
School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Mt. Pleasant High	District Name	East Side Union High
Principal	Grettel Castro-Stanley	Superintendent	Esperanza Zendejas
Street	1750 S. White Rd.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-4760	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408 937-2810	Phone Number	
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CDS Code	43-69427-4334900	SARC Contact	

School Description and Mission Statement

Overview of MP:

Mt. Pleasant is located in San Jose, California, in the Santa Clara Valley, in the heart of technology's Silicon Valley. It is one of ten comprehensive high schools in the East Side Union High School District.

The school was established in 1964 and was originally built to serve a student body of 1600. Recent years have seen the steady growth of the student population, to an expected 2200 or more students for the 2001-2002 school year. This growth has necessitated the addition of 23 portable classrooms, and the situation has been exacerbated by the need to relocate science and art classes to accommodate the construction of new science facilities. Even with the completion of the new science classrooms, Mt. Pleasant will still face the critical needs of the art and physical education departments for facilities that will enable them to reach their goals in the education of our students.

In order to achieve our goals, Mt. Pleasant operates on a two-semester system with a school day of seven 52-minute periods. In addition, there is a morning 25 minute tutorial period four times per week to enable students to work on group projects, obtain extra help, provide peer tutoring and recover absences. We also offer a one-hour collaboration period each Wednesday to permit teachers to work together on standards-based learning scenarios and to assess departmental progress in achieving goals.

The academic programs range from ESL and sheltered classes for students in need of English Language support to Advanced Placement classes in English, Foreign Languages, Math, Science, Social Sciences, and Art. Mt. Pleasant is especially proud of the career path programs which include Animation, Manufacturing and Industrial Technology, Animation, Community and Communications, and Junior ROTC. In addition, MP has special programs such as AVID, Puente, and Link Crew that reach across curriculum areas and impact student success.

Student Population:

The Mt. Pleasant community displays a wide range of economic and social backgrounds as well as great cultural and linguistic diversity. The ethnic breakdown of the school from is as follows:

Year

2002 - 2003

2003 - 2004

2004 - 2005

Hispanic

45.7%

50.2%

53.6%

Vietnamese

4.5%

5.4%

6.6%

Filipino

15%

12.7%

12%

White

12.5%

11.1%

9.9%

Opportunities for Parental Involvement

Contact Person Name	Contact Person Phone Number
<p>In the 2004-2005 school year, Mt. Pleasant High School established a new system for better communication with all parents . This includes , all letters to be translated in several languages. Posting all events and schedules on the website and the school marquee, also using our auto dialer to communicate all activities and test dates. In addition, we started the new computerized system School Loop to better inform parents on grades , assignments and attendance. We enrolled all students and parents in this system. Parents now can access all the teachers for better communication. Another area that we focused on is ongoing parental training in the area of pre-college information. We held many workshops to help parents navigate the university financial aid information. We held many Saturday workshops dealing with college information. Parents are also invited to help in our math recovery center and in our after school homework center.</p>	

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	493
Grade 10	467
Grade 11	493
Grade 12	537
Total Enrollment	1990

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	103	5.2	Hispanic or Latino	1,009	50.7
American Indian or Alaska Native	9	0.5	Pacific Islander	23	1.2
Asian	362	18.2	White (Not Hispanic)	225	11.3
Filipino	257	12.9	Multiple or No Response	2	0.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff

The School Safety Team at Mt. Pleasant High School met on March 31, 2005 for the annual review of the School Safety Emergency Action Plan. Parent, student, classified, certificated, School Site Council, and administrative representation constituted the makeup of the School Safety Team Review committee. With the Crime Statistics Report for the first semester taken into consideration, this plan has been tailored to meet the specific needs of Mt. Pleasant High School. Finally, the safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, "Code Red" and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning Rules and procedures on school discipline

