



Mt. Pleasant High School

1750 South White Rd. • San Jose, CA, 95127 • 408.937.2800 • Grades 9-12

Teresa Marquez, Principal

marquezt@esuhsd.org

2011-12 School Accountability Report Card Published During the 2012-13 School Year

East Side Union High School District

830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.937.2800.

School Description

Mt. Pleasant High School is one of eleven comprehensive high schools, four "small but necessary" schools, and one continuation high school in the East Side Union High School District. It is located in San Jose, California, in the heart of Silicon Valley.

Mt. Pleasant operates on a two-semester system with a school day of seven 50-minute periods. In addition, the staff voted to establish a 30 minute morning tutorial program. During this 30 minute period, all teachers are required to be in their classrooms and to be available to students. Participation in this tutorial program is voluntary for all students, who have the option to use this time to seek extra help from teachers, work on group projects, make up assignments or tests and / or prepare for exams.

Mt. Pleasant High School shares the vision of the East Side Union High School District, to ensure "academic, personal and social success for each and every student."

Opportunities for Parental Involvement

Mt. Pleasant values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Mt. Pleasant maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website. In addition, to ensure that updated school information reaches all members of our school community, Mt. Pleasant utilizes, Teleparent (our web based phone calling system), 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

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. Parents may also join the Mt. Pleasant Athletic Boosters to support the school's extracurricular activities.

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 monthly parent workshops focusing 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.

If you are interested in participating in any of these programs or would like more information please call the Mt. Pleasant main number (408) 937-2800 and leave a message for the program coordinator who will contact you as soon as possible.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	397
Gr. 10	420
Gr. 11	382
Gr. 12	402
Total	1,601

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	11.1
Filipino	9.4
Hispanic or Latino	71
Native Hawaiian/Pacific Islander	0.9
White	4.5
Two or More Races	0
Socioeconomically Disadvantaged	67.5
English Learners	46.3
Students with Disabilities	13.7

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
English	27.3	26.5	24.1	8	22	29	50	27	35	6	23	10
Math	26.6	26.7	26.9	17	19	16	28	15	22	16	24	20
Science	27.6	29.6	29.8	11	9	7	0	16	14	14	25	27
SS	29.8	27	29.4	6	12	6	21	18	14	17	20	23

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	19.84	15.15	12.02
Expulsions Rate	0.16	0.12	0
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Mt. Pleasant has a very detailed, comprehensive Safety Plan that outlines protocol to be used, systems that must be in place, and procedures that must be followed in the event of an emergency. This Safety Plan is a general guideline to assist school administrators, Emergency Services (first responders), and others in the event of an incident at Mt. Pleasant High School. These procedures cover everything from an intruder on campus to a natural disaster. This Safety Plan has been designed 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
- Hate motivated crimes
- School community alerts on sexual predators
- Safety Multi-Disciplinary Team / Crisis Response Team / After Care
- Suicide on campus
- Arrest of student

This plan also contains the yearly safety goals as determined by the students, staff, and parents.

The Safety Plan was written by the School Site Council whose role is to be the School Safety Committee After the Mt. Pleasant School Safety Committee writes the yearly plan; it 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 Safety Plan and drill procedures are reviewed during the year with all staff. Throughout the school year, safety alerts are shared with all staff as needed. In addition, all required drills are scheduled and completed, and the results are communicated with certificated and classified staff. The 2011-2012 Mt. Pleasant High School Site Safety Plan outlines comprehensive, enforceable, and consistent policies on student behavior, attendance, dress code, etc. It also delineates protocol for partnerships with community agencies, including City of San Jose, San Jose Police Department, and other agencies and groups that offer support school services and programs.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

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 Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, portable buildings have been added to accommodate an increased student population and diverse program needs. In addition, all existing classrooms have been or are in the process of being renovated.

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 building, 6 new classrooms, and a new multipurpose building were completed. The construction projects continue this school year with the gym, 200/300 building, and the stadium field.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	Mechanical systems need to be replaced in 800,600,700,300,200 girls' and boys' locker room and Gym buildings. Buildings 800, 600, 200, 300 700 girls' and boys' locker room and Gym will be getting new HVAC units. This will be done by the end of 2012.
Interior: Interior Surfaces	[]	[]	[X]	[]	Building 200, 600, and 800 are being completely remodeled with new surfaces and will be done by the end of 2012. Building 300 and 700 will get new flooring and new paint surfaces done by the end of 2012.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	Pest control is done as needed.
Electrical: Electrical	[]	[]	[X]	[]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Drinking fountains are repaired when needed. Buildings 800, 200 and 600 need new restrooms. This will be done thru the building modernization. To be completed by January 2013.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Gym bleachers need to be replaced. We will be replacing the bleachers in the Gym by the summer of 2013.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Locker rooms and Gym need new doors. Gym and locker rooms doors will be replaced by January 2013. Asphalt repairs and seal coating to be scheduled in the staff parking lot, parking lot behind the pool, the back driveway and the basketball court. This will be completed within the next three summers.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	76	80	70
Without Full Credential	10	3	2.6
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	935.3
Without Full Credential	◆	◆	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	2	0	1
Total Teacher Misassignments	2	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently 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 coherent, 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 multiple professional development opportunities at the District. 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. BTSAs and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly 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.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do 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 at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.93	2.07
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	799

