

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Mt. Pleasant High	<b>District Name</b>	East Side Union High
<b>Principal</b>	Grettle Castro-Stanley	<b>Superintendent</b>	Esperanza Zendejas, Ed.D.
<b>Street</b>	1750 S. White Road	<b>Street</b>	830 N. Capitol Ave.
<b>City, State, Zip</b>	San Jose, CA 95127-4760	<b>City, State, Zip</b>	San Jose, CA 95133-1316
<b>Phone Number</b>	408.937.2800	<b>Phone Number</b>	408.347.5000
<b>FAX Number</b>	408.937.2815	<b>FAX Number</b>	408.347.5045
<b>Web Site</b>	mpnet.esuhd.org	<b>Web Site</b>	www.esuhd.org
<b>E-mail Address</b>	castrog@esuhd.org	<b>E-mail Address</b>	darina@esuhd.org
<b>CDS Code</b>	43-69427-4334900	<b>SARC Contact</b>	Art Darin

## School Description and Mission Statement

### School Description

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

Mt. Pleasant High School is on the move towards high achievement and student involvement. The school is making excellent progress to date. The school-wide Grade Point Average (GPA) went from 2.23 in the 1997-1998 school year to 2.75 in the 2001-2002 school year. The average daily attendance rate went from 89.8% in the 97-98 school year to over 95% in the 2001-2002 school year.

The dropout rate was reduced to under 1%. Clubs have increased on campus from 16 to 37 in one year, and the school doubled the number of students in the advanced leadership program to 142. These students will be analyzing the system for improvements next year. The number of students involved in activities such as sports and clubs increased to over 1200 students. The average GPA of these students was 2.9.

Mt. Pleasant has constructed new science facilities and a Technology Center. All classrooms will have computers and Internet access. All teachers use technology to take attendance and have an e-mail address for communication. A new phone system with voice mail was added. The Library has a 30 station computer lab with the ability to do multimedia presentations. A CD Tower networked to these computers allows students to access large volumes of information at their fingertips. Video, Laserdisc, DVD, and Digital cameras are available for student and staff use.

### Mission

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

Expected Schoolwide Learning Results:

- Academic Excellence
- Building Community
- Critical Thinking

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Debbie Ramirez</b>	<b>Contact Person Phone Number</b>	<b>408.937.2823</b>
----------------------------	-----------------------	------------------------------------	---------------------

Mt. Pleasant promotes parent involvement. They encourage parents to sign up to the on-line parent connect service to monitor student attendance and grades on a regular basis. They schedule parents sessions at the school and in the community. Parents participate on the School Site council and the Athletic Boosters Club is always recruiting for new parents. In addition, parent groups are volunteering to monitor and proctor AP exams, SAR testing etc. Parent educational workshops are given by our teachers during Saturday sessions throughout the year.

## I. Demographic Information

### Student Enrollment, by 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	453
Grade 10	516
Grade 11	568
Grade 12	519
Ungraded Secondary	17
<b>Total Enrollment</b>	<b>2073</b>

### Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	109	5.3	Hispanic or Latino	950	45.8
American Indian or Alaska Native	6	0.3	Pacific Islander	18	0.9
Asian	424	20.5	White (Not Hispanic)	256	12.3
Filipino	309	14.9	Multiple or No Response	1	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>April 2, 2002</b>	<b>Date Last Discussed with Staff</b>	<b>Opening meeting in September 2002</b>
-----------------------------------	----------------------	---------------------------------------	--

A safe campus continues to be an ongoing goal of staff, students and parents. The Mt. Pleasant High School Safety Committee continues its efforts to implement the School Safety Plan. This plan addresses all aspects of safety from violence prevention to earthquake preparedness. It has helped set direction for the school. Mt. Pleasant High School provides an environment in which the students can learn to the best of their abilities. Those students exhibiting unacceptable behavior are dealt with through parental conferences, detention, suspension and possible expulsion. The school continues to make every effort to provide a safe and enriching environment in which all students and staff will feel comfortable and secure so productive learning may occur. The school's Safety Plan is available on the school web site [www.mpnet.esuhd.org](http://www.mpnet.esuhd.org).

