

Mt. Pleasant High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Mt. Pleasant High School
Street	1750 South White Rd.
City, State, Zip	San Jose, CA, 95127
Phone Number	408.937.2800
Principal	Dr. Adriana Rangel
Email Address	rangela@esuhsd.org
School Website	http://mtpleasant.esuhsd.org/
County-District-School (CDS) Code	43694274334900

2022-23 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

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. To meet this mission we operate on a two-semester system with a school day of seven 53-minute periods four days per week and a shortened day with 40-minute periods to allow for teacher and staff collaboration of 70 minutes on Wednesdays. This collaboration time allows the staff to address the goals listed in our School Plan for Student Achievement which are to 1) provide high-quality instruction, learning opportunities, as well as guidance support to prepare every student to graduate ready for college and career. 2) provide physical, emotional, social, and academic support to ensure students are making appropriate yearly progress toward high school graduation. 3) provide the program, supports, and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Language Learners. 4) establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment. 5) engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school. We are very proud of the work done in our subject area departments to incorporate instructional shifts in English, Math, and Literacy into all subject areas to meet the needs of our students. In addition, our school is in its fifth year of implementation of Multi-Tiered Systems of Supports (MTSS) for our students.

We have an enrollment of nearly 1,300 students from at least 18 ethnicities and 14 languages spoken. Most of our students are POC with around 70% from Latino backgrounds, 11% from Vietnamese backgrounds, 5% Filipino, and 3% African American.

We offer a varied curricular program to address the needs of our diverse student population. These offerings include AP courses in all subject areas, Specialized Academic Instruction courses to serve the needs of our students receiving Special

2022-23 School Overview

Education services, and Sheltered courses for our English Learner students. We also offer two Career Academies to prepare our students for college and career: Animation and Multimedia. Furthermore, to meet our school mission and address the varied needs of our student population, Mt. Pleasant High School provides interventions and supports to all our students through our partnerships with Goodwill ASSETs, New Hope for Youth, and the City Peace project.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	282
Grade 10	355
Grade 11	303
Grade 12	340
Total Enrollment	1,280

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.4
Asian	14.8
Black or African American	2.0
Filipino	4.4
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.6
White	2.6
English Learners	24.8
Foster Youth	0.4
Homeless	2.3
Migrant	1.9
Socioeconomically Disadvantaged	66.3
Students with Disabilities	17.8



A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.60	81.06	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	5.10	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.80	8.17	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.77	25.50	2.25	12115.80	4.41
Unknown	2.80	4.90	60.90	5.39	18854.30	6.86
Total Teaching Positions	58.70	100.00	1131.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.00	74.68	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	5.40	8.95	35.40	3.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	7.09	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.39	25.60	2.24	11953.10	4.28
Unknown	4.70	7.86	60.90	5.32	15831.90	5.67
Total Teaching Positions	60.30	100.00	1145.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.00
Misassignments	2.80	3.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.80	4.20

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.80
Total Out-of-Field Teachers	0.40	0.80

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.90	5.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.70	0.20

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mt Pleasant High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021	Yes	0%

	AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature		
Mathematics	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 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physical Science Essentials - CK-12 eTextbook Living Earth Essentials - CK-12 eTextbook	Yes	0%
History-Social Science	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 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011	Yes	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped	Yes	0%

School Facility Conditions and Planned Improvements

Overview

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

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When needed, the district's Facilities and Maintenance Staff support the site's custodial staff.

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 in the last 10 years.

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. During the 2016-2017 school year, the renovation of our state-of-the-art pool was completed. The library and quad remodeling project was completed in Fall of 2018. Our campus' back gate and fencing were updated in 2021.

