School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

I. General Information

Contact Information

School Information		District Information	
School Name	Mt. Pleasant High	**District Name**	East Side Union High
Principal	Grettel Castro-Stanley	**Superintendent**	Bob Nunez
Street	1750 South White Rd.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-4760	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408-937-2810	**Phone Number**	408-347-5010
FAX Number	408-937-2815	**FAX Number**	408-347-5045
Web Site		**Web Site**	http://www.esuhsd.org
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CDS Code	43-69427-4334900	**SARC Contact**	Lynda Remley

School Description and Mission Statement

Located in the heart of Silicon Valley, Mt. Pleasant, a comprehensive ninth through twelfth grade public high school, houses 2,006 students. Of this number, 54.1% are Hispanic, 17.6% are Asian, 11.8% are Filipino, 9.8% are White, 5.6% are African American, 0.6% are Pacific Islander, and 0.4% are American Indian. In addition, 21.5% of our students are Limited English Proficient (LEP), 8.9% have been reclassified as RFEP, 32.5% are Fluent English Proficient (FEP), and 30.1% of the students participate in the Free and Reduced Lunch Program.

Established in 1964, 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 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, community partners, business partners, and post-secondary partners not only support Mt. Pleasant activities, but they also routinely participate as equal partners in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, Mt. Pleasant is a community collaborative.

The school was established in 1964 and was originally built to serve a student body of 1600. However, due to the influx of businesses and new housing to the Evergreen Valley area, the school population has grown to 2006 students. This growth has necessitated the addition of 23 portable classrooms, and the situation has been exacerbated by the need for facilities for the art and physical education departments.

In order to achieve our goals, Mt. Pleasant operates on a two-semester system with a school day of seven 52-minute periods. In addition, there is a morning 25 minute tutorial period four times per week to enable students to work on group projects, obtain extra help, provide peer tutoring and recover absences. We also offer a one-hour collaboration period each Wednesday to permit teachers to work together on standards-based curriculum, instruction, and assessment strategies as well as to evaluate departmental progress in achieving goals. The 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 Languages, Math, Science, Social Sciences, and Art. Mt. Pleasant is especially proud of the career path programs, which include Animation, Manufacturing and Industrial Technology, Animation, Community and Communications, and Junior ROTC. In addition, MP has special programs such as AVID, Puente, and Link Crew that permeate all curriculum areas to increase student success.

Opportunities for Parental Involvement

Contact Person Name	Grettel Castro-Stanley	Contact Person Phone Number	408-937-2810

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 and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Mt. Pleasant utilizes the district's Parent Connect website and *School Loop* to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Mt. Pleasant High School provides a number of parent involvement opportunities. The school has an active School Site Council, Mt. Pleasant Band Boosters, Mt. Pleasant Athletic Boosters, and the Mt. Pleasant PTSA. To support parents, Mt. Pleasant hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status. To ensure that all parents receive the information they need to help their children with postsecondary decisions, Mt. Pleasant offers additional workshops to help parents navigate the university financial aid information and workshops dealing with college information. Parents are also invited to help in our math recovery center and in our after school homework center.

II. Demographic Information

Student Enrollment -- Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	547
Grade 10	510
Grade 11	467
Grade 12	482
Ungraded Secondary	0
Total Enrollment	2006

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	112	5.6	Hispanic or Latino	1,085	54.1
American Indian or Alaska Native	9	0.4	Pacific Islander	13	0.6
Asian	354	17.6	White (Not Hispanic)	197	9.8
Filipino	236	11.8	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Mar., 2006	Date Last Discussed with Staff	Mar., 2006

Mt. Pleasant has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Mt. Pleasant Safety Committee and 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. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.

The 2004-2005 Mt. Pleasant High School Site Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior policy
- Rules and regulations
- Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Multi-service team
- Child Abuse reporting procedures

- ♦ 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(c) 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

The Safety Plan also includes procedures for a variety of emergencies and situations, ranging from an intruder on campus to a natural disaster. It has been designed to compliment the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. It 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. 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

The School Safety Team for this report consists of the Associate Principal (APA), a Parent Representative, an ESTA representative, a CSEA Representative and a Law Enforcement Officer. It may also including, but not limited to other site administrators, Discipline Team Members: Liaison and Advisors, the Health Technician, the head custodian, representatives from the Multi-Services Team (MST), representatives from the Safety Multi-Discipline Team (MDT) the Attendance Secretary, the phone attendant (operator), School Psychologist, students, and other interested parents.