### School Programs and Practices that Promote a Positive Learning Environment

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

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result 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. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	141	258	243	2101	2109	2621
<b>Rate of Suspensions</b>	6%	11.3%	11.7%	9%	9%	11.2%
<b>Number of Expulsions</b>	2	2	2	31	31	47
<b>Rate of Expulsions</b>	.1%	.1%	.1%	.1%	.1%	.2%

### School Facilities

Mt. Pleasant High School opened 39 years ago. Since our opening in 1965, the necessity to add classrooms, offices and special facilities to accommodate curricular changes and innovations and house special programs has placed tremendous pressure upon the available space. Twenty-three portable classrooms have been opened adjacent to Martin Avenue. Given the fact that the school is over 39 years old, our custodial and gardening staff along with the district maintenance have done an outstanding job of keeping our campus and classrooms clean, neat and attractive.

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

#### 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. Detailed information regarding 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 standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	27	29	30	26	30	31	30	32	35
<b>Not Tested</b>	9	13	2	8	10	2	6	8	1
<b>Mathematics</b>									
<b>Proficient or Advanced</b>		8	10		15	17		31	35
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>Science</b>									
<b>Proficient or Advanced</b>		30	21		31	21		30	27
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>History/Social Science</b>									
<b>Proficient or Advanced</b>		18	22		21	25		28	28
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							
Proficient or Advanced	26		42	45	18	40	46
Not Tested	1		1	2	2	0	1
<b>Mathematics</b>							
Proficient or Advanced	7		20	12	4	18	16
Not Tested	---	---	---	---	---	---	---
<b>Science</b>							
Proficient or Advanced	19		31	21	12		33
Not Tested	---	---	---	---	---	---	---
<b>History/Social Science</b>							
Proficient or Advanced	20		33	24	12		36
Not Tested	---	---	---	---	---	---	---

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English Language Arts</b>								
Proficient or Advanced	25	36	11	23	32	1	32	
Not Tested	2	2	2	1	2	1	2	
<b>Mathematics</b>								
Proficient or Advanced	10	9	3	7	11	0	10	
Not Tested	---	---	---	---	---	---	---	---
<b>Science</b>								
Proficient or Advanced	21	21	5	15	22	0	21	
Not Tested	---	---	---	---	---	---	---	---
<b>History/Social Science</b>								
Proficient or Advanced	25	19	4	21	22	0	23	
Not Tested	---	---	---	---	---	---	---	---

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level 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. 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		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	34	34	48	29	31	46	44	45	43
Mathematics	54	52	49	50	53	51	53	55	50

## NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	45		63	63	34	50	67
Mathematics	40		76	63	33	40	59

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	42	55	21	43	50	6	51	
Mathematics	50	49	29	50	49	8	52	

## Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		27%	44%					49%	26%
10		39%	37%					45%	33%
11		8%	37%					29%	2226%
12		3%	25%					19%	18%

## 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). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

*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
9	11.9	13.2	10.8	23.5	20.9	25.9	24.8	23.3	26.2

## 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 Base API 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. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**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 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (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 into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	96	99	97	Percent Tested	98	97	96
API Base Score	626	648	623	API Growth Score	649	638	628
Growth Target	9	8	9	Actual Growth	23	-10	5
Statewide Rank	5	6	5				
Similar Schools Rank	5	6	3				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Asian				Asian			
API Base Score	715	729	709	API Growth Score	732	726	713
Growth Target	7	6	7	Actual Growth	17	-3	4
Filipino				Filipino			
API Base Score	687	711	690	API Growth Score	715	704	687
Growth Target	7	6	7	Actual Growth	28	-7	-3
Hispanic or Latino				Hispanic or Latino			
API Base Score	533	562	549	API Growth Score	560	556	554
Growth Target	7	6	7	Actual Growth	27	-6	5
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	689	700	666	API Growth Score	704	689	702
Growth Target	7	6	7	Actual Growth	15	-11	36

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	541	595	563	API Growth Score	594	579	602
Growth Target	7	6	7	Actual Growth	53	-16	39

