

Mt. Pleasant High School

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Art Darin, Principal



Mission Statement

The Mission of Mt. Pleasant High School is to prepare each student for a productive life, in a safe, disciplined, and positive educational environment.

School Goals

- Moral and ethical behavior
- Sense of responsibility
- Respect, tolerance and caring for others
- Decision making skills
- Intellectual development including: literacy, professional and technical skills, life long learning and aesthetic values
- Healthy Lifestyles

School Profile

Mt. Pleasant High School prides itself on being a community of staff, students, and parents who collaborate to ensure success for all students. Working together, they produce graduates who have a sense of responsibility for themselves and their society.

Mt. Pleasant is involved in restructuring efforts; the administration has created and implemented a creative and innovative system known as Learning Communities. These four Learning Communities allow for teachers and counselors in each department to focus on a small group of students representing MPHS's entire student population. With these Learning Communities, the staff is constantly collaborating on how to better meet the needs of all students.

Mt. Pleasant High School is on the move towards high achievement and student involvement. The school is making excellent progress to date. It had an 8.4% overall increase in the State Standardized Test Scores (STAR/SAT9) from 1998 to 1999 (a significant gain). The highest gains were made in the math section of the test, going from 44.7% to 58.7%. The average daily attendance rate went from 89.8% in the 97-98 school year to 95.2% in the 98-99 school year.

Mt. Pleasant's dropout rate was reduced to only 1%. The school-wide Grade Point Average (GPA) went from 2.23 in the 97-98 school year to 2.56 in the 98-99 school year. Clubs have increased on campus from 16 to 33 in one year, and the school doubled the number of students in the advanced leadership program to 118 students. These students will be analyzing the system for improvements next year. The number of students involved in activities such as sports and clubs increased to over 900 students. The average GPA of these students was 2.9.



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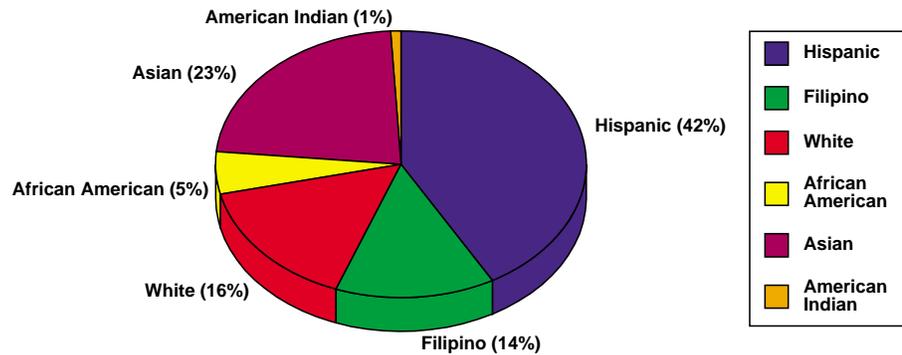
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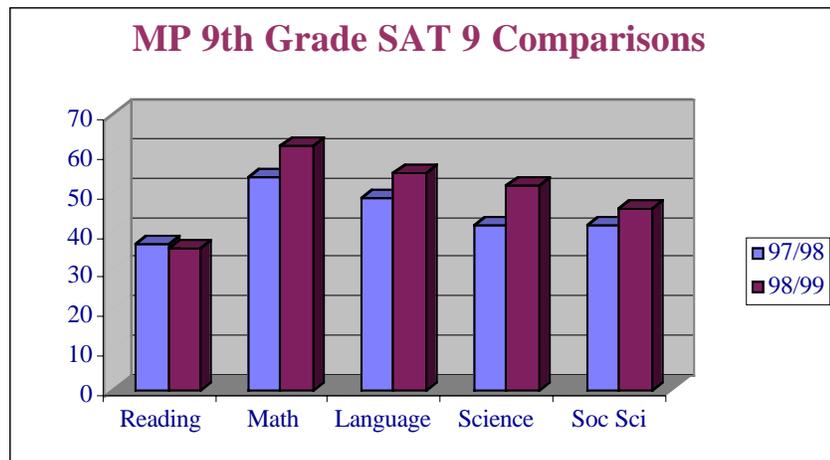
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Ethnic Breakdown of Student Body

