School Accountability Report Card
School Year 2000-2001

School Information		District Information	
School Name	Mt. Pleasant High	**District Name**	East Side Union High
Principal	Art Darin	**Superintendent**	Joe Coto
Street	1750 S. White Road	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-4760	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408.937.2800	**Phone Number**	408.347.5000
FAX Number	408.937.2815	**FAX Number**	408.347.5045
Web Site	http://mpnet.esuhsd.org	**Web Site**	http://www.esuhsd.org
Email Address	darina@esuhsd.org	**Email Address**	Lorraine Guerin
Enrollment	2231	**SARC Contact**	guerin@esuhsd.org
Grades Served	9 - 12	**CDS Code**	43-69427-4334900

School Description, Mission Statement and Expected Schoolwide Learning Results

School Description
Mt. Pleasant High School prides itself on being a community of staff, students, and parents who collaborate to ensure success for all students. Working together, they produce graduates who have a sense of responsibility for themselves and their society.
Mt. Pleasant is involved in restructuring efforts; the administration has created and implemented a creative and innovative system known as Learning Communities. These four Learning Communities allow for teachers and counselors in each department to focus on a small group of students representing MPHS's entire student population. With these Learning Communities, the staff is constantly collaborating on how to better meet the needs of all students.

Mission
The mission of Mt. Pleasant High School is to prepare each student for a productive life in a safe, disciplined, and positive educational environment
Expected Schoolwide Learning Results
- Academic Excellence
- Building Community
- Critical Thinking

Opportunities for Parental Involvement

Mt. Pleasant promotes parent involvement. They encourage parents to sign up to the on-line parent connect service to monitor student attendance and grades on a regular basis. They schedule parents sessions at the school and in the community. Parents participate on School Site council and the Athletic Boosters Club is always recruiting for new parents.

I. Demographic Information

Student Enrollment
The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	114	5.1	Hispanic or Latino	956	42.9
American Indian or Alaska Native	10	0.4	Pacific Islander	18	0.8
Asian-American	491	22.0	White (Not Hispanic)	304	13.6
Filipino-American	338	15.2	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	April 9, 2002	Date Last Reviewed with Staff	Opening meeting in September

A safe campus continues to be an ongoing goal of staff, students and parents. The Mt. Pleasant High School Safety Committee continues its efforts to implement the School Safety Plan. This plan addresses all aspects of safety from violence prevention to earthquake preparedness. It has helped set direction for the school. Mt. Pleasant High School provides an environment in which the students can learn to the best of their abilities. Those students exhibiting unacceptable behavior are dealt with through parental conferences, detention, suspension and possible expulsion. The school continues to make every effort to provide a safe and enriching environment in which all students and staff will feel comfortable and secure so productive learning may occur. The school's Safety Plan is available on the school web site www.mpnet.esuhsd.org.

School Programs and Practices that Promote a Positive Learning Environment

Mt. Pleasant High School's discipline policies are in concert with the East Side Union High School District's policies pertaining to student behavior, a copy of which is mailed to every home in the Mt. Pleasant High School attendance area at the beginning of each school year. These policies are regularly reviewed and amended. Students are oriented to the policies at the beginning of each school year. We encourage parent and student conferences in an attempt to correct student misbehavior and employ before school and after school detention, in-school suspension and out of school suspension as deterrents to continued misbehavior. In addition, Mt. Pleasant has reinstated a 'No Fight Rule' which represents a zero tolerance for fighting by our students. Discipline charts were created and posted in every classroom to ensure that all students have the same information. A dress code was also developed with input from staff, students and parents.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	1999	**2000**	**2001**	**1999**	**2000**	**2001**
Suspensions (number)		176	141	2862	2549	2101
Suspensions (rate)	10%	8%	6%	11%	10%	9%
Expulsions (number)	0	0	2	22	74	31
Expulsions (rate)	0%	0%	0.1%	0.1%	0.3%	0.1%