Please note that this plan includes procedures for a variety of emergencies and situations, from an intruder on campus to a natural disaster. It has been designed to compliment the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. It is a general guideline to assist School Administrators, Emergency Services (first responders), and others in the event of an incident at Mt. Pleasant High School. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies and most importantly the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to:

- exposure control for bloodborne pathogens hate motivated crimes
- school community alerts on sexual predators
- Safety Multi-Disciplinary Team/Crisis Response Team/After Care
- suicide on campus
- arrest of student

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

School Programs and Practices that Promote a Positive Learning Environment

The academic programs range from ESL and sheltered classes for students in need of English Language support to Advanced Placement classes in English, Foreign Languages, Math, Science, Social Sciences, and Art. Mt. Pleasant is especially proud of the career path programs which include Animation, Manufacturing and Industrial Technology, Animation, Community and Communications, and Junior ROTC. In addition, MP has special programs such as AVID, Puente, and Link Crew that reach across curriculum areas and impact student success.

Mt. Pleasant high school offers many especial services to all students. We have the national demonstration Avid program which addresses the needs of the underrepresented minority students . This program is nationally recognized as one the best programs that have a great track record of putting 99% of all their students in the universities. In addition, we have the Puente program to help Latino students with a college focus. Our ROTC program is also a great avenue for many of our students. We offer a summer English Language arts and Math Institute for all students below standards. Mt. pleasant has also the Link Crew Program which help orient our in- coming freshman with guidance into high school they serve as peer leaders to the freshman. Our school prides in our 45 clubs that our students participate in. These clubs are a huge part of the positive school climate that is experienced here at Mt. Pleasant. These students experience a great deal of leadership opportunities . Our female and male after school athletic program provides a great range of individual and team sport opportunities. The Associated Student Body is an integral part of the school. Our homework center and Math recovery are also of great importance which helps all students in this community.

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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	169	256	199			
Rate of Suspensions						
Number of Expulsions						
Rate of Expulsions						

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Mt. Pleasant High School prides itself in our safety, maintenance, and cleanliness of the school. These is a major goal of this school. We maintain excellent conditions in our restrooms and they are checked daily for damage and cleanliness. We report to the district regularly throughout t the year.

Facilities are ongoing major renovation We have a new Science building which alleviated some of the over crowding on our campus. Presently, most of our teachers do have their own classrooms and rarely do teachers have to alternate from room to room as they have done in the past. We also have a new state of the art track and field with new bleachers being built. In addition, we have night time lighting to accommodate our Athletic department night events.

We have two major challenges regarding facilities: the lack of a multi-purpose space. In terms of the multi-purpose space we are scheduled to begin construction before the end of 2005. Construction will encompass the present student parking lot and the portable location. The addition, we are schedule to begin construction of our new state of the art theatre . The theatre will be a major contribution to our community . This Performing Arts building will serve our Drama Department and our Band and Choir class, which have grown tremendously in the past three years. During construction we will have limited parking for both teachers and students. We will also add 16 portables to the west end of our campus. The portable area will continue to accommodate Mt. Pleasant faculty for the 2005-2006 school year.

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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	29	30	29	30	31	33	32	35	36
Mathematics	8	10	6	15	17	16	31	35	34
Science	30	21	19	31	21	20	30	27	25
History-Social Science	18	22	22	21	25	27	28	28	29

CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	25		40	41	20	36	43
Mathematics	2		16	7	2		8
Science	21		24	24	12		27
History-Social Science	17		34	29	13		36

CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	26	32	13	23	31	0	31	20
Mathematics	7	5	4	7	6	0	6	0
Science	22	15	8	14	20	4	19	12
History-Social Science	26	18	8	19	23	5	24	23

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	48	40	---	46	47	---	43	43
Mathematics	---	49	47	---	51	53	---	50	51

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	33		52	55	30		51
Mathematics	34		68	62	34		57

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	32	49	20	36	41	2	42	31
Mathematics	46	48	35	46	47	7	49	32