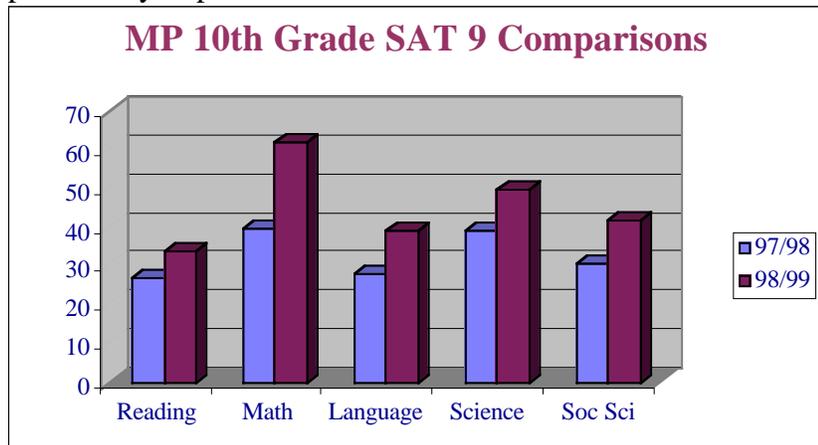


SAT9

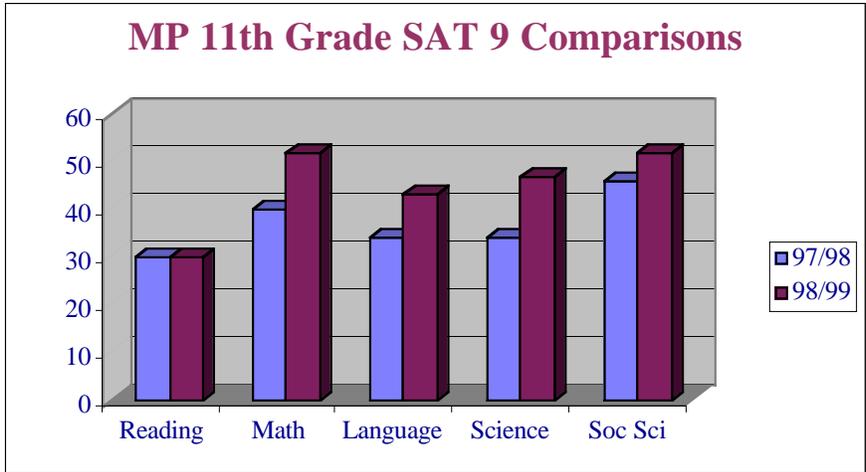
The State of California now requires schools to test all students. The Stanford Achievement Test version 9 (SAT-9) is used statewide. For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students in the same grade.



Mt. Pleasant's 9th grade students performed better in all areas of the SAT 9 except reading when compared to the previous 9th grade students. Math gains were particularly impressive.



Mt. Pleasant's 10th grade students performed considerable better in all subject areas than the previous year's 10th graders. Again the gains in math were significant.

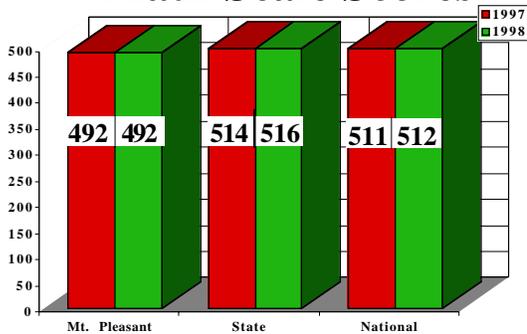


Mt. Pleasant's 11th grade students performed significantly better in most subject areas when compared to the previous year's 11th graders. Impressive gains were realized in math, language and science.

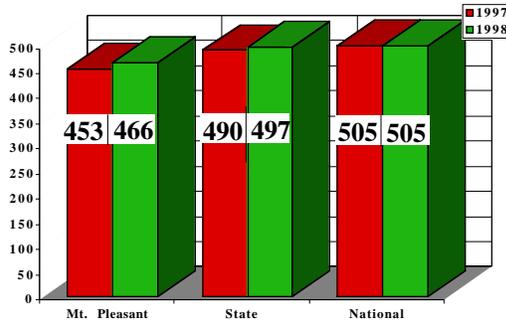
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

Scholastic Aptitude Test

Math Scale Scores



Verbal Scale Scores



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The graph above compares the mean mathematics and verbal scores for Mt. Pleasant attained in 1997 and 1998 with those attained by students across the state and across the nation.

