

# Mt. Pleasant High School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
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#### District Governing Board

Frank Biehl  
J. Manuel Herrera  
Van Thi Le  
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#### District Administration

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Glenn Vander Zee  
**Assistant Superintendent**  
**Educational Services**

Marcus Battle  
**Associate Superintendent**  
**Business Services**

Cari Vaeth  
**Associate Superintendent**  
**Human Resources**

### School Description

Mt. Pleasant High School is one of eleven comprehensive high schools, three “small but necessary” schools, one alternative high school of choice, and one continuation high school in the East Side Union High School District. It is located in San Jose, California, in the heart of Silicon Valley.

Mt. Pleasant operates on a two-semester system with a school day of seven 50-minute periods. In addition, the staff voted to establish a 30 minute morning tutorial program. During this 30 minute period, all teachers are required to be in their classrooms and to be available to students. Participation in this tutorial program is voluntary for all students, who have the option to use this time to seek extra help from teachers, work on group projects, make up assignments or tests and / or prepare for exams.

Mt. Pleasant High School shares the vision of the East Side Union High School District, to ensure students are college and career ready. The mission of Mt. Pleasant High School is to provide an academically challenging, supportive, and safe environment in which each student is encouraged to be personally and socially responsible, self-motivated and a life-long learner. The MP team joins parents and community to prepare the students to be productive adults.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 408.937.2800 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	361
Grade 10	358
Grade 11	370
Grade 12	363
<b>Total Enrollment</b>	<b>1,452</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	11.1
Filipino	8.1
Hispanic or Latino	71.2
Native Hawaiian or Pacific Islander	1.2
White	4.7
Two or More Races	0.5
Socioeconomically Disadvantaged	70.9
English Learners	15.9
Students with Disabilities	14.9
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Mt. Pleasant High School	13-14	14-15	15-16
<b>With Full Credential</b>	73	62	63
<b>Without Full Credential</b>	0	5	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
East Side Union High School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	948
<b>Without Full Credential</b>	♦	♦	59
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mt. Pleasant High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	1	1	1
<b>Total Teacher Misassignments</b>	1	1	1
<b>Vacant Teacher Positions</b>	0	0	1

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	90.0	10.0
Districtwide		
<b>All Schools</b>	94.3	5.7
<b>High-Poverty Schools</b>	93.2	6.9
<b>Low-Poverty Schools</b>	97.5	2.5

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 2014</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – “Geometry” McDougal Littell 2007 Algebra II – “Algebra 2” McDougal Littell 2007 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004 Biology – CK-12 ESUHSD Flexbook 2015 Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000/2002 Physics - "Conceptual Physics" Addison-Wesley 1999  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Magruder’s American Government” Prentice Hall 1997 Economics – “Holt Economics” Holt 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	Science labs are adequately equipped <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**Overview**

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

**Cleaning Process and Schedule**

The district’s Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

### Age of School Buildings

Although the main school campus was constructed in 1964, all existing classrooms have been renovated and modernized.

### Modernization Projects

Measure E funds and state matching funds have been used to renovate existing facilities. During the 2011-2012 school year, the modernization projects for our classroom buildings began with the 800 building and in February of 2012, the 800 building was completed. In addition, over the summer of 2012, the 600 and 700 buildings, 6 new classrooms, and a new multipurpose building were completed. During the 2012-2013 school year, the gym, 200/300 building, and the stadium field were completed. All modernization projects for our high school were completed by the end of the 2013-14 school year.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: June 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No items noted.
<b>Interior:</b> Interior Surfaces	X			Bld 1222 Portable CR: Blinds needs to be replaced. Action/plan-site to submit work order and M&O to schedule the work. Bld 1204 Portable Restroom: Paper towel dispenser is missing. Site to address.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No items noted.
<b>Electrical:</b> Electrical	X			Bld 1205,1206, 1207 & 1208 Portable CR (SR): Needs covering on electrical box of intercom (exposed wires). Action/plan-site to submit work order and M&O to schedule the work. Bld 1214 Portable CR (SR): Intercom is missing. Action/plan-site to submit work order and M&O to schedule the work.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Bld 1204 Portable Restroom: Sink push nozzle for water is missing. Action/plan-site to submit work order and M&O to schedule the work.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Bld 1210, 1219 & 1220 Portable CR (SR): Fire extinguisher needs to be placed back on the wall. Site to address. Bld 1216 Portable CR (SR): No fire extinguisher. Site to install.
<b>Structural:</b> Structural Damage, Roofs	X			Bld 1205 Portable CR (SR): Some ceiling tiles need to be replaced. Action/plan-site to submit work order and M&O to schedule the work. Bld 1223 Portable CR: Door is very hard to open/close-it scrapes at the bottom. Action/plan-site to submit work order and M&O to schedule the work. Bld 1204 Portable Restroom: Ceiling tiles need to be replaced. Site to address.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Swimming Pool Complex: Item noted but no comment. Action/plan-site to submit work order and M&O to schedule the work.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	56	59	44
Math	22	38	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	40	40	36	52	54	50	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.70	32.50	29.10

