

1750 So. White Road
San Jose, CA 95127

East Side Union High School District

Accrediting Commission for Schools
Western Association of Schools and
Colleges



Table of Contents

District and School Personnel	Pages 3-5
School Site Council Members	Page 6
ASB Student Representatives	Page 7
WASC Visiting Committee	Page 8
Welcome Letter from Principal	Page 9
WASC Probationary Report	Page 10-97
I: Student/Community Profile Data	Page 10-56
● School Profile	Page 11-15
● Mission, Vision, SLOs	Page 16
● Student Demographic Data	Page 17-21
● Staff Demographic Data	Pages 22-24
● Student Performance Data	Pages 24-41
● Student, Parent and Staff Perception Surveys	Pages 42-51
● Summary of Data	Pages 52-55
● Implications, Critical Learner Needs, Questions from Staff	Pages 55-56
II: Significant Changes and Developments	Pages 57-61
● Significant District Changes and Developments	Pages 58-59
● Significant School Site Changes and Developments	Pages 59-61
III: Ongoing School Improvements	Pages 62-65
IV: Progress on Critical Areas for Follow-up/School wide Action Plan	Pages 66-95
● 2014 WASC Critical Areas for Follow-Up	Pages 67-68
● 2014 WASC Critical Areas not addressed in School Action Plan	Pages 68-71
● Progress on 2014 Critical Areas for Follow-up	Pages 72-82
● Departmental Reports	Pages 83-95
V: School wide Action Plan Refinements	Pages 96-97
● Revised 2015-2016 School Plan for Student Achievement	Pages 98-125
VI. Appendices	Pages 126-131

EAST SIDE UNION HIGH SCHOOL DISTRICT

Board of Trustees

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Vice President Frank Biehl
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District Administration

Superintendent Chris Funk
Assoc. Supt. of Marcus Battle
Business Services
Assoc. Supt. of Cari Vaeth
Human Resources
Assoc. Supt. of Glenn Vander Zee
Educational Services

Mt. Pleasant High School Administration

Principal Martha Guerrero
Assoc. Principal of Adriana Rangel
Educational Development
Assoc. Principal of Rod Martin
Administrative Services

Certificated Staff Members 2015-2016 School Year

Garcia, James	Business/Rop	Dodd, Wendy	Physical Education
Andrade-Chapman, Julie	Counseling	Gallegos, Karen	Phys. Ed./Eld
Ornelas, Raquel	Counseling	Nelson, Steve	Physical Education
Velez, Miriam	Counseling	Rocha, Erik	Physical Education
Vo, Tommy	Counseling	Sabin, Susan	Physical Education
Burt, Maureen	Discipline	Sherrod, James	Rotc
Mestaz, Danni	Discipline	Carey, Elizabeth	Science
Aguilar, Shelley	English/Eld	Dang, Nhan	Science
Del Real, Elizabeth	English/Eld	Hamak, Juliet	Science
Edwards, Robin	English/Drama	Howard, Lance	Science
Garcia, Christina Alva	English (Sped)	Jack, Omubo	Science
Frankina, Joseph	English	Maestas, Victor	Science
Holston, Mark	English	Mercado, Jacob	Science
Lovato Iii, Joe	English	Thornberry, Katherine	Science (Sped)
Moss, Gregory	English	Vitug, Vanessa	Science
Pham, Nguyen	English	Wou, Shungjun Ron	Science
Robinson, Debra	English	Barnes, Nicholas	Social Studies (Sped)
Walter, Gary	English	Estrada, Genevieve	Social Studies (Sped)
Wheeler, Lauri	English	Lopez, Frank	Social Studies (Sped)
Wilkerson, Cheri	English	Mielke, Elizabeth	Social Studies
Evans, Chris	Librarian	Mustin, Gwen	Social Studies (Sped)
Hageman, Victor	Manufacturing	O'hara, Clancey	Social Studies
Baluyot, Odilon	Math	Osterkamp, Paul	Social Studies
Busby, Ryan	Math	Pedroza, Lindsay	Social Studies
Cruz, James	Math	Perez, Cynthia	Social Studies (Sped)
Duhring, Catherine	Math	Torres, Richard	Social Studies
Karandikar, Sudhir	Math	Tran, Tom	Social Studies
Mckay, Andrew	Math	Wilson-Salzman, Cari	Social Studies
Muro, Guillermina	Math (Sped)	Cavada Ii, Will	Visual Arts
Newman, Alea	Math (Sped)	Escobar, Corinne	Visual Arts
Nguyen, Thao	Math	Henry, Colleen	Visual Arts
Osterkamp, Thomas	Math	Palmer, Rebecca	Visual Arts
Salazar, Geraldine	Math	Semple, Clark	Visual Arts
Yu, Robert	Math	Villarruz-Gaston, Ruth	Sped-Id Program
Escobedo, Martha	Modern Languages	Mosqueda, Marcus P	Activities Director
Garsh, Carol	Modern Languages	Han, Linda	School Psychologist
Hernandez, Gicela	Modern Languages	Nguyen, Tuonganh	Speech Pathologist
Ortiz, Zulema	Modern Languages	Pandarinath, Tara	Restorative Justice
Yamashita, Melissa K	Modern Languages	Salcedo, Brenda	Social Worker
Jenson, Aaron D	Performing Arts	Vaca-Perez, Alejandra	Social Worker