On average, during the 1998-99 school year, 95.1% of Mt. Pleasant High School students attended school each day. Of the 4.9% of the students absent, excused absences for illnesses, court appearances, medical appointments, field trips, etc. accounted for 4%. The remaining .9% were unexcused absences due to cutting, suspensions, family vacations, etc.

Student attendance is a must for student success. Mt. Pleasant High School monitors attendance by notifying parents via phone calls when students are absent. Some calls are made personally by attendance personnel and some are made by means of a computerized phone calling system that makes calls to the homes of absent students during the night hours from 4:15 p.m. to 9:30 p.m. Absences are also noted on six-week and semester report cards. The home-school liaison may make home visits when students have missed an excessive amount of school or when phone contacts are unsuccessful.

Student Achievement

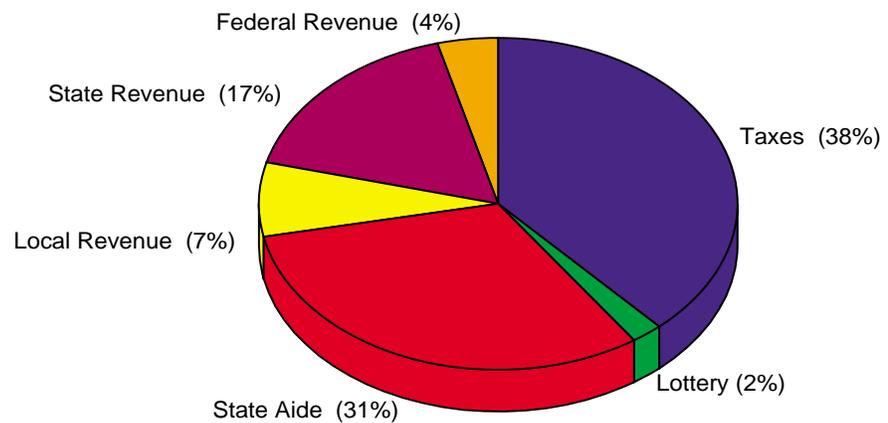
School Attendance/ Dropout Rates/ Expulsions

Expenditures and Services Offered

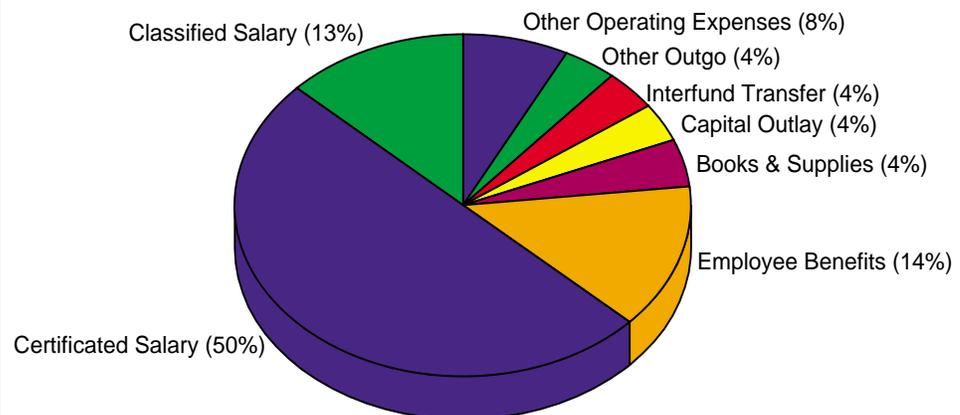
The State of California defines a dropout as any student who leaves an educational institution and for whom a transcript is not requested within forty-five days. During the school year 1998-99 there were 22 students who left Mt. Pleasant High School for whom a transcript was not requested within forty-five days. Based on a student population of 2120 this represents a dropout rate of 1%. There were 212 students suspended during the 1998-99 school year and no students were expelled.

In 1998-99, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,646 per student. The graphs below illustrate district income and expenditures.

—General Fund Income—



—District Expenditures—



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 work force 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; New Ways Workers; Partnership Academies and Job Placement Center.