School Facilities

Mt. Pleasant High School opened 36 years ago. Since our opening in 1965, the necessity to add classrooms, offices and special facilities to accommodate curricular changes and innovations and house special programs has placed tremendous pressure upon the available space. Twenty-three portable classrooms have been opened adjacent to Martin Avenue with an additional eight coming in the spring of 2000. Given the fact that the school is over 36 years old, our custodial and gardening staff along with the district maintenance have done an outstanding job of keeping our campus and classrooms clean, neat and attractive.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	---	---	27	---	---	27	---	---	28
10	---	---	25	---	---	27	---	---	31
11	---	---	30	---	---	24	---	---	29

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	23	31	3	32	23	28	0
10	21	29	5	29	18	26	0
11	28	31	2	34	21	32	0

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	32	29	36	32	30	32	34	35	35
10	33	31	30	30	26	28	33	34	34
11	25	31	38	29	29	29	35	36	37

Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	61	56	58	54	57	56	48	51	51
10	61	51	48	55	46	47	44	46	45
11	50	45	56	52	48	47	45	47	46

Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Subgroups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	34	37	7	41	24	37	
10	26	34	3	35	22	31	
11	36	41	0	42	28	41	

Stanford 9 Subgroups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	55	60	31	62	53	58	
10	47	50	23	53	50	48	
11	60	52	45	57	57	56	

Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Racial/Ethnic Groups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	33		52	46	19		63	
10	27		40	37	17		42	
11	25		41	38	30		49	

Stanford 9 Racial/Ethnic Groups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	58		81	76	40		67	
10	26		68	64	33		49	
11	25		72	65	42		53	

Local Assessment
All incoming 9th graders are given reading and language tests in the fall and spring using the Northwest Evaluation Level Assessment. The average scores of all students for fall and spring are listed below.

Reading		
Fall	Spring	Growth
219	224	5

Language		
Fall	Spring	Growth
220	225	5

California Fitness Test
Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	13.1	13.6	14.6	18.2	14.7	22.8	23.0	20.6	25.4

SAT I
The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Grade 12 Enrollment	487	506	471	5,199	5,632	5,693	334,852	347,813	357,789
Percentage of Grade 12 Enrollment Taking Test	38.80	40.32	48.20	38.50	37.73	39.91	36.50	36.45	36.63
Average Verbal Score	456	448	460	459	459	462	492	492	492
Average Math Score	478	482	479	494	502	500	513	517	516

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.
Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.
Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.
Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.
Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).
Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at http://api.cde.ca.gov/ or by speaking with the school principal

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	98	96	99	Percentage Tested	96	98	---
Base API Score	621	626	648	Growth API Score	612	649	656
Growth Target	9	9	8	Actual Growth	-9	23	---
Statewide Rank	6	5	6	Eligible for Awards	No	Yes	---
Similar Schools Rank	6	5	6	Eligible for II/USP			---

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Asian-American				Asian-American			
Base API Score	723	715	729	Growth API Score	705	732	735
Growth Target	7	7	6	Actual Growth	-18	17	---
Filipino-American				Filipino-American			
Base API Score	674	687	711	Growth API Score	671	715	717
Growth Target	7	7	6	Actual Growth	-3	28	---
Hispanic or Latino				Hispanic or Latino			
Base API Score	539	533	562	Growth API Score	509	560	568
Growth Target	7	7	6	Actual Growth	-30	27	---
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	680	689	700	Growth API Score	680	704	706
Growth Target	7	7	6	Actual Growth	0	15	---

Data is not available by subgroup for the following ethnic groups because of the small number of students at this school: African-American, American Indian or Alaska Native and Pacific Islander data is not reported.

