



Mt. Pleasant High School

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

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2015-16 School Accountability Report Card Published During the 2016-17 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 55-minute periods four days per week and a shortened day with 44 minute periods to allow for a teacher/staff collaboration of 75 minutes on Mondays.

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 make a difference in the lives of our students by providing an academically challenging, supportive, and safe environment, and to prepare them for college and career.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	335
Grade 10	361
Grade 11	341
Grade 12	343
Total Enrollment	1,380

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	12.2
Filipino	8.8
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.9
White	4.2
Two or More Races	0.5
Socioeconomically Disadvantaged	70.8
English Learners	18.1
Students with Disabilities	15
Foster Youth	0.4

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	14-15	15-16	16-17
With Full Credential	62	63	60
Without Full Credential	5	2	4
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mt. Pleasant High School	14-15	15-16	16-17
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	1	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

2015-16 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	97.0	3.0
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – “Big Ideas Integrated Mathematics I,” Big Ideas Learning, LLC 2016 CCSS Math 2 – “Big Ideas Integrated Mathematics II,” Big Ideas Learning, LLC 2016 CCSS Math 3 – “Big Ideas Integrated Mathematics III,” Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>A Hands on Introduction to Forensic science 2014 Biology – CK-12 ESUHSD Flexbook 2016 Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000/2002 Physics - "Conceptual Physics" Addison-Wesley 1999</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Government Alive! Power, Politics and You” TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</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, all existing classrooms have been renovated and modernized.

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 and 700 buildings, 6 new classrooms, and a new multipurpose building were completed. During the 2012-2013 school year, the gym, 200/300 building, and the stadium field were completed. This 2016-2017 school year, the renovation of our state-of-the-art pool will be completed and we will begin the remodeling of our library and four quads. This project is expected to be completed in December of 2017.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld Theater: Two of the A/C units do not work. Work order submitted (#39604) in SPMMS. Action/plan-site to submit work order in web help desk.
Interior: Interior Surfaces	X			No item noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Bld 100: Needs spraying for cockroaches. Action/plan-site to submit work order.
Electrical: Electrical	X			Bld 1208 Portable CR (SR): Wiring from removal of intercom exposed. Action/plan-site to submit work order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No item noted.
Safety: Fire Safety, Hazardous Materials	X			Bld 1216 Portable CR (SR): No Fire extinguisher. Action/Plan - Site to install.
Structural: Structural Damage, Roofs	X			Bld Kitchen: We've had someone come to check the ceiling leaks. They seem to persist. Action/plan-site to submit work order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Baseball Complex South: Large hole in the dugout fence. Work order completed. FYI only. Bld 1219 Portable CR (SR): Handrail needs to be repaired. It has come unattached from the frame. Action/plan-site to submit work order. Stadium: Squirrels are doing a lot of digging on the East side of the stadium. Action/plan-site to submit work order. Swimming Pool Complex: Under construction. FYI only.
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	58	59	59	61	44	48
Math	22	26	37	38	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	40	36	29	54	50	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.2	21.6	35

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	369	349	94.6	29.2
Male	208	194	93.3	33.5
Female	161	155	96.3	23.9
Asian	37	36	97.3	33.3
Filipino	32	30	93.8	63.3
Hispanic or Latino	270	259	95.9	23.6
White	14	12	85.7	33.3
Socioeconomically Disadvantaged	265	252	95.1	25.8
English Learners	77	75	97.4	5.3
Students with Disabilities	58	53	91.4	7.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	354	336	94.9	58.6
Male	11	188	175	93.1	56.4
Female	11	166	161	97.0	60.9
Asian	11	37	36	97.3	88.9
Filipino	11	30	28	93.3	78.6
Hispanic or Latino	11	259	246	95.0	51.2
White	11	16	15	93.8	71.4
Socioeconomically Disadvantaged	11	230	220	95.7	56.0
English Learners	11	60	54	90.0	1.9
Students with Disabilities	11	52	45	86.5	6.8

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	355	339	95.5	25.8
Male	11	189	177	93.7	23.7
Female	11	166	162	97.6	28.0
Asian	11	37	36	97.3	66.7
Filipino	11	30	29	96.7	39.3
Hispanic or Latino	11	260	248	95.4	17.5
White	11	16	15	93.8	26.7
Socioeconomically Disadvantaged	11	231	222	96.1	22.2
English Learners	11	60	55	91.7	1.9
Students with Disabilities	11	52	45	86.5	2.4

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 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. Additionally, all verbal and written communication is done in both English and Spanish.

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.

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 parent workshops and coffees which focus 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. We also 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 Ms. Jaramillo, Parent and Community Involvement Specialist, at (408) 937-2973 or contact her at jaramilloi@esuhsd.org

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.

School Site Council also serves as our School Safety Committee and helps write and approve the yearly Safety Plan. Our Safety Plan 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 2016-2017 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	2013-14	2014-15	2015-16
Suspensions Rate	6.4	5.7	6.1
Expulsions Rate	0.1	0.2	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	78.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	350.25

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	28	24	16	10	20	24	29	43	22	21	
Mathematics	25	28	25	22	11	16	21	14	32	22	21	7
Science	28	27	27	13	13	10	9	21	23	27	15	12
Social Science	24	23	24	17	19	15	16	24	30	21	10	6

* 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.

Professional Development provided for Teachers

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 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 various professional development opportunities provided by our District's Instructional Division. 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. New teachers are supported by our district's Instructional Coaches. 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

Types of Services Funded

Mt. Pleasant High School receives the following state and federal monies: Title 1, and Supp E. 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, and opportunities for enrichment beyond the classroom. The objective is to accelerate their learning so as to decrease the achievement gap.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mt. Pleasant High School	2011-12	2013-14	2014-15
Dropout Rate	12.70	11.10	8.70
Graduation Rate	82.60	85.00	87.74
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	239
% 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%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,165	\$1,690	\$7,474	\$88,088
District	♦	♦	\$6,960	\$84,725
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			7.4	8.9
Percent Difference: School Site/ State			39.8	17.6

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	96.14
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	42.6

* Where there are student course enrollments.

2015-16 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	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	1	♦
All courses	11	10

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	89	83	86
Black or African American	56	78	78
American Indian or Alaska Native	100	67	78
Asian	90	94	93
Filipino	92	92	93
Hispanic or Latino	90	74	83
Native Hawaiian/Pacific Islander	100	79	85
White	80	90	91
Two or More Races	100	91	89
Socioeconomically Disadvantaged	78	66	66
English Learners	65	55	54
Students with Disabilities	89	78	78

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.

Animation Magnet Program (Perkins)

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

Manufacturing/Industrial Technology

- Technologies in Manufacturing
- Manufacturing Processes 1
- Manufacturing Processes 2
- Manufacturing Processes 3

Silicon Valley Career Technical Education (SVCTE)

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

Work Experience

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.