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Mt. Pleasant High School receives the following State and federal monies: Title 1, California High School Exit Exam (CAHSEE), and Economic Impact Aid (EIA). These funds are primarily used for supplemental intervention services. Title 1 and EIA funds are used to enhance students' learning experiences by providing instructional materials, teacher training, instructional aides, and opportunities for enrichment beyond the classroom. The objective is to accelerate their learning so as to decrease the achievement gap. CAHSEE monies are used to fund test prep classes to increase the number of students passing the CAHSEE.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,439	\$2,059	\$5,380	\$78,635
District	♦	♦	\$5,234	\$77,458
State	♦	♦	\$5,455	\$70,792
Percent Difference: School Site/District			2.7%	1.5%
Percent Difference: School Site/ State			-1.4%	10.0%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,660
Mid-Range Teacher Salary	\$74,444	\$69,198
Highest Teacher Salary	\$95,445	\$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,140
Average Principal Salary (HS)	\$126,498	\$127,707
Superintendent Salary	\$215,844	\$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>English 4 – “The Language of Literature World Literature” McDougal Littell 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra I – “Algebra 1” McDougall Littell 2007</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits” Houghton Mifflin 2001</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – “Biology: The Web of Life” Scott Foresman 1998</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000/2002</p> <p>Physics - "Conceptual Physics" Addison-Wesley 1999</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell</p> <p>US History – “The American Vision” Glencoe</p> <p>American Government – “Magruder’s American Government” Prentice Hall</p> <p>American Government – “We the People” Center for Civic Education</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	39	43	42	48	49	50	52	54	56
Math	20	22	22	27	30	29	48	50	51
Science	39	47	45	46	50	52	54	57	60
H-SS	27	35	36	39	43	43	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	29	52	43
All Student at the School	42	22	45	36
Male	41	22	48	45
Female	44	21	42	28
Black or African American	36	22		26
American Indian or Alaska Native				
Asian	60	46	61	62
Filipino	65	31	60	45
Hispanic or Latino	35	15	38	30
Native Hawaiian/Pacific Islander	43	31		
White	65	31	78	52
Two or More Races				
Socioeconomically Disadvantaged	39	20	40	34
English Learners	10	10	6	8
Students with Disabilities	9	8	9	2
Students Receiving Migrant Education Services	50	25		57

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.8	31.4	39

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	3	13	8
Black or African American			
American Indian or Alaska Native			
Asian	-6	19	8
Filipino			-12
Hispanic or Latino	0	4	15
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-1	14	9
English Learners	1	21	21
Students with Disabilities	1	41	18

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	4	3	3
Similar Schools	6	6	5

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	57.1	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,102	16,761	4,664,264
	API-G	716	748	788
Black or African American	Students	30	541	313,201
	API-G	664	675	710
American Indian or Alaska Native	Students	4	61	31,606
	API-G		699	742
Asian	Students	132	5,514	404,670
	API-G	837	859	905
Filipino	Students	101	1,485	124,824
	API-G	781	803	869
Hispanic or Latino	Students	779	7,489	2,425,230
	API-G	682	653	740
Native Hawaiian/Pacific Islander	Students	10	117	26,563
	API-G		692	775
White	Students	45	1,353	1,221,860
	API-G	800	789	853
Two or More Races	Students	0	165	88,428
	API-G		784	849
Socioeconomically Disadvantaged	Students	825	9,107	2,779,680
	API-G	699	696	737
English Learners	Students	545	6,849	1,530,297
	API-G	673	667	716
Students with Disabilities	Students	147	1,554	530,935
	API-G	443	455	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	84.9	85.0	---
Black or African American	83.3	85.6	---
American Indian or Alaska Native	N/A	80.0	---
Asian	87.5	93.1	---
Filipino	93.2	92.1	---
Hispanic or Latino	82.9	76.3	---
Native Hawaiian/Pacific Islander	66.7	85.7	---
White	90.9	89.1	---
Two or More Races	N/A	80.4	---
Socioeconomically Disadvantaged	78.6	73.2	---
English Learners	59.5	57.4	---
Students with Disabilities	69.8	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	4	20.7	20.3
Graduation Rate	84.73	78.15	75.89
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	50	42	51
Mathematics	49	50	54
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	3	---
Fine and Performing Arts	0	---
Foreign Language	5	---
Mathematics	6	---
Science	0	---
Social Science	1	---
All courses	15	4.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	33	39	34	27
All Students at the School	49	24	27	46	37	17
Male	50	26	24	44	36	20
Female	47	22	31	48	38	14
Black or African American						
American Indian or Alaska Native						
Asian	34	32	34	17	37	46
Filipino	40	23	37	32	52	16
Hispanic or Latino	54	22	23	52	36	12
Native Hawaiian/Pacific Islander						
White	11	37	53	26	32	42
Two or More Races						
Socioeconomically Disadvantaged	52	23	26	49	34	16
English Learners	92	6	2	82	15	3
Students with Disabilities	93	7	0	100	0	0
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	314
Percent of pupils completing a CTE program and earning a high school diploma	25%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	73.7
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	31.4

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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.

Manufacturing & Industrial Technology Academy

- Technology in Manufacturing
- Manufacturing Processes 1
- Manufacturing Processes 2
- Manufacturing Processes 3

Green Remodeling and Construction Academy

- Construction Tech 1
- Construction Tech 2

Animation Magnet Program (Perkins)

- Animation 1
- Animation 2
- Animation 3
- Animation 4

Central County Occupational Center (CCOC)

- Variety of morning and afternoon courses that prepare high school students for future careers and workforce.

Regional Occupational Program (ROP)

- Marketing ROP Class
- Marketing ROP Lab

Work Experience