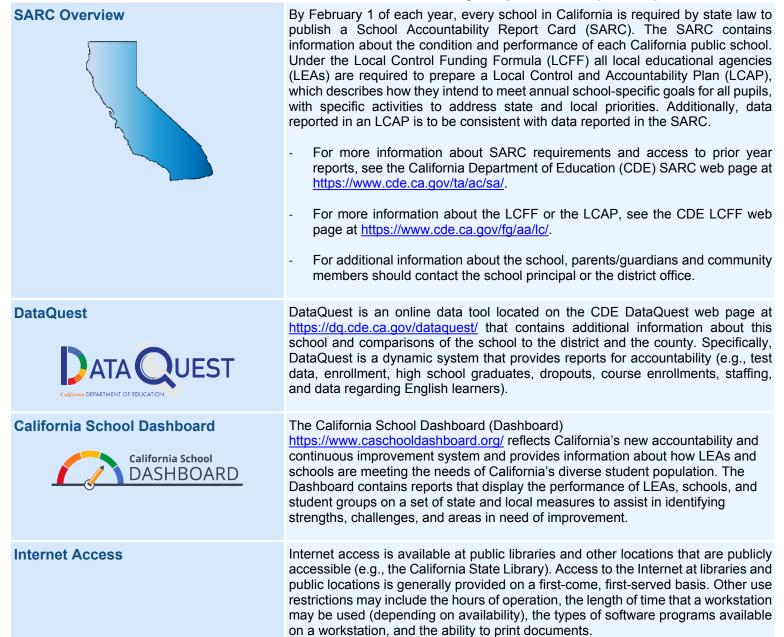# Mt. Pleasant High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mt. Pleasant High School
Street	1750 South White Rd.
City, State, Zip	San Jose, CA, 95127
Phone Number	408-937-2800
Principal	Dr. Adriana Rangel
Email Address	rangela@esuhsd.org
School Website	http://mtpleasant.esuhsd.org/
County-District-School (CDS) Code	43694274334900

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The Mission of Mt. Pleasant High School is to make a difference in the lives of our students by providing an academically challenging, supportive, and safe environment, and to prepare them for college and career. To meet this mission we operate on a two-semester system with a school day of seven 50-minute periods four days per week and a shortened day with 40-minute periods to allow for teacher and staff collaboration of 70 minutes on Wednesdays. This collaboration time allows the staff to address the goals listed in our Single Plan for Student Achievement which are to 1) provide high-quality instruction, learning opportunities, as well as guidance support to prepare every student to graduate ready for college and career. 2) provide physical, emotional, social, and academic supports to ensure students are making appropriate yearly progress toward high school graduation. 3) provide the program, supports, and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Language Learners. 4) establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment. 5) engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school. We are very proud of the work done in our subject area departments to incorporate instructional shifts in English, Math, and Literacy into all subject areas to meet the needs of our students. In addition, our school is in its sixth year of implementation of Multi-Tiered Systems of Supports (MTSS) for our students.

We have an enrollment of nearly 1,170 students from at least 15 ethnicities and 16 languages spoken. Most of our students are POC with around 70% from Latino backgrounds, 10% from Vietnamese backgrounds, 5% Filipino, and 3% African American.

We offer a varied curricular program to address the needs of our diverse student population. These offerings include AP courses in all subject areas, Specialized Academic Instruction courses to serve the needs of our students receiving Special Education services, and Sheltered courses for our English Learner students. We also offer two Career Academies to prepare our students for college and career: Animation and Multimedia. Furthermore, to meet our school mission and address the varied needs of our student population, Mt. Pleasant High School provides interventions and supports to all our students through our partnerships with the ASSETs, New Hope for Youth, and the City Peace Project.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	286
Grade 10	305
Grade 11	321
Grade 12	297
Total Enrollment	1,209

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.4%
Asian	14.1%
Black or African American	2.4%
Filipino	3.6%
Hispanic or Latino	74.8%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	0.9%
White	2.9%
English Learners	26.1%
Foster Youth	0.2%
Homeless	6.1%
Migrant	1.2%
Socioeconomically Disadvantaged	58.6%
Students with Disabilities	16%

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.60	81.06	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	5.10	16.8	1.9	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.80	8.17	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.77	17.8	1.9	12115.80	4.41
Unknown	2.80	4.90	0	0	18854.30	6.86
Total Teaching Positions	58.70	100.00	959.6	100	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.00	74.68	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	5.40	8.95	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	7.09	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.39	21.1	2.2	11953.10	4.28
Unknown	4.70	7.86	0	0	15831.90	5.67
Total Teaching Positions	60.30	100.00	969.1	100	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.9	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.7	0.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 AP Precalculus – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physical Science Essentials - CK-12 eTextbook Living Earth Essentials - CK-12 eTextbook AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015	Yes	0%
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012	Yes	0%

	Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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

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

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

Age of School Buildings
Although the main school campus was constructed in 1964, all existing classrooms have been renovated and modernized in the last 10 years.