School Programs and Practices That Promote a Positive Learning Environment

In order to meet the diverse needs of all of our students, Mt. Pleasant 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 Anytown, Cultural Assemblies, Community Partnerships, California Partnership Academies, AVID, Puente, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, and MSW Interns.

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, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and Mt. Pleasant's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

The 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 Languages, Math, Science, Social Sciences, and Art.   Mt. Pleasant is especially proud of its career path programs, which include Animation, Manufacturing and Industrial Technology, Animation, Community and Communications, and Junior ROTC. In addition, MP has special programs such as AVID, Puente, and Link Crew that permeate all curriculum areas to increase student success.

Mt. Pleasant high school offers many special services to all students. Mt. Pleasant is home to a national demonstration Avid program, which is designed to address the needs of the underrepresented minority students. This program is nationally recognized for being one the best AVID programs in existence and 99% of all student participants attend universities. In addition, Mt. Pleasant has a Puente program to help Latino students to secure the skills that are necessary for college success. Our ROTC program also offers a variety of options for many of our students. To support entering ninth grade students who are not achieving to the standards, Mt. Pleasants offers a summer English Language Arts and Math Institute. Mt. Pleasant also has a Link Crew Program, which helps to orient in-coming freshman to high school. Because research proves that students who are connected to the school tend to do better than other students, Mt. Pleasant offers students the opportunity to participate in our 45 clubs, assorted extracurricular activities, and a dynamic sports program.   Through these activities, our students not only develop the leadership skills that are necessary for future success, but they also enhance their social skills. For students who need additional support, Mt. Pleasant provides a homework center and a Math Recovery Program.

Suspensions and Expulsions
Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

Criteria	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	256	199	270	2,109	2,621	1,962
Rate of Suspensions				9.0%	11.2%	7.9%
Number of Expulsions				31	47	44
Rate of Expulsions				0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information
Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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 1967, portable buildings have been added to accommodate diverse program needs.

Maintenance and Repair
District maintenance and facilities staff to 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 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.

Modernization Projects
During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities.

School Facility Conditions -- Results of Inspection and Evaluation
Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	*Facility in Good Repair*		*Deficiency and Remedial Actions Taken or Planned*
	Yes	*No*	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		

Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	30	29	36	31	33	38	35	36	40
Mathematics	10	6	10	17	16	19	35	34	38
Science	21	19	18	21	20	23	27	25	27
History-Social Science	22	22	27	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	38	*	55	49	26	*	43
Mathematics	8	*	21	16	5	*	8
Science	19	*	34	22	11	*	25
History-Social Science	20	*	37	33	21	*	36

CST -- Other Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	31	42	14	34	6	22
Mathematics	11	10	7	9	2	0
Science	21	16	6	19	4	9
History-Social Science	31	23	14	27	8	23

Norm-Referenced Test (NRT)
Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	48	40		46	47	27	43	43	41
Mathematics	49	47		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups
Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may 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	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	23.0	19.3	26.2	32.6	31.3	33.8	26.7	25.8	27.5

Academic Performance Index (API)

*The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state*

has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API -- Schoolwide
Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	97	96	95	Percent Tested	96	95	98
API Base Score	623	631	644	API Growth Score	628	637	673
Growth Target	9	8	8	Actual Growth	5	6	29
Statewide Rank	5	4	4				
Similar Schools Rank	3	2	2				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	709	728	725	API Growth Score	713	723	769
Growth Target	7	6	6	Actual Growth	4	-5	44
Filipino				Filipino			
API Base Score	690	689	741	API Growth Score	687	720	748
Growth Target	7	6	6	Actual Growth	-3	31	7
Hispanic or Latino				Hispanic or Latino			
API Base Score	549	555	581	API Growth Score	554	575	615
Growth Target	7	6	6	Actual Growth	5	20	34
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	666	707	693	API Growth Score	702	692	715
Growth Target	7	6	6	Actual Growth	36	-15	22

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API *Base and Growth scores and growth targets.*

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	563	608	621	API Growth Score	602	609	627
Growth Target	7	6	6	Actual Growth	39	1	6

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, *the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	*2004*	*2005*	*2003*	*2004*	*2005*
All Students	Yes	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	*2004*	*2005*	*2003*	*2004*	*2005*
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	Yes	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

Criteria	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Criteria	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	2,278	2,073	1,990	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	5	2	3	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	0.2	0.1	0.2	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	98.1	99.3	99.0	83.8	89.6	86.6	87.0	86.7	85.3