The next area that will be renovated will be the kitchen and cafeteria. Measure Z, the last bond measure, will provide the funds. This project was reaffirmed by School Site Council in 2021 and is scheduled to start in the summer of 2023.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Fume hood in 410 needs service, looking for resource
Interior: Interior Surfaces		X		Ceiling tiles throughout need replacement, minor wear and tear. Will issue tickets
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Food stains, waste and trash observed particularly in Student Union, Boys Locker room and common areas. Will issue tickets and contact site
Electrical	X			A few covers need replacement, wiring covering
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Leaky faucets in 406, 408 and theater. Will issue tickets
Safety: Fire Safety, Hazardous Materials			X	Common use of extension cords and power strips for permanent power. Will address with site

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	252	85.14	14.86	52.38
Female	127	110	86.61	13.39	57.27
Male	169	142	84.02	15.98	48.59
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	43	42	97.67	2.33	66.67
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	222	182	81.98	18.02	46.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	59	77.63	22.37	10.17
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	158	82.72	17.28	44.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	33	64.71	35.29	9.09

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	253	85.47	14.53	21.34
Female	127	109	85.83	14.17	22.02
Male	169	144	85.21	14.79	20.83
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	43	42	97.67	2.33	59.52
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	14.29
Hispanic or Latino	222	184	82.88	17.12	13.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	61	80.26	19.74	6.56
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	160	83.77	16.23	16.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	34	66.67	33.33	2.94

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.32	NT	37.64	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	611	514	84.12	15.88	24.32
Female	272	227	83.46	16.54	25.55
Male	339	287	84.66	15.34	23.34
American Indian or Alaska Native	--	--	--	--	--
Asian	100	92	92	8	45.65
Black or African American	--	--	--	--	--
Filipino	35	34	97.14	2.86	29.41
Hispanic or Latino	443	359	81.04	18.96	16.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	61.11
English Learners	127	99	77.95	22.05	3.03
Foster Youth	--	--	--	--	--
Homeless	32	27	84.38	15.62	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	367	303	82.56	17.44	21.12
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	99	67	67.68	32.32	2.99

2021-22 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

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

Multimedia Academy

- Multimedia 1
- Multimedia 2
- Multimedia 3
- Multimedia 4

Students enrolled in the Multimedia Academy are concurrently enrolled at Foothill Community College and can earn as many as 15 community college credits for the work done in their Multimedia classes.

Silicon Valley Career Technical Education (SVCTE)

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

Work Experience

We offer a section of Work Experience for our students who have a job after school or on weekends.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	453
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.03
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	45.90

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	85%	79%	84%	76%	84%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Mt. Pleasant values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Mt. Pleasant maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website. In addition, to ensure that updated school information reaches all members of our school community, Mt. Pleasant utilizes our web-based messaging system (phone calls, texts, and emails), the electronic bulletin board located in front of the school, and CANVAS. These services provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities, as well as help facilitate parent communication with staff members. Additionally, all verbal and written communication is done in both English and Spanish. As our Vietnamese-speaking population has increased, we have increased the number of communications with parents in their own language.

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. We also offer regular Coffees with the principal so parents to interact directly with the principal.

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 that 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. Our Parent and Community Involvement Specialist works closely with our parents to ensure they are connected with the school. In addition, the principal holds meetings with the parents to address their immediate concerns and questions.

If you are interested in participating in any of these programs or would like more information please call Mr. Noel Aguilera Parent and Community Involvement Specialist, at (408) 937-2889 or contact him at aguilera@esuhsd.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.1	3.7		14.5	13.6		8.9	7.8
Graduation Rate		84.7	91.7		78.4	81.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	324	297	91.7
Female	145	135	93.1
Male	179	162	90.5
American Indian or Alaska Native	--	--	--
Asian	58	57	98.3
Black or African American	--	--	--
Filipino	21	19	90.5
Hispanic or Latino	229	205	89.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	70	54	77.1
Foster Youth	--	--	--
Homeless	25	16	64.0
Socioeconomically Disadvantaged	269	243	90.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	61	50	82.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1371	1352	343	25.4
Female	667	657	176	26.8
Male	704	695	167	24.0
American Indian or Alaska Native	6	6	2	33.3
Asian	194	193	14	7.3
Black or African American	26	26	7	26.9
Filipino	58	58	5	8.6
Hispanic or Latino	1033	1016	301	29.6
Native Hawaiian or Pacific Islander	9	8	3	37.5
Two or More Races	8	8	2	25.0
White	37	37	9	24.3
English Learners	364	356	99	27.8
Foster Youth	7	7	5	71.4
Homeless	57	56	16	28.6
Socioeconomically Disadvantaged	967	957	268	28.0
Students Receiving Migrant Education Services	26	26	9	34.6
Students with Disabilities	248	244	110	45.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.07	2.87	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.07	8.97	0.03	3.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.97	0.00
Female	7.80	0.00
Male	10.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.03	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.81	0.00
English Learners	14.84	0.00
Foster Youth	0.00	0.00
Homeless	7.02	0.00
Socioeconomically Disadvantaged	9.62	0.00
Students Receiving Migrant Education Services	15.38	0.00
Students with Disabilities	20.16	0.00