Modernization Projects
Measure E funds and state matching funds have been used to renovate existing facilities. During the 2011-2012 school year, the modernization projects for our classroom buildings began with the 800 building and in February of 2012, the 800 building was completed. In addition, over the summer of 2012, the 600 and 700 buildings, 6 new classrooms, and a new multipurpose building were completed. During the 2012-2013 school year, the gym, 200/300 building, and the stadium field were completed. During the 2016-2017 school year, the renovation of our state-of-the-art pool was completed. The library and quad remodeling project was completed in Fall of 2018. Our campus' back gate and fencing were updated in 2021.

The next area that will be renovated will be the kitchen and cafeteria. Measure Z, the last bond measure, will provide the funds. This project was reaffirmed by School Site Council in 2021 and is awaiting final state approval to start work.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		Several damaged ceiling tiles throughout the space but overall in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials		X	Found several fire extinguishers which were blocked in classrooms. Site notified of conditions and corrected.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	56	62	61	47	46
Mathematics (grades 3-8 and 11)	21	14	37	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	274	87.82	12.18	56.20
Female	160	142	88.75	11.25	60.56
Male	152	132	86.84	13.16	51.52
American Indian or Alaska Native	--	--	--	--	--
Asian	49	47	95.92	4.08	70.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	231	201	87.01	12.99	54.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	62	49	79.03	20.97	6.12
Foster Youth	0	0	0	0	0
Homeless	19	11	57.89	42.11	54.55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	182	85.85	14.15	52.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	32	69.57	30.43	21.88

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	274	87.82	12.18	14.29
Female	160	144	90.00	10.00	12.50
Male	152	130	85.53	14.47	16.28
American Indian or Alaska Native	--	--	--	--	--
Asian	49	45	91.84	8.16	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	231	202	87.45	12.55	9.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	62	49	79.03	20.97	0.00
Foster Youth	0	0	0	0	0
Homeless	19	11	57.89	42.11	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	184	86.79	13.21	12.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	31	67.39	32.61	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.32	22.65	37.48	37.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	612	543	88.73	11.27	22.65
Female	296	268	90.54	9.46	23.51
Male	316	275	87.03	12.97	21.82
American Indian or Alaska Native	--	--	--	--	--
Asian	98	93	94.90	5.10	43.01
Black or African American	13	11	84.62	15.38	9.09
Filipino	24	24	100.00	0.00	41.67
Hispanic or Latino	448	393	87.72	12.28	17.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	14	82.35	17.65	28.57
English Learners	136	109	80.15	19.85	0.00
Foster Youth	--	--	--	--	--
Homeless	62	49	79.03	20.97	6.12
Military	--	--	--	--	--
Socioeconomically Disadvantaged	433	380	87.76	12.24	18.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	95	69	72.63	27.37	1.45

2022-23 Career Technical Education Programs

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

Animation Magnet Program
- Animation 1
- Animation 2
- Animation 3
- Animation 4

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

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

Silicon Valley Career Technical Education (SVCTE)
- Variety of morning and afternoon courses that prepare high school students for future careers and the workforce.

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	450
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	74
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.77
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	39.87

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	81.9	87.5	86.4	83.3	86.1

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

Mt. Pleasant High School provides a variety of opportunities for interested parents to become involved in the school. Mt. Pleasant has an active School Site Council and ELAC (English Language Learners Advisory Committee) parent group. We also offer regular Coffees with the principal for parents to interact directly with the principal. These coffees are offered in three languages.

To help support parents and to ensure that all parents receive the information they need to help their children with postsecondary decisions, Mt. Pleasant hosts parent workshops that focus on a variety of topics from understanding standards to A-G requirements. In addition, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status. Our Parent and Community Involvement Specialist works closely with our parents to ensure they are connected with the school. In addition, the principal holds meetings with the parents to address their immediate concerns and questions.

If you are interested in participating in any of these programs or would like more information please call our Community Involvement Specialist, at (408) 937-2889.

