

East Side Union High School District presents...

A Report to the Mt. Pleasant Community

1996-1997

School • Accountability • Report Card

Mt. Pleasant High School 1750 South White Road San Jose, CA 95127 (408) 251-7820; FAX (408) 929-1428 Principal: Ms Trudy McCulloch
 Email: <http://mpnet.esuhd.org> Superintendent: Mr. Joe Coto

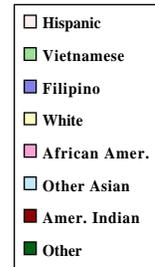
The Mission of Mt. Pleasant High School is to prepare each student for a productive life, in a safe, disciplined, and positive educational environment.

Essential Values—Every student at Mt. Pleasant will leave with the following essential values: 1) Moral and ethical behavior, 2) Sense of responsibility 3) Respect, tolerance and caring for others, 4) Decision making skills, 5) Intellectual development including: literacy, professional and technical skills, life long learning, and aesthetic values, and 6) Healthy Lifestyles



STUDENT POPULATION

Hispanic	43.7%
Vietnamese	8.6%
Filipino	13.8%
White	14.8%
Black	6.7%
Other Asian	10.3%
American Indian	.99%
Other	1.11%



The student enrollment at Mt. Pleasant was 2,121 (10/96). The ethnic composition of the student population is illustrated above. Twenty eight percent of the students are limited-English-proficient. These students receive language instruction in English-as-a-Second Language (ELD). Nine percent of our students are special education students who are mainstreamed and participate in regular activities.

SCHOOL FACILITIES and SAFETY

Mt. Pleasant High School opened 31 years ago. When the school first opened it was designed to accommodate 1850 students. Since our opening in 1965, the necessity to add classrooms, offices, and special facilities to accommodate curricular changes and innovations and to house special programs has placed tremendous pressure upon the available space. Nine portable classrooms have been opened adjacent to Marten Avenue. Given the fact that the school is over 31 years old, our custodial and gardening staff along with district maintenance have done an outstanding job of keeping our campus and classrooms clean, neat and attractive. Our school community is enthusiastically participating in the development of the school's 30 year remodeling plans and continuing use of Measure A funding for overall school change and improvement. This opportunity has and continues to create positive relationships for past and future school community members.

A safe campus continues to be an ongoing goal of staff, students and parents. The Mt. Pleasant High's School Safety Committee continued its efforts to implement the School Safety Plan. These efforts have also 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 will continue to make every effort to provide a safe and enriching environment in which all students and staff will feel comfortable and secure so that productive learning may occur.

LOCATION

Mt. Pleasant High School is one of ten comprehensive high schools in the East Side Union High School District. It is located east of Highway 101 at the base of the eastern foothills in San Jose at 1750 South White Road between Marten Avenue and Rocky Mountain Drive.

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 East Side Union High School District
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PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 251-7820

CLASS SIZE and TEACHING LOADS

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 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by 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 ESL 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 average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art29	Other.....30
Business Education29	Safety Education35
Typing/Keyboard40	Science.....32
English.....30	Social Science.....34
Foreign Language 29	<i>Additionally, the following</i>
Homemaking..... 29	<i>classes average:</i>
Industrial Education.....29	ELD
Mathematics32	Language Arts 1 & 220
Performing Arts (Band,	Survival Skills20
Choir, Drama excepted)30	Language Arts 330
Physical Education 42	Bilingual/Sheltered25
Reading	
Improvement & Development.20	

All ninth grade Math, Science and English classes were loaded at a ratio of 25 to 1

TRAINING and CURRICULUM IMPROVEMENT

The staff development program for 1996-97 utilized the collaboration model with a mix of minimum day and full-day inservices. The activities during these inservices were devoted to technology assessment and training of staff, mutual respect/student-teacher rapport, revising emergency procedures and the school Safety Plan, and issues related to Bilingual and Special Education related issues.

A highlight of the year and one of the most widely acclaimed activities was the Job Shadowing that resulted in all certificated and classified staff spending a day at a multitude of businesses and firms spread throughout Santa Clara County. This was followed by debriefing and team building exercised designed to help move the school toward its goal of developing career paths for all ninth and tenth graders. In this vein, the staff decided to use block scheduling on a part-time basis for the 1997-1998 school year.

The year ended with certificated and classified staff doing a thorough review and assessment of the year's activities and setting goals and staff development activities for the following school year.



TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

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 1996-97, 50 credentialed teachers were evaluated. Administrators are also scheduled for evaluation annually. The principal evaluates his/her 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 career.

TEXTBOOKS and INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00.



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

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 ESL 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.

During the summer of 1997, 14 teachers went through extensive training and created plans for using computers through the San Jose Educational Network.

SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1996-97, there were approximately 10 teachers requiring special credentials throughout the district.

QUALITY OF 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 introduced three Tech Prep programs which 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), Automotive/Transportation Technology, and Business. In the fall of 1996, Mt. Pleasant opened an Animation Studio Magnet, developed in cooperation with Walt Disney Animation Studio, Silicon Graphics, Adobe Systems, ESUHS 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. We also received a Hewlett-Packard Grant for the integration of the Mathematics and Science programs at the 9th grade level. We instituted a Marine Junior ROTC program in the Fall of 1994 and served over 100 students in this activity. And we added an AVID program to support the work of thirty of our freshmen and sophomores in their efforts in college prep courses. All of these efforts are an attempt to provide successful experiences for all of our students.

We continue to provide programs for our special needs students. Our English as a Second Language Program (ELD) and our Special Education Programs both have as their goal the mainstreaming of their students as quickly as possible. It is important that these students have access to the core curriculum that is available to all students. Along with these efforts, we are also attempting to "detrack" our English, Mathematics, and Science curriculums. This also provide all students with the opportunity to take the most challenging courses available. Our English department has detracked already, and in 1995 all incoming 9th graders were placed in Algebra 1 or higher.

We also realize that we need to provide a wide variety of resources to our students in the personal and social areas. The Cardinal Success Center continues to expand with the addition of Ujima, Filipino Youth Coalition, and Si Se Puede. Groups are also held with our certificated and classified staff serving as facilitators. We continue to have a full time social worker on campus to work with both students and families, and we added a part time mental health worker from the County Social Services Department. Both of

these individuals work with our counselors, advisors, administrators, and our liaison to help give additional support and encouragement to our students. We have also continued our tutorial period in which students can receive help from any teacher and also make up work or tests.

It has become increasingly obvious that our graduates will most likely need some postgraduate education. For many jobs and careers a high school diploma is no longer sufficient. Because of this we have greatly increased the number of students taking the PSAT and the SAT, and also the number enrolling in 2 yr. and 4 yr. colleges. We also offer several Advanced Placement courses which can earn the students college credits while still enrolled in high school.

And finally, in 1994 we instituted the Unfinished Journey Program along with the other schools in our District. In a cooperative effort with San Jose State University, students are able to take college courses, taught by college professors, for college credit on our campus after school. This year we offered Psychology and Speech Communications, and next year we hope to offer either a Science or Mathematics course.

We have made a strong commitment to increase communication with our parents and community, and also to offer many opportunities for them to work with us. The Principal's Newsletter is mailed home with each report card, six times a year. This contains information on what is happening on campus and what activities are coming up. There are also several parent groups which exist to assist us with the educational program at Mt. Pleasant. Some of these groups are the Principal's Parent Advisory, Booster Club, Hispanic Parent Group, African-American Parent Coalition, School Site Council, Bilingual Advisory Council, and the Magnet Advisory Board.

In an effort to provide a clear direction and vision for our activities, staff, students, and parents worked to write both a Safety Plan and a Technology Plan for the school. Both of these plans are very comprehensive and will be the foundation for many of our activities in the future. We are also working very hard to improve the articulation with our feeder schools. We wrote and were awarded a Noyce Foundation Grant with August Boeger Middle School which will improve the mathematics instruction at both schools and provide the development of AVID programs at both locations.

Again, our goal is to provide for successful and vital activities for all of our students. Our goal is changing, our society is changing, and Mt. Pleasant High School is changing to meet new needs. Become a part of the Mt. Pleasant Community and help us meet these new challenges!

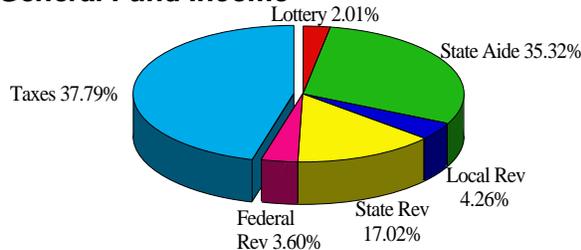
EXPENDITURES and SERVICES OFFERED

In 1996-97, the East Side Union High School District received \$121 million.

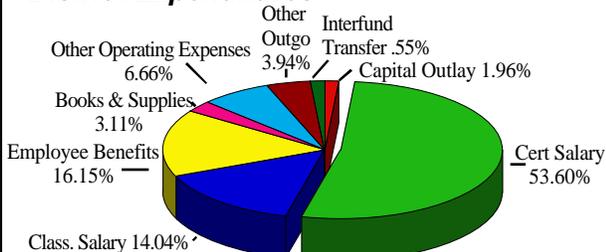
When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$5,536.00 per student. The graphs below illustrate district income and expenditures.

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

General Fund Income



District Expenditures



Job Placement Center.