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	539	541	595	Growth API Score	519	594	601
Growth Target	7	7	6	Actual Growth	-20	53	---

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation Rate
Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9-12)	2,117	2,113	2,203	23,802	24,259	24,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	18	15	17	1,375	1,098	840	47,306	46,470	47,282
Dropout Rate	0.9	0.7	0.8	5.8	4.5	3.4	2.9	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution
Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.
It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.
The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.
Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
English	30.8	19	54	7	28.5	40	42	12	24.2	43	46	4
Mathematics	27.5	9	49	7	26.9	24	35	9	26.3	26	41	7
Science	27.0	11	36	12	28.1	7	40	10	28.8	4	48	8
Social Science	30.2	6	26	23	31.5	9	20	28	30.8	3	43	12

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	1999	2000	2001
Total Number of Teachers	98	103	105
Full Credential (fully credentialed and teaching in subject area)	90	87	92
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	10	20	15
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	1

Teacher Evaluations

Under contract with our bargaining units all staff are evaluated on a regular basis. Classified staff are evaluated annually and certificated staff are evaluated according to their current hiring status (temporary, probationary and tenured). During the school year 1999-2000, 75 credentialed teachers were evaluated. Administrators are also scheduled for evaluation annually. The principal evaluates his associate principals and the superintendent evaluates the principal. Professional development occurs in many ways. From local staff development programs, to enrollment in local colleges, to attendance at conferences and educational seminars, to membership in professional organizations our teachers continue to grow professionally. It is the philosophy of the school to encourage all staff to continue professional growth throughout their careers.

Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

Counselors and Other Support Staff
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	**2.60**
Librarian	**1.00**
Psychologist	**1.00**
Social Worker*	**2.00**
Nurse**	**0.50**
Speech/Language/Hearing Specialist	**0.40**
Resource Specialist (non-teaching)	**0.40**
Other	**3.00**

*Social worker is available through the Cardinal Success Center.

**Two school nurses serve the entire District.

Academic Counselors
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
2.60	876 to 1

VII. Curriculum and Instruction

School Instruction and Leadership

Mt. Pleasant High School has continued its reputation for a high quality educational program for its students. But with the changing demographics of our population and the changing requirements for the workplace and our society, we have also realized that we must look carefully at our academic programs. It is important that we make every attempt to insure that ALL students have an opportunity for success. To this end we have implemented four Tech Prep programs that integrate vocational and academic classes and prepare the students for the world of work or college. Our programs are in Manufacturing Technology (our MIT Magnet), Political Science Academy, JROTC and Animation. In the fall of 1996, Mt. Pleasant opened an Animation Studio Magnet, developed in cooperation with Walt Disney Animation Studio, Silicon Graphics, Adobe Systems, ESUHSD Adult Education Program and the City of San Jose. This is the only high school program of its kind in Northern California and will prepare students for a vital growing industry of today. Along with these efforts, we have established integrated curricular programs combining English and social studies on the 9th, 10th, and 11th grade levels. We also received a Hewlett-Packard Grant for the integration of the mathematics and science programs at the 9th grade level. We instituted a Marine Junior ROTC program in the Fall of 1994 and served over 100 students in this activity. The Mt. Pleasant AVID program has been a National Certified Demonstration School site for the past three years. Every year the AVID program graduates 100% of the seniors enrolled in AVID and 100% of these students attend college. The AVID program has been in place at Mt. Pleasant for the past 9 years, contributing in the efforts of placing more students in AP and honor courses. All these efforts are an attempt to provide academic achievement and successful experiences for all students. We recently added a Puente program for "Freshmen and Sophmores to support their success to get into a 4-year college.

Professional Development

The school has extended a restructuring phase with the creation of performance standards.

The performance standards allows teachers to discuss instructional methodologies to strengthen curriculum. Teachers work in collaborative groups and are committed to complete the performance standards for their course and provide student work to evaluate. Additional training has been offered in the following areas: CLAD training, technology, literacy across the curriculum, AP training, AP calculus, Baldrige training, SASI training, English literature and AP biology.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between $40.00 and $60.00. Students who take five required courses may have as many as 5 texts with a total value of $300.00 plus.
Currently there are approximately 230 computers on the campus that are directly related to the instructional program. These computers are used primarily in the English, ELD, Business, Mathematics, Art (Animation), Industrial Ed and Safety Ed departments. An IBM computer lab is available to students and staff and through Carl Perkins and ELD funds, all labs have been enhanced. Recent purchases of updated machines have increased the quality of the instructional technology on the campus, but the school is continuing to investigate methods to increase this technology at a faster rate.