2023-24 Opportunities for Parental Involvement

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10	3.7	8.9	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	78.3	91.7	85.7	89.2	90.6	87.0	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	293	251	85.7
Female	127	111	87.4
Male	166	140	84.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	46	41	89.1
Black or African American	--	--	--
Filipino	13	12	92.3
Hispanic or Latino	212	181	85.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	9	81.8
English Learners	86	61	70.9
Foster Youth	--	--	--
Homeless	54	40	74.1
Socioeconomically Disadvantaged	247	211	85.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	41	78.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1322	1284	344	26.8
Female	621	605	163	26.9
Male	701	679	181	26.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	6	3	50.0
Asian	177	177	12	6.8
Black or African American	31	30	12	40.0
Filipino	50	50	5	10.0
Hispanic or Latino	1000	965	291	30.2
Native Hawaiian or Pacific Islander	8	8	4	50.0
Two or More Races	12	12	4	33.3
White	37	36	13	36.1
English Learners	372	355	112	31.5
Foster Youth	6	5	1	20.0
Homeless	140	137	54	39.4
Socioeconomically Disadvantaged	916	887	257	29.0
Students Receiving Migrant Education Services	15	15	6	40.0
Students with Disabilities	220	208	99	47.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.07	8.97	5.30	0.00	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.00	0.08	0.00	0.1	0.1	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.3	0.08
Female	3.86	0
Male	6.56	0.14
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.13	0
Black or African American	9.68	0
Filipino	0	0
Hispanic or Latino	6.2	0.1
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.41	0
English Learners	7.26	0.27
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	5.9	0.11
Students Receiving Migrant Education Services	6.67	0
Students with Disabilities	10	0

2023-24 School Safety Plan

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

Exposure control for bloodborne pathogens
Safety Drills and procedures
Emergency communications
Child abuse reporting
Hate motivated crimes
Medical emergencies
Anonymous Tip Reporting

School Site Council also serves as our School Safety Committee and provides input and approves the yearly Safety Plan. This plan contains the yearly safety goals as determined by the students, staff, and parents. Our Safety Plan is reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The 2023-2024 Safety Plan was revised and approved by our School Site Council on April 4th, 2023. The four main goals are 1) Ensure facilities are safe and clean, where our students can learn and thrive, 2) Decrease the suspension rate to improve

2023-24 School Safety Plan

safety and continue providing students and staff with a welcoming, supportive, and caring environment, 3) Improve student attendance rates, specifically students identified as Chronically Absent and/or Truant, and 4) Train administration, staff and students in emergency preparedness, safety, and crisis management procedures on campus, in the classroom, and outside of the campus.

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	37	4
Mathematics	26	13	24	6
Science	26	10	22	5
Social Science	25	12	27	6

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	302.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,131	$3,825	$10,305	$108,690
District	N/A	N/A	$9,513	$105,255
Percent Difference - School Site and District	N/A	N/A	8.0	7.6
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	43.9	14.4

Fiscal Year 2022-23 Types of Services Funded

Mt. Pleasant High School receives Title 1 funds to provide additional support services to our students. School Site Council reviews our educational program and determines the types of services necessary to address the needs of our English Learners, Foster, and Socio-economically disadvantaged students. For the 2022-2023 school year, these funds were used to provide the following services:
Staff development for teachers
Expose our students to post-secondary options in person and online.
Continue the implementation of Multi-Tiered Systems of Support (MTSS)
Provide our students with opportunities to participate in enrichment activities.
Offer summer recovery courses for credit recovery and provide SEL support
Provide after-school tutoring to students failing or struggling with course material
Offer Cyber High Academy recovery during vacations as a means for students to recover credits
Provide group tutoring and support for students to improve academic performance in AP classes.
Provide case management services to our English Learners.
Providing lessons demonstrating appropriate student behaviors and PRIDE values
Provide case management and intervention supports to at-risk students through CBOs
Weekly care meetings to include the identification of students at risk of truancy, not just students who have demonstrated inappropriate behaviors.
Restructure our Instructional Support Team (IST)
Structure ARC process to provide individualized support to students with Chronic absences and link students and their families to the appropriate services

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,471	$57,234
Mid-Range Teacher Salary	$101,894	$95,467
Highest Teacher Salary	$130,638	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$153,476
Average Principal Salary (High)	$171,239	$173,198
Superintendent Salary	$280,339	$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.5

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

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	4
Mathematics	5
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

Professional development opportunities for staff members are linked to the State's standards, district goals, and the School's core values, and occur during the school year and summer break. Our school has a comprehensive plan for professional development that is data-driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of various professional development opportunities provided by our District's Instructional Division. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. New teachers are supported by

Professional Development

our district's Instructional Coaches.

The school has created and successfully implemented a collaboration model for professional development by incorporating a 70-minute collaboration period on Wednesdays and two additional periods twice a week. This collaboration period is used for school-wide and departmental meetings so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. Our main goal as a school is to create an equitable community in alignment with our school and district mission and vision. In addition, to meet the major student learner needs identified as areas of growth in our self-study cycle, we will focus on meeting students where they are by providing systematic feedback about students' strengths and areas of growth, both academically and socio-emotionally.   The school has a unified focus for the year and Departments tailor their goals and interventions with this common focus.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	39	44	