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	36
Male	40
Female	32
Black or African American	--
American Indian or Alaska Native	--
Asian	71
Filipino	36
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	60
Two or More Races	--
Socioeconomically Disadvantaged	7
English Learners	7
Students with Disabilities	33
Students Receiving Migrant Education Services	--
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	360	348	96.7	15	26	36	20
Male	11	360	166	46.1	17	26	34	21
Female	11	360	182	50.6	13	26	39	18
Black or African American	11	360	13	3.6	8	38	46	8
Asian	11	360	39	10.8	5	10	44	38
Filipino	11	360	38	10.6	5	11	42	39
Hispanic or Latino	11	360	233	64.7	18	32	34	13
Native Hawaiian or Pacific Islander	11	360	5	1.4	--	--	--	--
White	11	360	19	5.3	16	16	32	32

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11	360	1	0.3	--	--	--	--
Socioeconomically Disadvantaged	11	360	144	40.0	13	29	40	15
Students with Disabilities	11	360	43	11.9	49	30	14	0
Students Receiving Migrant Education Services	11	360	3	0.8	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	360	344	95.6	49	28	15	7
Male	11	360	165	45.8	50	24	15	10
Female	11	360	179	49.7	47	31	15	4
Black or African American	11	360	13	3.6	54	31	15	0
Asian	11	360	38	10.6	21	16	37	26
Filipino	11	360	37	10.3	30	32	19	19
Hispanic or Latino	11	360	231	64.2	57	29	9	3
Native Hawaiian or Pacific Islander	11	360	5	1.4	--	--	--	--
White	11	360	19	5.3	42	21	26	5
Two or More Races	11	360	1	0.3	--	--	--	--
Socioeconomically Disadvantaged	11	360	142	39.4	47	32	10	9
Students with Disabilities	11	360	43	11.9	81	12	2	0
Students Receiving Migrant Education Services	11	360	3	0.8	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

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 Teleparent (our web based phone calling system), the electronic bulletin board located in front of the school, and Schoolloop (our online homework hotline). These services provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities, as well as help to facilitate parent communication with staff members

Mt. Pleasant High School provides a variety of opportunities for interested parents to become involved in the school. Mt. Pleasant has an active School Site Council and ELAC (English Language Learners Advisory Committee) parent group.

To help support parents and to ensure that all parents receive the information they need to help their children with postsecondary decisions, Mt. Pleasant hosts monthly parent workshops focusing 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. In addition, we have our Parent and Community Involvement Specialist who works closely with our parents to ensure they are connected with the school.

If you are interested in participating in any of these programs or would like more information please call Ms. Jaramillo, Parent and Community Involvement Specialist, at (408) 937-2973 or contact her at [jaramilloi@esuhsd.org](mailto:jaramilloi@esuhsd.org)

### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

Mt. Pleasant has a very detailed, comprehensive Safety Plan that outlines protocol to be used, systems that must be in place, and procedures that must be followed in the event of an emergency. This Safety Plan is a general guideline to assist school administrators, Emergency Services (first responders), and others in the event of an incident at Mt. Pleasant High School. These procedures cover everything from an intruder on campus to a natural disaster. This Safety Plan has been designed to complement the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies, and, most importantly, the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to:

Exposure control for blood borne pathogens  
Hate motivated crimes  
School community alerts on sexual predators  
Safety Multi-Disciplinary Team / Crisis Response Team / After Care  
Suicide on campus  
Arrest of student

This plan also contains the yearly safety goals as determined by the students, staff, and parents.