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/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.8	26.7	22.9

7							29.1	31.3	27.0
9	16.6	15.4	17.5	28.1	26.7	29.5	26.3	25.3	27.2

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/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	97	96	Percent Tested	97	96	95
API Base Score	648	623	631	API Growth Score	638	628	637
Growth Target	8	9	8	Actual Growth			
Statewide Rank	6	5	4		-10		
Similar Schools Rank	6	3	2		5		
					6		

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	729	709	728	API Growth Score	726	713	723
Growth Target	6	7	6	Actual Growth	-3	4	-5

Filipino				Filipino			
API Base Score	711	690	689	API Growth Score	704	687	720
Growth Target	6	7	6	Actual Growth	-7	-3	31
Hispanic or Latino				Hispanic or Latino			
API Base Score	562	549	555	API Growth Score	556	554	575
Growth Target	6	7	6	Actual Growth	-6	5	20
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	700	666	707	API Growth Score	689	702	692
Growth Target	6	7	6	Actual Growth	-11	36	-15

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	595	563	608	API Growth Score	579	602	609
Growth Target	6	7	6	Actual Growth	-16	39	1

State Award and Intervention Programs

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

Federal Intervention Programs

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

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	Yes	---	Yes	Yes

Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	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		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	2231	2278	2073	24282	23664	24332	1735576	1772417	1830664
Number of Dropouts	5	5	2	601	438	737	47899	48210	58493
Dropout Rate (1-year)	0.2	0.2	0.1	2.5	1.9	3.0	2.8	2.7	3.2
Graduation Rate	97.7	98.1	99.3	82.6	83.8	89.6	86.7	87.0	86.7
3-4									
4-8									
Other			3.0	1					

Average Teaching Load and Teaching Load Distribution

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

Subject	2002				2003				2004			
	English	24.9	37	47	6	25.1	32	47	4	25.4	28	41
Mathematics	26.7	21	28	12	26.9	17	31	10	26.5	17	24	15
Science	29.2	5	33	6	27.9	9	37	9	29.7	3	39	6
Social Science	30.7	2	31	17	28.8	8	42	3	30.2	1	36	9

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the

district.

	School	District
This School	8.7	---
All Schools in District	---	14.0
High-Poverty Schools in District	---	51.7
Low-Poverty Schools in District	---	15.3

Teacher Credentials

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

	2002	2003	2004
Total Teachers	104	100	89
Teachers with Full Credential	89	78	76
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	2	7
Pre-Internship	0	1	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	16	21	7
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	11.2	16.7
Master's Degree	11.2	15.5
Bachelor's Degree plus 30 or more semester hours	66.3	50.5
Bachelor's Degree	11.2	15.6
Less than Bachelor's Degree	0.0	0.2

Vacant Teacher Positions

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

	2002	2003	2004
Vacant Teacher Positions	---	---	

1.

Teacher Evaluations

All teachers are evaluated according to the Education Code and district policy requirements. Teachers are also

visited at least 5 times a year as part of informal evaluations. Teachers are provided with regular staff development opportunities such as collaboration on a weekly basis. In addition, all of our new teachers are provided with a coach, a support provider and must attend the BTSA support group and in-service.

Alignment of curriculum, instruction and materials to content and performance standards:

For the past three years Mt. Pleasant has worked extensively at aligning department curriculum to performance standards. In the first year of alignment, departments worked in collaborative groups at each course level. These teacher groups established three performance standard scenarios for three different grading periods at their particular course level. The second year of alignment consisted of the same teacher groups developing three more performance standard scenarios while they evaluated the student work within the first three performance scenarios. Within this third year of alignment departments continued using the performance scenarios to evaluate student work within each course level. Due to district and administrative changes the teacher collaboration time has been used for informative school business rather than performance standard department work. Presently, the various departments at Mt. Pleasant are at different phases of this three year process. Administration seeks to align each department so that we are all working on performance standards at the same level.