Classified Staff Members 2015-2016 School Year

Rosalia Rich	Attendance Clerk
Roslyn Yhip	Attendance Secretary
Adrian Guzman	Bank Clerk
Rocelia Bonales	Bookroom Clerk
Jose Alvarez	Campus Monitor
Lorie Valentine	Counseling Tech
Abraham Abundis	Custodian
Sergio Esparza	Custodian
Carlos Estrada	Custodian
Francisco Rodriguez	Custodian
Humberto Rodriguez	Custodian
Fernando Silva	Custodian
Lilia De La Riva	Food Services
Diana Du	Food Services
Ana Guillen	Food Services
Maria J. De Santacruz	Food Services
Delfina Poot	Food Services
Edy Contreras	Health Clerk
Monica Quintero	Language Assessment Clerk
Gregorio Alvarez	Para-Educator
Sherry Grimes	Para-Educator
Jerry Lujan	Para-Educator
Rebecca Lynn	Para-Educator
Julie McGuire	Para-Educator
Matthew Mendoza	Para-Educator
Irma Jaramillo	Parent And Community Involvement Specialist
Susan Flores	Principal's Secretary
Angelica Heredia	Registrar
Adriana Carrillo	Support Services Tech

**School Site Council Members/Safety Team Members
2015-2016 school year**

Audrey Agcaoili	President
Bridgitte Agcaoili	Vice-President
Kam Cheema	Secretary
Amari Blackshire	Student Member
Desiree Scott	Student Member
Ashley Vargas Ledesma	Student Member

Fatima Agacoili	Parent Member
Judy Canepa	Parent Member
Linda Gilson	Parent Member
Jessica Gonzalez	Parent Member
Lora Landeros	Parent Member
David Lazcon	Parent Member

Shelley Aguilar	Certificated Member
Will Cavada	Certificated Member
Genevieve Estrada	Certificated Member
Lance Howard	Certificated Member
Omubo Jack	Certificated Member
Aaron Jenson	Certificated Member
Joe Lovato	Certificated Member
Eric Maestas	Certificated Member
Guillermina Muro	Certificated Member
Rebecca Palmer	Certificated Member