The Safety Plan was written by the School Site Council whose role is to be the School Safety Committee. Our Safety Plan is reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption.

The Safety Plan and drill procedures are reviewed during the year with all staff. Throughout the school year, safety alerts are shared with all staff as needed. In addition, all required drills are scheduled and completed, and the results are communicated with certificated and classified staff. The 2015-2016 Mt. Pleasant High School Site Safety Plan outlines comprehensive, enforceable, and consistent policies on student behavior, attendance, dress code, etc. It also delineates protocol for partnerships with community agencies, including City of San Jose, San Jose Police Department, and other agencies and groups that offer support school services and programs.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.69	6.41	5.67
Expulsions Rate	0.00	0.06	0.19
District	2012-13	2013-14	2014-15
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	15	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	27	28	20	16	10	34	24	29	18	22	21
Math	24	25	28	28	22	11	17	21	14	25	22	21
Science	27	28	27	12	13	13	17	9	21	23	27	15
SS	24	24	23	19	17	19	23	16	24	17	21	10

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	363

\* 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.

### Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities 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. BTSAs and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,378	\$44,363
Mid-Range Teacher Salary	\$78,040	\$71,768
Highest Teacher Salary	\$100,055	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$131,750	\$133,673
Superintendent Salary	\$239,583	\$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Mt. Pleasant High School receives the following State and federal monies: Title 1, and Economic Impact Aid (EIA). These funds are primarily used for supplemental intervention services. Title 1 and EIA funds are used to enhance students' learning experiences by providing instructional materials, teacher training, instructional aides, and opportunities for enrichment beyond the classroom. The objective is to accelerate their learning so as to decrease the achievement gap.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,290	\$1,664	\$6,626	\$83,255
District	♦	♦	\$6,672	\$80,860
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-0.7	8.9
Percent Difference: School Site/ State			41.3	15.2

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	55	24	21	45	41	13
Male	58	25	17	45	42	13
Female	53	23	25	46	41	14
Asian	19	41	41	8	42	50
Filipino	57	17	27	27	43	30
Hispanic or Latino	60	24	16	53	39	8
White	36	21	43	29	64	7
Socioeconomically Disadvantaged	60	24	16	49	40	11
English Learners	98	2		88	10	3
Students with Disabilities	95	5		92	4	4

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Mt. Pleasant High School	2012-13	2013-14	2014-15
English-Language Arts	46	49	45
Mathematics	54	49	55
East Side Union High School District	2012-13	2013-14	2014-15
English-Language Arts	56	50	50
Mathematics	63	56	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mt. Pleasant High School	2011-12	2012-13	2013-14
Dropout Rate	13.70	12.70	11.10
Graduation Rate	82.19	82.60	85.00
East Side Union High School District	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	113
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	86.07	82.2	84.6
Black or African American	100	78.16	76
American Indian or Alaska Native	50	75	78.07
Asian	95	94.09	92.62
Filipino	95	89.46	96.49
Hispanic or Latino	83.53	73.24	81.28
Native Hawaiian/Pacific Islander		86.21	83.58
White	80	87.32	89.93
Two or More Races		71.64	82.8
Socioeconomically Disadvantaged	52.63	59.15	61.28
English Learners	62.75	58.78	50.76
Students with Disabilities	83.27	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.14
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	43.17

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	7	♦
Science	5	♦
Social Science	1	♦
All courses	22	.7

\* Where there are student course enrollments.

### **Career Technical Education Programs**

Mt. Pleasant High School offers the following Career Technical Education Programs. These programs integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

#### **Animation Magnet Program (Perkins)**

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

#### **Central County Occupational Center (CCOC)**

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

#### **Regional Occupational Program (ROP)**

- Marketing ROP Class
- Marketing ROP Lab

#### **Work Experience**

### **DataQuest**

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

### **Internet Access**

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