Mt. Pleasant High School

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

East Side Union High School District
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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 teacher and 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) Improving 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 third year of implementation of Multi-Tiered Systems of Supports (MTSS) for our students. During the 2020-2021 school year, Tier 1 teams will be facilitating conversations around interventions and supports that we can provide our students in our Distance Learning environment.

We are one of eleven comprehensive high schools in the East Side Union High School District, with an enrollment of over 1,300 students. 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.

Due to the Covid-19 pandemic, our schedule has shifted to the district-wide block schedule where each class meets twice a week, and Wednesdays are used for staff collaboration, staff professional development, and student advisory/tutorial. All classes are conducted via Distance Learning online.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	296
Grade 10	333
Grade 11	310
Grade 12	326
Total Enrollment	1,265

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.6
Asian	16.3
Filipino	6.6
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0.9
White	3.1
Two or More Races	0.8
Socioeconomically Disadvantaged	74.8
English Learners	21.9
Students with Disabilities	15.4
Foster Youth	0.3
Homeless	3.2

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	18-19	19-20	20-21
With Full Credential	57.70	52.90	51.40
Without Full Credential	4	3.4	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	18-19	19-20	20-21
With Full Credential	♦	♦	912.1
Without Full Credential	♦	♦	32.1
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

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	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot) NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (through Dec 2020), CK-12 eTextbook (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (through Dec 2020), CK-12 eTextbook (pilot) AP Physics 1 - Cutnell and Johnson , Wiley 2012 A Hands on Introduction to Forensic Science 2014 Living Earth Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot) Physical Science Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot) **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%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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%
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)

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: Sept. 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles stained in one building from old roof leaks, site replacing, not signs of current leaks.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Floors dirty & sticky in two buildings, site to review procedures with custodians.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Extension cord used as permanent power, site relocated equipment. Hand dryer found not working & replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Locker room exit sign hanging down, electrician repairing. Fire extinguisher missing from cabinet, site reviewing extinguisher plan and confirming all extinguishers are in place.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	58	N/A	59	N/A	50	N/A
Math	26	N/A	39	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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.

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 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 (School Year 2020-2021)
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 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 2020-2021 Safety Plan was revised approved by our School Site Council on March 2, 2021. 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	2.9	3.6	3.4	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.1	3	2.5
Expulsions	0	0.04	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	316.3

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.9

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	25	39	1	25	16	39	3	27	14	34	7
Mathematics	25	15	34	3	25	15	30	5	28	11	21	14
Science	26	13	20	10	27	12	17	12	28	8	15	16
Social Science	24	15	26	5	24	14	25	5	26	11	12	16

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	34	35	31

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 for the 2018-2019 school year was providing teachers and staff with strategies to build relationships with students and create a positive school culture. The focus for the 2019-2020 school year was 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. The focus for the 2020-2021 school year is on providing staff with tools to increase their abilities to deliver quality instruction and increase engagement in our Distance Learning environment. Due to the Covid-19 pandemic, our primary means of professional development is provided by the district on Wednesday's during collaboration via Distance Learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$58,291	$52,670
Mid-Range Teacher Salary	$95,712	$89,660
Highest Teacher Salary	$118,115	$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		$142,638
Average Principal Salary (HS)	$149,107	$158,074
Superintendent Salary	$292,671	$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	32.0
Administrative Salaries	3.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,693	$2,327	$9,366	$102,398.04
District	N/A	N/A	$8,318	$94,375
State	N/A	N/A	$7,750	$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.9	8.2
School Site/ State	18.9	12.6

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

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 2019-2020 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.
- Continuation 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

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Mt. Pleasant High School	2016-17	2017-18	2018-19
Dropout Rate	11.2	9.9	4.8
Graduation Rate	84.1	85.6	91.2

Rate for East Side Union High School	2016-17	2017-18	2018-19
Dropout Rate	20.5	17.8	15.6
Graduation Rate	71.5	75.7	77.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	453
% of pupils completing a CTE program and earning a high school diploma	80
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	97.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	47.29

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	1	N/A
All courses	17	22

*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.

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.