Mt. Pleasant High School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

East Side Union High School District
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Educational Services

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School Description
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 55-minute periods four days per week and a shortened day with 44 minute periods to allow for a teacher/staff collaboration of 75 minutes on Mondays. This collaboration time allows the staff to address the goals listed in our School Plan for Student Achievement which are 1)increasing the percentage of students ready for college and career, 2) increasing the percentage of students who graduate high school, 3) decreasing the percentage of truant/absent students, 4) decreasing the percentage of yearly suspensions, and 5) improvement the academic success of our English Learner population. We are very proud of the work done in our subject area departments to incorporate the Common Core Standards' instructional shifts in English, Math and Literacy into all subject areas.

In addition, our school is in its second year of implementation of Multi-Tiered Systems of Supports for our students. During the 2019-2020 school year, Tier 1 and Tier 2 teams will be facilitating conversations around interventions and supports we can provide during the school day.

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 Goodwill ASSETs and Americorps City Year.

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 2018-2019 school year these funds were used to provide the following services:
- Staff development from teachers to support the academic needs of these specific populations.
- Opportunities for expanded collaboration to improve teacher practice.
- Socio-emotional support services during and after the school day.
- Implementation of Tier 1 Multi-Tiered Systems of Support
- Gang intervention services during and after the school day.
- Opportunities to recover credits after school and in the summer.
- Enrichment activities such as college visits and trips to museums and plays.
- Credit recovery classes after school and during non-school days.
- Enrichment and credit recovery summer classes
- Summer 9th grade Bridge program for students at risk

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).

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.

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 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	317
Grade 10	321
Grade 11	326
Grade 12	307
Total Enrollment	1,271

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	17.5
Filipino	7.2
Hispanic or Latino	67.7
Native Hawaiian or Pacific Islander	1.2
White	3.1
Two or More Races	0.9
Socioeconomically Disadvantaged	73.5
English Learners	22
Students with Disabilities	16.5
Foster Youth	0.4
Homeless	1.8

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

Teacher Credentials for Mt. Pleasant High	17-18	18-19	19-20
With Full Credential	60	57.70	52.90
Without Full Credential	5	4	3.4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	17-18	18-19	19-20
With Full Credential	♦	♦	942.3
Without Full Credential	♦	♦	34.8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mt. Pleasant High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

*	Note: "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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	36	34	35

Professional development opportunities for staff members are 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 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 our district's Instructional Coaches.

The school has created and successfully implemented a collaboration model for professional development by incorporating a 75 minutes collaboration period on Mondays. 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. The focus of schoolwide collaborations for the 2017-2018 was changes in policies related to school safety and discipline. The focus for the 2018-2019 school year was providing teachers and staff with strategies to build relationships with students and create a positive school culture. For the 2019-2020 school year, the focus will be the alignment of school practices in order to create equitable communities across our school and district, the creation of Tier 1 interventions and supports and the WASC Self-Study tasks and report.

Since Monday's collaboration periods may not provide enough time to engage in deep and thoughtful work, the departments are offered the opportunity to participate in full or partial pull-out days to ensure the participation of every staff member as well as extended time to engage the work at hand.

Our site's 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "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 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Mathematical Reasoning with Connections - MRWC materials **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	A Hands on Introduction to Forensic science 2014 NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (pilot) AP Physics 1 and 2- Physics AP- Wiley 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 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 - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science Laboratory Equipment	Science labs are adequately equipped	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

Note: Cells with N/A values do not require data.

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 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 and in the summer of 2017 we began the remodeling of our library and four quads. This project was completed Fall 2018.

The last area that will be renovated will be the kitchen and cafeteria. Measure Z, the last bond measure, will provide the funds. Planning will start in 2021.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Noticed two small holes in drywall in theatre costume room, Carpentry Shop is working on repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Opened electrical box noted, Electricians replacing cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	58	59	59	50	50
Math	30	26	38	39	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.1	27.0	28.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	302	94.08	57.62
Male	155	148	95.48	54.05
Female	166	154	92.77	61.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.00	64.71
Filipino	23	23	100.00	73.91
Hispanic or Latino	220	204	92.73	53.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	228	93.83	54.39
English Learners	90	87	96.67	22.99
Students with Disabilities	54	43	79.63	20.93
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	299	93.15	26.09
Male	155	146	94.19	28.08
Female	166	153	92.17	24.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.00	43.14
Filipino	23	23	100.00	52.17
Hispanic or Latino	220	201	91.36	18.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	223	91.77	21.52
English Learners	90	85	94.44	12.94
Students with Disabilities	54	42	77.78	9.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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, 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. 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 to parents in their own 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 a variety of morning and afternoon workshops to increase parent engagement in the school.

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 which 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 3 monthly coffees with the community to address their immediate concerns and questions. Each coffee session is in a specific language: English, Spanish or Vietnamese.

If you are interested in participating in any of these programs or would like more information please call Ms. Andrea Gonzalez, Parent and Community Involvement Specialist, at (408) 937-2889 or contact her at gonzaleza@esuhsd.org

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.

School Safety Plan
Our school has comprehensive Emergency and Crisis Response Protocols that outline tthe 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 blood borne pathogens
- Safety Drills and procedures
- Emergency communications
- Child abuse reporting
- Hate motivated crimes
- Medical emergencies
- Hostage situations

School Site Council also serves as our School Safety Committee and helps write and approve 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 2019-2020 Safety Plan was revised and approved by our School Site Council on March 5, 2019. The three main goals 1) Establish and sustain a healthy school culture to keep students engaged in their learning environment, 2) Create a school wide emergency preparedness plan, and 3) Improve students' ability to communicate effectively to peacefully resolve conflicts and come up with resolutions that do not include physical aggression.

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 with certificated and classified staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.9	5.5	2.9
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	3.4
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	317.8

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	2.9

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	21	43	1	23	25	39	1	25	16	39	3
Mathematics	22	11	9	2	25	15	34	3	25	15	30	5
Science	27	9	25	10	26	13	20	10	27	12	17	12
Social Science	25	15	26	9	24	15	26	5	24	14	25	5

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,349	$52,466
Mid-Range Teacher Salary	$90,881	$87,373
Highest Teacher Salary	$112,154	$109,803
Average Principal Salary (ES)	$0	$
Average Principal Salary (MS)	$0	$142,025
Average Principal Salary (HS)	$146,855	$153,904
Superintendent Salary	$286,275	$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	3%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,719	$1,879	$8,840	$94,450
District	N/A	N/A	$7,444	$90,756
State	N/A	N/A	$7,506.64	$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	17.1	4.0
School Site/ State	22.6	14.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Mt. Pleasant High School	2015-16	2016-17	2017-18
Dropout Rate	9.8	11.2	9.9
Graduation Rate	85.5	84.1	85.6

Rate for East Side Union High School	2015-16	2016-17	2017-18
Dropout Rate	10	20.5	17.8
Graduation Rate	85	71.5	75.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	274
% of pupils completing a CTE program and earning a high school diploma	5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.28
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.73

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science		N/A
All courses	16	23.7

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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
- 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 workforce.

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