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District				
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0	
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0	
Exited Title 1 Program Improvement	No	No	No					
Years Identified for Program Improvement								
California Programs	2001	2002	2003					
Eligible for Governor's Performance Award	Yes	No	No					
Eligible for II/USP	No	---	---					
Applied for II/USP Funding	No	---	---					
Received II/USP Funding	No	---	---					



## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (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. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic 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 9-12 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 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), 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.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	2203	2231	2278	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	17	5	5	840	601	438	47282	47899	48454
Dropout Rate (1-year)	0.8	0.2	0.2	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	96.1	97.7	98.1	82.5	82.6	83.8	85.9	86.7	86.9

## V. 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 category (i.e., number of students), by grade level, as reported by CBEDS.

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

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9<sup>th</sup> grade math and science at 20 to 1 or 25 to 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	2001				2002				2003			
	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+
<b>English</b>	24.22	43	45	4	24.86	37	47	6	25.07	32	47	4
<b>Mathematics</b>	26.10	25	38	6	26.72	21	28	12	26.86	17	31	10
<b>Science</b>	28.78	4	48	8	29.18	5	33	6	27.93	9	37	9
<b>Social Science</b>	29.23	3	43	10	30.66	2	31	17	28.75	8	42	3

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Teachers</b>	105	104	100
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	92	89	78
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	15	18	24
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	1	1	

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### Professional Qualifications of Teachers

### Teacher Evaluations

Under contract with our bargaining units all staff are evaluated on a regular basis. Classified staff are evaluated annually and certificated staff are evaluated according to their current hiring status (temporary, probationary and tenured). During the school year 2002-2003, 75 credentialed teachers were evaluated. Administrators are also scheduled for evaluation annually. The principal evaluates his associate principals and the superintendent evaluates the principal. Professional development occurs in many ways. From local staff development programs, to enrollment in local colleges, to attendance at conferences and educational seminars, to membership in professional organizations our teachers continue to grow professionally. It is the philosophy of the school to encourage all staff to continue professional growth throughout their careers.

### Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities

## 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 equals one FTE.

Title	FTE
Counselor	2
Librarian	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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 equals 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	1139.00

## VII. Curriculum and Instruction

### School Instruction and Leadership

Mt. Pleasant High School has continued its reputation for a high quality educational program for its students. But with the changing demographics of our population and the changing requirements for the workplace and our society, we have also realized that we must look carefully at our academic programs. It is important that we make every attempt to insure that ALL students have an opportunity for success. To this end we have implemented four Tech Prep programs that integrate vocational and academic classes and prepare the students for the world of work or college. Our programs are in Manufacturing Technology (our MIT Magnet), Political Science Academy, JROTC and Animation. In the fall of 1996, Mt. Pleasant opened an Animation Studio Magnet, developed in cooperation with Walt Disney Animation Studio, Silicon Graphics, Adobe Systems, ESUHSD Adult Education Program and the City of San Jose. This is the only high school program of its kind in Northern California and will prepare students for a vital growing industry of today. Along with these efforts, we have established integrated curricular programs combining English and social studies on the 9th, 10th, and 11th grade levels. The AVID program is a National Demonstration Site and has been for the past four year. It produces 100% of the students go to a four year university. Puente is also a critical program. It is an English based coursed teaching Hispanic Literature with mentors to help all students.

## Professional Development

The school has extended a restructuring phase with the creation of performance standards.

The performance standards allows teachers to discuss instructional methodologies to strengthen curriculum. Teachers work in collaborative groups and are committed to complete the performance of standards for their course and provide student work to evaluate. Additional training has been offered in the following areas: CLAD training, technology, literacy across the curriculum, AP training, AP calculus, Baldrige training, SASI training, English literature and AP biology.

## Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$275.00 plus.

Currently there are approximately 230 computers on the campus that are directly related to the instructional program. These computers are used primarily in the English, ELD, Business, Mathematics, Art (Animation), Industrial Ed and Safety Ed departments. An IBM computer lab is available to students and staff and through Carl Perkins and ELD funds, all labs have been enhanced. Recent purchases of updated machines have increased the quality of the instructional technology on the campus, but the school is continuing to investigate methods to increase this technology at a faster rate.

