Teleparent (our web based phone calling system), the electronic bulletin 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

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 also join the Mt. Pleasant Athletic Boosters to support the school's extracurricular activities.

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 monthly parent workshops focusing on a variety of topics from understanding standards to A-G requirements. In addition, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status. In addition, we have our Parent and Community Involvement Specialist who works closely with our parents to ensure they are connected with the school.

If you are interested in participating in any of these programs or would like more information please call the Mt. Pleasant main number (408) 937-2800 and leave a message for the program coordinator who will contact you as soon as possible.

State Priority: School Climate

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

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

School Safety Plan

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 Safety 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 Site Council whose role is to be the School Safety Committee 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 2013-2014 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	5.1	4.7	6.4
Expulsions Rate	0.1	0.0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

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

Average Class Size and Class Size Distribution

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.1	25	27	29	20	16	35	34	24	10	18	22
Math	26.9	24	25	16	28	22	22	17	21	20	25	22
Science	29.8	27	28	7	12	13	14	17	9	27	23	27
SS	29.4	24	24	6	19	17	14	23	16	23	17	21

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	778

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,824	\$1,823	\$6,001	\$79,090
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			4.9	1.7
Percent Difference: School Site/ State			8.4	10.5

Types of Services Funded at Mt. Pleasant High School

Mt. Pleasant High School receives the following State and federal monies: Title 1, California High School Exit Exam (CAHSEE), and Economic Impact Aid (EIA). These funds are primarily used for supplemental intervention services. Title 1 and EIA funds are used to enhance students' learning experiences by providing instructional materials, teacher training, instructional aides, and opportunities for enrichment beyond the classroom. The objective is to accelerate their learning so as to decrease the achievement gap. CAHSEE monies are used to fund test prep classes to increase the number of students passing the CAHSEE and obtaining proficiency on the CAHSEE.

Professional Development provided for Teachers at Mt. Pleasant High School

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school 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. BTSAs and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

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 the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. 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 practices instructional strategies.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School	51	28	21	51	33	15
Male	48	32	20	49	30	21
Female	54	25	21	53	36	11
Black or African American	54	23	23	50	33	17
American Indian or Alaska Native						
Asian	20	37	43	17	31	52
Filipino	26	38	36	31	41	28
Hispanic or Latino	62	25	13	62	31	7
Native Hawaiian/Pacific Islander						
White	37	37	26	44	31	25
Two or More Races						
Socioeconomically Disadvantaged	57	27	16	56	32	12
English Learners	98	2		90	10	
Students with Disabilities	88	12		75	19	6
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Mt. Pleasant High School	2011-12	2012-13	2013-14
English-Language Arts	51	46	49
Mathematics	54	54	49
East Side Union High School District	2011-12	2012-13	2013-14
English-Language Arts	54	56	50
Mathematics	61	63	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	84.38	82.21	84.56
Black or African American	92.86	79.72	75.90
American Indian or Alaska Native	0.00	62.96	77.82
Asian	92.45	92.55	92.94
Filipino	97.22	90.53	92.20
Hispanic or Latino	80.42	73.24	80.83
Native Hawaiian/Pacific Islander	100.00	86.67	84.06
White	86.67	88.08	90.15
Two or More Races	50.00	88.46	89.03
Socioeconomically Disadvantaged	80.26	75.66	82.58
English Learners	61.54	55.53	53.68
Students with Disabilities	64.29	59.46	60.31

Dropout Rate and Graduation Rate			
Mt. Pleasant High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	20.0	13.7	12.7
Graduation Rate	76.44	82.19	82.60
East Side Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	7	♦
Mathematics	8	♦
Science	2	♦
Social Science	1	♦
All courses	20	0.8

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	76.43
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	32.47

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	233
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

Mt. Pleasant High School offers the following Career Technical Education Programs. These programs integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Manufacturing & Industrial Technology Academy

- Technology in Manufacturing
- Manufacturing Processes 1
- Manufacturing Processes 2
- Manufacturing Processes 3

Animation Magnet Program (Perkins)

- Animation 1
- Animation 2
- Animation 3
- Animation 4

Central County Occupational Center (CCOC)

- Variety of morning and afternoon courses that prepare high school students for future careers and workforce.

Regional Occupational Program (ROP)

- Marketing ROP Class
- Marketing ROP Lab

Work Experience