Mt. Pleasant received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:

- Limited English Proficient
- Gifted and Talented Education
- Learning Handicapped
- Speech Therapy
- Adaptive Physical Education
- Animation Studio Magnet
- Emergency Immigrant Education Assistance
- Evergreen Valley College Courses
- Manufacturing Industrial Technology - Magnet Program
- Eastside Project - Santa Clara University
- Vocational Educationally Handicapped
- ROP - Merchandising/Manufacturing
- Cardinal Success Center (CSC) - a Student Assistant Program
- Work Experience (WEEP)
- Central County Occupational Center
- East Side Union HSD Adult Education Program
- Unfinished Journey - San Jose State University
- Marine Junior ROTC
- AVID
- School-wide tutoring program

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$30,351
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$52,607
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$64,827
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$84,673
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district. The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The average department class size is as follows:

Department/Class Size

Art	29
Business Education	29
Typing/Keyboard	40
English	30
Foreign Language	29
Homemaking	29
Industrial Education	29
Mathematics	32
Performing Arts (Band, Choir, except for Drama)	30
Physical Education	42
Reading Improvement & Development	20

Department/Class Size

Other	30
Safety Education	35
Science	32
Social Science	32
<i>Additionally, the following classes average:</i> ELD	
Language Arts 1 & 2	20
Survival Skills	20
Language Arts 3	30
Bilingual/Sheltered	25

Compensation/ Salary

Class Size and Teaching Loads

All ninth grade English classes were loaded at a ratio of 20 to 1 under the auspice of the state's class size reduction program. Additionally 9th grade math or science was reduced to 20 to 1 or 25 to 1.

Teacher Assignments

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1998-99, there were approximately 4 teachers requiring special credentials throughout the district.

Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

Teacher Evaluation and Teaching Loads

Under contract with our bargaining units all staff are evaluated on a regular basis. Classified staff are evaluated annually and certificated staff are evaluated according to their current hiring status (temporary, probationary and tenured). During the school year 1998-99, 50 credentialed teachers were evaluated. Administrators are also scheduled for evaluation annually. The principal evaluates his/her associate principals and the superintendent evaluates the principal. Professional development occurs in many ways. From local staff development programs, to enrollment in local colleges, to attendance at conferences and educational seminars, to membership in professional organizations our teachers continue to grow professionally. It is the philosophy of the school to encourage all staff to continue professional growth throughout their careers.

Textbooks/ Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00. Currently there are approximately 230 computers on the campus that are directly related to the instructional program. These computers are used primarily in the English, ELD, Business, Mathematics, Art (Animation), Industrial Ed and Safety Ed departments. An IBM computer lab is available to students and staff and through Carl Perkins and ELD funds, all labs have been enhanced. Recent purchases of updated machines have increased the quality of the instructional technology on the campus, but the school is continuing to investigate methods to increase this technology at a faster rate.

During the summer of 1998, 14 teachers went through extensive training and created plans for using computers through the San Jose Educational Network.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

Technology

Mt. Pleasant will begin construction on its new science facilities and Multi-purpose Performing Art facilities during the 2000-01 school year. The Technology Center was completed in May, 1999. All classrooms will have computers and Internet access. All teachers will be doing attendance on-line as well as have an e-mail address to be used for communication. A new phone system with voice mail will also be added. The Library will have a 30 station computer lab with the ability to do multimedia presentations created by students and staff. A CD Tower

networked to these computers will allow students to access large volumes of information at their fingertips. Video, Laserdisc, DVD, and Digital cameras will be available for student and staff use.

Mt. Pleasant High School has a faculty of 96 certificated teachers and 12 instructional aides, all of whom assist in providing direct instruction to our student population.

In support of this instructional program, Mt. Pleasant High School has a staff equivalent to 2.4 counselors, two student advisors, a home-school liaison, a librarian, a part-time (.6) student activities director, a career center technician, and a part-time health clerk. In cooperation with the district, we also have available to the students a psychologist and a speech therapist (both of whom are shared with other district schools). In addition, the Cardinal Success Center (CSC), a student assistance program, has a full-time social worker, student peer helpers and staff facilitated support groups. The counseling staff maintains communication with the home through regular newsletters, columns in the Principal's newsletters, and various parent nights, such as, incoming Ninth Grader Orientation Night, parent nights for each grade level, and a Financial Aid Night for Seniors. In addition to these opportunities, appointments with any and all of these staff members are available upon request.

Mt. Pleasant High School opened 35 years ago. Since our opening in 1965, the necessity to add classrooms, offices and special facilities to accommodate curricular changes and innovations and house special programs has placed tremendous pressure upon the available space. Fifteen portable classrooms have been opened adjacent to Martin Avenue with an additional eight coming in the spring of 2000. Given the fact that the school is over 35 years old, our custodial and gardening staff along with the district maintenance have done an outstanding job of keeping our campus and classrooms clean, neat and attractive.