Mt. Pleasant received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:

- Limited English Proficient
- Gifted and Talented Education
- Learning Handicapped
- Speech Therapy
- Adaptive Physical Education
- Animation Studio Magnet
- Emergency Immigrant Education Assistance
- Evergreen Valley College Courses
- Manufacturing Industrial Technology - Magnet Program
- Eastside Project - Santa Clara University
- 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

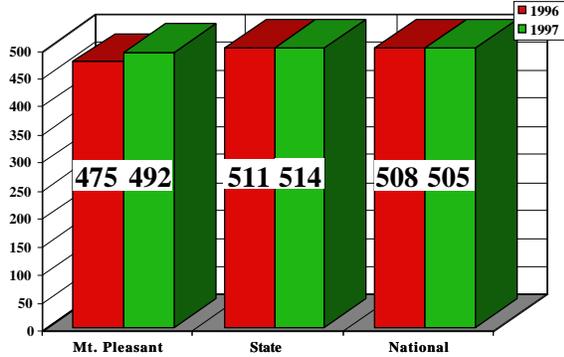
Compensation / Salary

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHS figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHS
Beginning Teacher's Salary	\$27,896	\$23,273-\$34,662	\$27,723
Midrange Teacher's Salary	\$45,863	\$39,666-\$54,562	\$48,119
Highest Teacher's Salary	\$55,196	\$48,244-\$61,207	\$59,215
School-Site Principal's Salary	\$79,461	\$67,575-\$92,903	\$77,356
District Superintendent's Salary	\$106,594	\$85,112-\$131,300	\$110,088

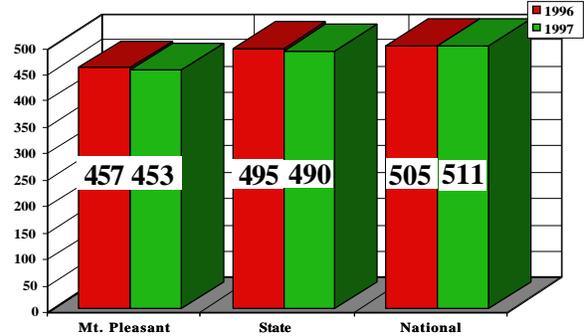
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Mt. Pleasant students who gave permission to have their scores reported to their school averaged a scale score of 492 in 1997. This represents an increase of 17 points from the previous year. The graph above compares the mean mathematics scores for Mt. Pleasant attained in 1996 and 1997 with those attained by students across the state and across the nation.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1997, Mt. Pleasant students volunteering their scores averaged a verbal scale score of 453, a decrease of 4 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Mt. Pleasant attained in 1996 and 1997 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1996 -1997

Mt. Pleasant High School has a faculty of ninety-six (96) certificated teachers and twelve (12) instructional aides, all of whom assist in providing direct instruction to our student population.



In support of this instructional program, Mt. Pleasant High School has a staff equivalent to 2.4 counselors, two (2) student advisors, a home-school liaison, a librarian, a part-time (.6) student activities director, a career center technician, and a part-time health clerk. In cooperation with the district, we also have available to the students a psychologist and a speech therapist (both of whom are shared with other district schools). In addition, the Cardinal Success Center (CSC), a student assistance program, has a full-time social worker, student peer helpers and staff facilitated support groups. The counseling staff maintains communication with the home through regular newsletters, columns in the Principal's newsletters, and various parent nights, such as, incoming Ninth Grader Orientation Night, Parent nights for each grade level, and a Financial Aid Night for Seniors. In addition to these opportunities, appointments with any and all of these staff members are available upon request.

ATTENDANCE and DROPOUT RATES

On average, during the 1996-97 school year, 91.03% of Mt. Pleasant High School students attended school each day. Of the 8.9% of the students absent, excused absences for illnesses, court appearances, medical appointments, field trips, etc. accounted for 5.76%. The remaining 3.21% were unexcused absences due to cutting, suspensions, family vacations, etc.

Student attendance is a must for student success. Mt. Pleasant High School monitors attendance by notifying parents via phone calls when students are absent. Some calls are made personally by attendance personnel and some are made by means of a computerized phone calling system that makes calls to the homes of absent students during the night hours from 4:15 p.m. to 9:30 p.m. Absences are also noted on six-week and semester report cards. The home-school liaison may make home visits when students have missed an excessive amount of school or when phone contacts are unsuccessful.

The State of California defines a dropout as any student who leaves an educational institution and for whom a transcript is not requested within forty-five days. During the school year 1996-97 there were 33 students who left Mt. Pleasant High School for whom a transcript was not requested within forty-five days. Based on a student population of 2107 this represents a dropout rate of 1.5%.



CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

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.