VII. Class Size

Average Class Size and Class Size Distribution
Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	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+
Other	3.0	1										

Average Teaching Load and Teaching Load Distribution
Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.1	32	47	4	25.4	28	41	8	26.7	24	37	12
Mathematics	26.9	17	31	10	26.5	17	24	15	26.9	22	13	24
Science	27.9	9	37	9	29.7	3	39	6	30.4	1	34	16
Social Science	28.8	8	42	3	30.2	1	36	9	30.8	4	22	19

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers
For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Criteria	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials
Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

Criteria	2003	2004	2005
Total Teachers	100	89	90
Teachers with Full Credential	78	76	80
Teachers Teaching Outside Subject Area *(full credential teaching outside subject area)*	0	0	0
Teachers in Alternative Routes to Certification *(district and university internship)*	2	7	8
Pre-Internship	1	2	0
Teachers with Emergency Permits *(not qualified for a credential or internship but meeting minimum requirements)*	21	7	4
Teachers with Waivers *(does not have credential and does not qualify for an Emergency Permit)*	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

Criteria	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

Criteria	School	District
Doctorate	0.0	1.6
Master's Degree plus 30 or more semester hours	13.3	17.9
Master's Degree	12.2	15.1
Bachelor's Degree plus 30 or more semester hours	64.4	51.6
Bachelor's Degree	10.0	13.5
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the

beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

Criteria	2004	2005	2006
Vacant Teacher Positions	0	0	0

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 purposed 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.

Substitute Teachers

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

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.

Counselors and Other Support Staff
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Library Media Teacher (Librarian)	0.5
Psychologist	0.4
Social Worker	1.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.4
Other	3.0

Academic Counselors
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal

one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	1003.0

IX. Curriculum and Instruction

School Instruction and Leadership
Information about the structure of the school's instructional program and the experience of the school leadership team.

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. To ensure that lessons are aligned to the standards and ESLRs, the staff uses the *Understanding By Design* methodology and utilizes the remainder of its 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.

Because Mt. Pleasant is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

Led by a dynamic team of dedicated and hard working school leaders, Mt. Pleasant High School has developed strategies for continuing student success that include:
♦   Increase AP placement opportunities
♦   Effective allocation of resources to support student success
♦   Expand community partnerships to provide services to students
♦   Increase the number of students eligible for post-secondary education

The administrative leadership team consists of Grettel Castro-Stanley, Principal, Teresa Marquez, Associate Principal of Educational Development, and Marlow Viehweg, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because 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.

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. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT , CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

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 crate 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 and our high graduation rates. We see our success in the achievement of our "Academic Excellence" and "Critical Thinking" ESLRs as we have worked to the access of all students to higher education. We have an open access policy to all of our Advanced Placement courses where we have increased the number of course offerings and the number of course sections. We are now a designated testing site for both the PSAT and the SAT exams. We have increased the number of 9th and 10th graders taking the PSAT Exam. Due to our partnership with San Jose State University (TRIO which is a three year pilot partnership) we have trained eight English and Math teachers in teaching SAT, EPT, and ELM prep courses, which are offered to our 11th and 12th grade students at the Mt. Pleasant school site. Our Pre-College staff (counselors and program coordinators) have collaborated with English Teachers, Math Teachers and Social Science teachers to disseminate college information school wide. These efforts are reflected in the number of students taking exams or preparation courses for the SAT, EPT, and the ELM. We have also increased the success rate of students passing the Early Assessment Program Supplement on the STAR9 Exam at the 11th grade year. The various departments, for the past three years, have worked to complete teacher-designed performance standards for each course within each department. Teachers have worked in teams to develop performance scenarios at each course level. The Mt. Pleasant Administrative team with the support of the school staff is committed to
addressing the need to improve the success rates of freshmen students. The Freshmen Focus Steering Committee will work to design an implementation plan for a ninth grade
learning community, which will begin in the 2005-2006 school year.

Professional Development
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. 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. 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 practices instructional strategies.