A safe campus continues to be an ongoing goal of staff, students and parents. The Mt. Pleasant High School Safety Committee continues its efforts to implement the School Safety Plan. These efforts have also helped set direction for the school. Mt. Pleasant High School provides an environment in which the students can learn to the best of their abilities. Those students exhibiting unacceptable behavior are dealt with through parental conferences, detention, suspension and the possible expulsion. The school continues to make every effort to provide a safe and enriching environment in which all students and staff will feel comfortable and secure so productive learning may occur.

Mt. Pleasant High School's discipline policies are in concert with the East Side Union High School District's policies pertaining to student behavior, a copy of which is mailed to every home in the Mt. Pleasant High School attendance area at the beginning of each school year. These policies are regularly reviewed and amended. Students are oriented to the policies at the beginning of each school year. We encourage parent and student conferences in an attempt to correct student misbehavior and employ before school and after school detention, in-school suspension and out of school suspension as deterrents to continued misbehavior. In addition, Mt. Pleasant has reinstated a 'No Fight Rule' which represents a zero tolerance for fighting by our students. Discipline charts were created and posted in every classroom to ensure that all students have the same information. A Dress Code was also developed with input from staff, students and parents

Mt. Pleasant has implemented a myriad of educational learning opportunities for all adult learning, creating an effective high school staff development program. Mt. Pleasant has a very strong leadership group which continues to have focused on literacy, reciprocal teaching, technology, feeder school articulation and job shadowing geared towards the continual education of its staff. MPHS staff

Counseling/ Student Services

Safety, Cleanliness of School Facilities

Classroom Discipline

Staff and Curriculum Development

Quality of Instruction and Leadership

development has included giving time to all staff to learn and work together during the school day and after school. Evaluations of each staff development have given MPHS administration and staff a communication outlet, whereby innovative programs and workshops can be designed to support the staff. Most important of all, MPHS staff development continuously collaborates in order to ensure and increase student learning.

Mt. Pleasant is constantly attempting to improve its curriculum offerings. We added two classes of Calculus AB and BC. We are planning to add Creative Writing and Advanced Biology. Mt. Pleasant has also recently added Animation 3 to its curriculum.

Mt. Pleasant High School has continued its reputation for a high quality educational program for its students. But with the changing demographics of our population and the changing requirements for the workplace and our society, we have also realized that we must look carefully at our academic programs. It is important that we make every attempt to insure that ALL students have an opportunity for success. To this end we have introduced three Tech Prep programs which integrate vocational and academic classes and prepare the students for the world of work or college. Our programs are in Manufacturing Technology (our MIT Magnet), Automotive/Transportation Technology, and Business. In the fall of 1996, Mt. Pleasant opened an Animation Studio Magnet, developed in cooperation with Walt Disney Animation Studio, Silicon Graphics, Adobe Systems, ESUHSD Adult Education Program and the City of San Jose. This is the only high school program of its kind in Northern California and will prepare students for a vital growing industry of today. Along with these efforts, we have established integrated curricular programs combining English and Social Studies on the 9th, 10th, and 11th grade levels. We also received a Hewlett-Packard Grant for the integration of the Mathematics and Science programs at the 9th grade level. We instituted a Marine Junior ROTC program in the Fall of 1994 and served over 100 students in this activity. The Mt. Pleasant AVID program has been a National Certified Demonstration School site for the past two years. Every year the AVID program graduate 100% of the seniors enrolled in AVID and 100% of these students attend college. The AVID program has been in place at Mt. Pleasant for the past 8 years, contributing in the efforts of placing more students in AP and honor courses, all these efforts are an attempt to provide Academic achievement and successful experiences for all students.

Instructional Minutes

During the 1998-99 school year Mt. Pleasant had 65,793 instructional minutes which was 993 above the state requirements for minutes. We had 182 staff attendance days with three full days of staff development during the school year. Mt. Pleasant has two days of block schedule each week. The normal bell schedule covers 7 periods starting at 7 a.m. to 3:08 p.m. Block schedule days start at 7 a.m. to 2:30 p.m. two days a week. The plan for the 1999-00 school year will be to continue with the Block schedules and only have half-day staff development sessions. This would mean 180 days of instruction for students.

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