We have implemented an Algebra 1 recovery program to increase the success rate of students taking Algebra. This recovery program is a standards based curriculum where student performance is measured according to their ability to meet the math performance standards within the course. The after-school program supports students who have not met the performance standards to move on in the math course. Students are given additional support after school by core math teachers. They have the opportunity to develop the skills needed to meet the expected performance standards. The Math Recovery program insures that students meet the math standards necessary to progress through the math curriculum.

The Foreign Language department is struggling with content and performance standards because they only have National standards within these courses. Our Foreign Language department has been working from the National Standards for Foreign Language Learning and the Foreign Language Framework until this content area develops statewide standards.

Substitute Teachers

Substitute teachers are provided by the district and meet all state and local requirements.

Counselors and Other Support Staff

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

Title	FTE
Counselor	2.0
Librarian	0.7
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.6
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 equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	1000

VII. Curriculum and Instruction

School Instruction and Leadership

Mt. Pleasant High School prides itself on being a community of stakeholders who collaborate to ensure success for all students. Working together, the Mt. Pleasant community produces graduates who have a sense of responsibility for themselves and their society. The school's mission statement indicates our desire to create the "joy of learning" for all students and staff with continuous improvement, innovation and mutual satisfaction driving us to meet all of the outcomes stated in our ESLRs: Academic Excellence, Building Communities, and Critical Thinking. Our progress in achieving the ESLR of "Building Communities" is evident in the number of students who participate in extra-curricular activities and who benefit from participating in our special program/magnet programs. We have achieved success in keeping our students in school as reflected in our high attendance rates and our high graduation rates. We see our success in the achievement of our "Academic Excellence" and "Critical Thinking" ESLRs as we have worked to the access of all students to higher education. We have an open access policy to all of our Advanced Placement courses where we have increased the number of course offerings and the number of course sections. We are now a designated testing site for both the PSAT and the SAT exams. We have increased the number of 9th and 10th graders taking the PSAT Exam. Due to our partnership with San Jose State University (TRIO which is a three year pilot partnership) we have trained eight English and Math teachers in teaching SAT, EPT, and ELM prep courses which are offered to our 11th and 12th grade students at the Mt. Pleasant school site. Our Pre-College staff (counselors and program coordinators) have collaborated with English Teachers, Math Teachers and Social Science teachers to disseminate college information school wide. These efforts are reflected in the number of students taking exams or preparation courses for the SAT, EPT, and the ELM. We have also increased the success rate of students passing the Early Assessment Program Supplement on the STAR9 Exam at the 11th grade year.

The various departments, for the past three years, have worked to complete teacher-designed performance standards for each course within each department. Teachers have worked in teams to develop performance scenarios at each course level. During the first year team emphasis was in designing the performance scenarios for three grading periods. At the second year, teams developed the remaining scenarios while beginning to evaluate student work. Due to the shifts, changes, and transitions within the school and the district we have not maintained a school wide effort to assess the progress we have made regarding performance standards. The status of our efforts is not consistent school wide. The degree to which departments align content standards and performance standards vary within each department. Our present goal is to return to implementing school wide teams that address performance standards within each department. Our hope is that within two years, departments can examine student work in an effort to evaluate and assess student performance.

The Mt. Pleasant Administrative team with the support of the school staff is committed to addressing the need to improve the success rates of freshmen students. The Freshmen Focus Steering Committee will work to design an implementation plan for a ninth grade learning community which will begin in the 2005-2006 school year.

Professional Development

For the past three years Mt. Pleasant has worked extensively at aligning department curriculum to performance standards. In the first year of alignment, departments worked in collaborative groups at each course level. These teacher groups established three performance standard scenarios for three different grading periods at their particular course level. The second year of alignment consisted of the same teacher groups developing three more performance standard scenarios while they evaluated the student work within the first three performance scenarios. Within this third year of alignment departments continued using the performance scenarios to evaluate student work within each course level. Due to district and administrative changes the teacher collaboration time has been used for informative school business rather than performance standard department work. Presently, the various departments at Mt. Pleasant are at different phases of this three year process. Administration seeks to align each department so that we are all working on performance standards at the same level.