For the past three years Mt. Pleasant has worked extensively at aligning department curriculum to performance standards. In the first year of alignment, departments worked in collaborative groups at each course level. These teacher groups established three performance standard scenarios for three different grading periods at their particular course level. The second year of alignment consisted of the same teacher groups developing three more performance standard scenarios while they evaluated the student work within the first three performance scenarios. Within this third year of alignment departments continued using the performance scenarios to evaluate student work within each course level.
Staff development has focused on informational school/district processes. Staff development has been used as a communication tool for faculty and staff. The Management Team, along with the Administrative Team, is implementing a staff development plan for the 2005-2006 school year that focuses on the goals of our Single School Plan. Our hope is that this plan will be completed during the summer for implementation in August. In addition, we will focus on providing support services to new staff and those staff members needing additional support. Currently, on site, we have 8 trained support providers who will work with staff as mentors. We have implemented an Algebra 1 recovery program to increase the success rate of students taking Algebra. This recovery program is a standards based curriculum in which student performance is measured according to their ability to meet the math performance standards within the course. The after-school program supports students who have not met the performance standards to move on in the math course. Students are given additional support after school by core math teachers. They have the opportunity to develop the skills needed to meet the expected performance standards. The Math Recovery program ensures that students meet the math standards necessary to progress through the math curriculum.

Quality and Currency of Textbooks and Instructional Materials
Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Mathematics	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
History-Social Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	As of March 10, 2005 sufficient books for student issue
Mathematics	As of March 10, 2005 sufficient books for student issue
Science	As of March 10, 2005 sufficient books for student issue
History-Social Science	As of March 10, 2005 sufficient books for student issue
Foreign Language	As of March 10, 2005 sufficient books for student issue
Health	As of March 10, 2005 sufficient books for student issue
Science Laboratory Equipment (grades 9-12)	As of March 10, 2005 insufficiencies were being filled

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	**State Requirement**

9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	**State Requirement**
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

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.

There were 3 minimum days during the 2004-2005 school year. These days were used to improve teaching and learning through professional development and staff collaboration.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	27
Computer Science			
English	1	2	52
Foreign Language	2	4	137
Mathematics	3	5	138
Science			
Social Science	2	3	85

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by

the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
9024	6449	71.5

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
481	165	34.3

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may 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.*

Criteria	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	519	537	482	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	46.2	48.0	45.9	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	452	462	442	460	469	473	494	496	499
Average Math Score	488	488	475	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Mt. Pleasant High School is the recipient of a three-year federal grant. Presently, we are in the second year of a three-year grant for this pilot program. Our TRIO program Coordinators provide administration and staff with the data regarding Mt. Pleasant students. Presently, this pilot program has increased school wide awareness regarding college readiness. Junior and Senior teachers in English, Math, and Social Science have been trained to assist students in state and local assessments such as the ELM and EPT for college placement. It also provides student preparation workshops and teacher training for SAT preparation. The 2005-2006 school year will be tar of the TRIO pilot program at Mt. Pleasant so we need to find ways to sustain the services and teacher training without CSU assistance. Due to funding

constraints maintaining the support and training that we have provided is going to be a challenge for the upcoming years.

In order to improve the success rates for the CAHSEE exam our district has implemented a District wide Writing Assessment. Students who are in the ESUHSD English and Math Summer Institute, as incoming freshmen, experience developing the skills necessary to succeed in the CAHSEE exam at their first attempt. 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.

Workforce Preparation Programs
Information about the school's career technical education programs and classes.

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. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, Mt. Pleasant High School offers programs such as the Animation Academy, Manufacturing and Industrial Education Academy, Business Communications, Graphic Design, Yearbook, Junior ROTC, CCOC, ROP, and Work Experience that teach students the skills needed to be successful in college and the workplace.

Career Technical Education (CTE) Programs
Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students				Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)
Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may 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/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,151	$36,464
Mid-Range Teacher Salary	$67,570	$61,925
Highest Teacher Salary	$83,384	$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$97,157
Average Principal Salary (High)	$119,105	$109,001
Superintendent Salary	$215,000	$158,638
Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
$181,110,162	$7,348	$7,007	$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

During the 2004-2005 school year, Independence received additional funds to support students with special needs. The following special programs are offered at the school:
- Adaptive Physical Education
- English Language Development Classes
- California Partnership Academies
- Economic Impact Aid
- Title I Program
- Gifted and Talented Education
- Special Education Classes
- School Psychologist
- CAHSEE Support Classes
- Central County Occupational Center
- Regional Occupation Program
- Parent Classes
- Section 504 Plan Services
- Limited English Proficient
- Multi-Service Team

- ♦ Speech Therapy
- ♦ Student Assistance Program
- ♦ Vocational Education
- ♦ Migrant Education Program
- ♦ After School Tutoring