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

Instructional Minutes (School Year 2000-2001)
The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
9 - 12	68,756	64,800

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts	0	0
Computer Science	0	0
English	1	26
Foreign Language	5	141
Mathematics	5	144
Science	0	0
Social Science	0	0

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
12933	8719	67.42

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
417	162	38.85

College Admission Test Preparation Course Program

Mt. Pleasant offered a SAT preparation class for students. Two hundred and five students participated in the course. The number of students taking the SAT were 476.

Degree to Which Students are Prepared to Enter Workforce

Mt. Pleasant has implemented four Tech Prep programs that integrate vocational and academic classes and prepare the students for the world of work or college. Our programs are in Manufacturing Technology, Political Science Academy, JROTC and Animation. The Mt. Pleasant Animation Studio Magnet was developed in 1996 with the cooperation with Walt Disney Animation Studio, Silicon Graphics, Adobe Systems, East Side Union High School District Adult Education Program and the City of San Jose. This is the only high school program of its kind in Northern California and it prepares students for a vital growing industry.

The Manufacturing Industrial Program allows students to combine their academic skills with an infusion of technology. Students explore the theory, application, availability and growth of modern technology in an applications approach to learn. They are introduced to and work with state-of-the-art equipment with support from industry partners. Successful students are prepared for immediate entry into the workforce and/or entrance into college or university education.

The Political Science Academy is a program dedicated to the study of society and the institutions that govern society. Students learn the workings of government on the local, national and international level through hands-on projects and simulations, field trips and visits from elected officials.

The Marine junior ROTC cadets learn leadership self-discipline, and community involvement skills. Basic training, field trips and competitions are offered to interested students. The program helps students to be better citizens and develop their leadership skills.

The Automotive/Transportation Tech Prep Program explores the field of transportation with a specific focus on automotive. Students gain the knowledge and skills necessary to pursue college, trade school or employment. Students also participate in mentoring and work experience programs.

ROP/Merchandising and Manufacturing Programs offer students work experience activities, high school nits toward graduation and valuable skills. Courses are offered through both Business and Industrial Education Departments.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)
Average Salary uses the statewide data category used for comparison by type and size of district (only data available from the State at this time is 1999-2000 Salary data)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	**$35,000**	**$32,642**
Mid-Range Teacher Salary	**$55,387**	**$52,535**
Highest Teacher Salary	**$68,349**	**$63,470**
Average Principal Salary	**$86,580**	**$91,297**
Superintendent Salary	**$140,019**	**$125,774**
Percentage of Budget for Teacher Salaries	41.5	39.1
Percentage of Budget for Administrative Salaries	4.5	5.0

Expenditures (Fiscal Year 1999-2000)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	**Dollars per Student (ADA)**	**Dollars per Student (ADA)**	**Dollars per Student (ADA)**
$150,357,626	**$6,204**	**$5,843**	**$5,705**

Types of Services Funded

In 2000-2001, the East Side Union High School District received $189 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended $8,069 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Mt. Pleasant received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:
- English Language Learners
- Gifted and Talented Education
- Learning Handicapped
- Speech Therapy
- Adaptive Physical Education
- Animation Studio Magnet
- Emergency Immigrant Education Assistance
- Evergreen Valley College Courses
- Manufacturing Industrial Technology - Magnet Program
- Project - Santa Clara University
- Vocational Educationally Handicapped
- ROP - Merchandising/Manufacturing
- Cardinal Success Center (CSC) - a Student Assistant Program
- Work Experience (WEEP)

- Central County Occupational Center
- East Side Union HSD Adult Education Program
- Unfinished Journey - San Jose State University
- Marine Junior ROTC
- AVID
- School-wide tutoring program
- San Jose State University Partnerships
- Santa Clara University Partnerships
- Adobe
- Cisco