2. Alignment of staff development to standards, assessed student performance and professional needs:

Staff development has focused on informational school/district processes. Staff development has been used as a communication tool for faculty and staff. The Management Team, along with the Administrative Team, is implementing a staff development plan for the 2005-2006 school year that focuses on the goals of our Single School Plan. Our hope is that this plan will be completed during the summer for implementation in August. In addition, we will focus on providing support services to new staff and those staff members needing additional support. Currently, on site, we have 8 trained support providers who will work with staff as mentors.

We have implemented an Algebra 1 recovery program to increase the success rate of students taking Algebra. This recovery program is a standards based curriculum where student performance is measured according to their ability to meet the math performance standards within the course. The after-school program supports students who have not met the performance standards to move on in the math course. Students are given additional support after school by core math teachers. They have the opportunity to develop the skills needed to meet the expected performance standards. The Math Recovery program insures that students meet the math standards necessary to progress through the math curriculum.

Quality and Currency of Textbooks and Other Instructional Materials

Mt. Pleasant High School has similar textbooks to all other East Side Union High School District schools, with specific core courses identifying both text and supplemental reading materials or workbooks for student use. The school Library provides other instructional materials. Our Budgets decreasing will continue to be our challenge.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	
Mathematics	
Science	
History/Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

Instructional Minutes

The California *Education Code* establishes a 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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

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

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

Total Number of Minimum Days

NONE
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	1	30
Computer Science			
English	1	2	58
Foreign Language	3	8	153
Mathematics	3	7	233
Science			
Social Science	1	1	32

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 (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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
8886	6418	72.2

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
454	123	27.1

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/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	471	519	537	5590	5952	5927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	50.5	46.2	48.0	40.2	38.2	34.5	37.3	36.7	35.2
Average Verbal Score	446	452	462	453	460	469	490	494	496
Average Math Score	478	488	488	493	498	506	516	518	519

College Admission Test Preparation Course Program

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

In order to improve the success rates for the CAHSEE exam our district has implemented a District wide Writing Assessment. Students who are in the ESUHSD English and Math Summer Institute, as incoming freshmen, experience developing the skills necessary to succeed in the CAHSEE exam at their first attempt. All freshmen are given the NWEA and the District Writing Assessment in September which is used as baseline data. English and Math teachers examine student performance results to modify instruction.

Last year, our teachers were trained during professional development in acquiring access to our district wide Cruncher, which provides assessment data (STAR9, CST, CAHSEE) per individual student. Data is divided by testing quartiles, subject area, and comparative results. Teachers have access to the Cruncher data on their own SASI module which is readily available to teachers as they access attendance by computer. Professional development hours were spent assisting teachers in accessing this material, as well as, in providing strategies for teachers to use this information to modify instruction. Although we regularly provide teachers with data and opportunities to collaborate around the data that is presented we have not maintained a consistent collaboration in using the data to modify instruction as a school wide effort.

Degree to Which Students are Prepared to Enter Workforce

Mt. Pleasant provides multiple opportunities for all students to have college readiness with the A-G requirements. We offer our manufacturing magnet and workforce programs such as ROP and work experience. In addition, we have many services provided by our Central County Regional Occupation Center.

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 2002-2003 (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

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$37,434
Mid-Range Teacher Salary	\$65,037	\$61,368
Highest Teacher Salary	\$83,384	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$119,531	\$108,194
Superintendent Salary	\$221,642	\$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$183,626,468	\$7,626	\$6,977	\$6,822

Types of Services Funded

General Education services are provided by state and federal funding. Additional funding provides support for EIA and Gate students.