2022-23 School Safety Plan

Our school has comprehensive Emergency and Crisis Response Protocols that outline the systems that must be in place, and procedures that must be followed in the event of an emergency. These Protocols are is a general guideline to assist school administrators, Emergency Services (first responders), and staff in the event of an incident at Mt. Pleasant High School. These procedures cover everything from an intruder on campus to a natural disaster. These protocols were created by the district 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 bloodborne pathogens
- Safety Drills and procedures
- Emergency communications
- Child abuse reporting
- Hate motivated crimes
- Medical emergencies
- Anonymous Tip Reporting

School Site Council also serves as our School Safety Committee and provides input and approves the yearly Safety Plan. This plan contains the yearly safety goals as determined by the students, staff, and parents. 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 2022-2023 Safety Plan was revised and approved by our School Site Council on March 2, 2021. The four main goals are 1) Decrease the number of incidents involving drugs before, during, and after school, 2) Train the staff in the school-wide emergency preparedness plan, and 3) Improve the ability of students to communicate effectively and peacefully to reduce the number of physical altercations and bullying in campus, 4) Train staff to recognize the socio-emotional needs of their students and get them connected with support.

Throughout the school year, safety alerts are shared with all staff as needed. As part of our Safety Plan, we review our drill procedures with staff and students. In addition, all required drills are scheduled and completed, and the results are communicated to all staff.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	34	7
Mathematics	28	11	21	14
Science	28	8	15	16
Social Science	26	11	12	16

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	35	8
Mathematics	27	13	22	13
Science	28	9	17	16
Social Science	27	12	8	19

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	19	37	2
Mathematics	25	12	31	6
Science	26	11	30	
Social Science	26	11	30	4

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	320

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,960	\$2,756	\$8,203	\$100,132
District	N/A	N/A	\$7,916	\$100,753
Percent Difference - School Site and District	N/A	N/A	3.6	-0.6
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	21.7	6.2

2021-22 Types of Services Funded

Mt. Pleasant High School receives Title 1 funds to provide additional support services to our students. School Site Council reviews our educational program and determines the types of services necessary to address the needs of our English Learners, Foster, and Socio-economically disadvantaged students. For the 2020-2021 school year these funds were used to provide the following services:

- Staff development from teachers to support the academic needs of these specific populations.
- Opportunities for expanded collaboration to improve teacher practice.
- Socio-emotional support services during and after the school day.
- Continuation of Tier 1 Multi-Tiered Systems of Support
- Provide programs and supports to emergent bilinguals and multilingual students.
- Gang intervention services during and after the school day.
- Opportunities to recover credits after school and in the summer.
- Expose our students to post-secondary options.
- Credit recovery classes after school and during non-school days.
- Enrichment and credit recovery summer classes
- Summer 9th grade Bridge program for students at risk

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	5
Mathematics	6
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

Professional development opportunities for staff members are linked to the state's standards, district goals, and 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 by incorporating a 70 minutes collaboration period on Wednesdays. This collaboration period is used for school-wide and departmental meetings 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. Our main goal as a school is to create an equitable community in alignment with our school and district mission and vision. In addition, in order to meet the major student learner needs identified as areas of growth in our self-study cycle, we will focus on meeting students where they are by providing systematic feedback about students' strengths and areas of growth, both academically and socio-emotionally. Departments will tailor their goals to align with this common focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	31	39	44