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

## Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares 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	67,832	64,800
10	67,832	64,800
11	67,832	64,800
12	67,832	64,800

## Total Number of Minimum Days

None

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB 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	Number of Classes	Enrollment
Fine and Performing Arts	1	2	53
Computer Science			
English	1	2	48
Foreign Language	3	7	152
Mathematics	3	7	210
Science	1	1	20
Social Science	1	1	30

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
10508	7043	67.0

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or 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
404	131	32.4

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	471	471	519	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	48.20	50.53	46.20	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	460	446	452	462	453	460	492	490	494
Average Math Score	479	478	488	500	494	498	516	516	518

### College Admission Test Preparation Course Program

Mt. Pleasant offered a SAT preparation courses for students. Two hundred and five students participated in the course. The number of students taking the SAT were 476. EPT training and ELM test prep, SAT I test prep, ELM pretest; 241 students EPT pretest; 75 students; 130 juniors enrolled in SAT I prep; 40 students enrolled in SATII prep.

## Degree to Which Students are Prepared to Enter Workforce

Mt. Pleasant has implemented four Tech Prep programs that integrate vocational and academic classes and prepare the students for the world of work or college. Our programs are in Manufacturing Technology, Political Science Academy, JROTC and Animation. The Mt. Pleasant Animation Studio Magnet was developed in 1996 with the cooperation with Walt Disney Animation Studio, Silicon Graphics, Adobe Systems, East Side Union High School District Adult Education Program and the City of San Jose. This is the only high school program of its kind in Northern California and it prepares students for a vital growing industry.

The Manufacturing Industrial Program allows students to combine their academic skills with an infusion of technology. Students explore the theory, application, availability and growth of modern technology in an applications approach to learn. They are introduced to and work with state-of-the-art equipment with support from industry partners. Successful students are prepared for immediate entry into the workforce and/or entrance into college or university education.

The Political Science Academy is a program dedicated to the study of society and the institutions that govern society. Students learn the workings of government on the local, national and international level through hands-on projects and simulations, field trips and visits from elected officials.

The Marine junior ROTC cadets learn leadership self-discipline, and community involvement skills. Basic training, field trips and competitions are offered to interested students. The program helps students to be better citizens and develop their leadership skills.

The Automotive/Transportation Tech Prep Program explores the field of transportation with a specific focus on automotive. Students gain the knowledge and skills necessary to pursue college, trade school or employment. Students also participate in mentoring and work experience programs.

ROP/Merchandising and Manufacturing Programs offer students work experience activities, high school units toward graduation and valuable skills. Courses are offered through both Business and Industrial Education Departments.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary 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

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary 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. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	40336	36493
<b>Mid-Range Teacher Salary</b>	63749	59875
<b>Highest Teacher Salary</b>	81733	73992
<b>Average Principal Salary (High)</b>	116652	88392
<b>Superintendent Salary</b>	216285	149543
<b>Percent of Budget for Teacher Salaries</b>	38.52	38.56
<b>Percent of Budget for Administrative Salaries</b>	5.21	5.48

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176840149	\$7524	\$6969	\$6719

### Types of Services Funded

In 2002-2003, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

**Mt. Pleasant offers special services assistance to students with special needs. The following special programs are offered at the school:**

- English Language Learners Courses
- Gifted and Talented Education
- Learning Handicapped Courses
- Speech Therapy
- Adaptive Physical Education
- Animation Studio Magnet
- Emergency Immigrant Education Assistance
- Evergreen Valley College Courses
- Manufacturing Industrial Technology - Magnet Program
- Santa Clara University Articulation
- Vocational Educationally Handicapped
- ROP - Merchandising/Manufacturing
- Cardinal Success Center (CSC) - a Student Assistant Program
- Work Experience (WEEP)
- Central County Occupational Center



- East Side Union HSD Adult Education Program
- Unfinished Journey - San Jose State University
- Marine Junior ROTC
- AVID (Advancement Via Individual Determination)
- School-wide tutoring program
- San Jose State University Partnerships Tutorial Program
- Santa Clara University Partnerships Student Teacher Program
- Adobe
- Cisco
- Trio Program San Jose State University
- Afterschool Homework Center