Rosalia Rich	Classified Member
Angelica Heredia	Classified Member

Martha Guerrero	Principal
Rod Martin	Associate Principal

**Associated Student Body (ASB) Members
2015-2016 school year**

Melissa Pasao	President
Vanessa Cabuag	Vice-President
Mariela Heredia	Supreme Court Chief
Brian Le	Secretary
Jennifer Morales	Treasurer
Joanne Nguyen	Activities Commissioner
Maegan Cambaliza	Publicity Commissioner
Brenda Sandoval	InterClub Representative
Emily Randall	InterClub Representative
Diana Truong	Delegate at Large
Janaya Sanchez-Trotter	Spirit Leader
Isaiah Vega	Boys Athletic Commissioner
Shardae McPhearson	Girls Athletic Commissioner

**WASC Visiting Committee
Probationary Visit
April 11-12, 2016**

Chairperson

Dr. John Bernard

Retired Superintendent and State Administrator

Members

Denyce Butler

Teacher-Instructional Coach

Julia Elizabeth Cooper

Teacher

Maria Carrillo High School



February 29, 2016

Dear Dr. Bernard and Members of the WASC Visiting Committee,

It is my pleasure to welcome you to Mt. Pleasant High School!

My name is Martha Guerrero, and I am the new principal at Mt. Pleasant High School. Although this is my first year as principal, I was the Associate Principal at the time of our 2014 full WASC Self-Study. I am familiar with the challenges we faced two years ago, as well as the work we have undertaken to improve the teaching and learning at our school.

To be honest, the two-year Probationary Accreditation Term was a humbling experience to us at Mt. Pleasant, but it has led us to reflect and learn much about who we are as school community and how we are doing when it comes to meeting our mission of making a difference in the lives of our students. Most importantly, it has focused our work on the end result of all of our efforts: the success of all of our students. It has brought the staff together in an effort to improve our outcomes and show who we--the Mt. Pleasant staff, students, parents and community-- truly are.

Since the last WASC visit, we have made a conscious effort to create a culture of trust among staff members as well as a positive learning environment for our students. We have spent the last two years understanding, categorizing, owning and addressing the Critical Areas for Follow-up from the 2014 WASC Visiting Committee Report. We are aware that we have just started our journey towards improvement and we recognize that we must engage in a continuous cycle of inquiry and improvement in everything we do, and not just during "a WASC year."

For two years now, we have been working diligently in preparation for your visit and we are confident that the fruits of our labor will be evident. On behalf of the entire Mt. Pleasant community, I thank you for taking the time to visit us. We look forward to your feedback and recommendations.

Respectfully,

Martha Guerrero

Martha Guerrero
Principal



Student and Community Profile Data



WISC

School Profile

Mt. Pleasant High School is located in San José, the third largest city in California and the tenth largest in the United States. In 2014, according to the US Census Bureau, San José had an estimated population of 1,015,785, and is known as “the Capital of Silicon Valley” due to its geographical location and the high tech boom that started in the San Francisco Bay Area in the 1990s.

Mt. Pleasant High School opened its doors in 1965 in San José’s East Side community. The East Side of San José is an ethnically and economically diverse immigrant community. Although the city of San José and Silicon Valley as a whole are notable for the affluence and high standard of living of its residents, the East San Jose community was hit hard during the last economic recession and continues to face economic challenges.

Our high school is one of eleven comprehensive high schools, three “small but necessary” (SBNs) schools, one continuation high school and one alternative high school in the East Side Union High School District. The school was originally built to serve a student body of 1,600 students. Over the years, 23 portables were added to our campus to serve a fluctuating student population. These portables have been used by a series of charter schools over recent years. Currently, due to declining enrollment, these portables are being used by Summit Rainier Charter School.

Although Mt. Pleasant High School celebrated its 50th anniversary in 2015, our school has modern 21st century classrooms and facilities due to income generated through a series of bond measures approved by our community. Currently, these same bond measures are paying for the modernization of our pool, which will be completed in December 2016. Future bond measure plans include the construction of a student center and the modernization of the existing quads around the library.

Mt. Pleasant High School operates a two-semester system with a school day of seven 52-minute periods. We also offer a 25-minute Tutorial period every morning so that our students can get help on assignments, receive one-on-one help from their teachers, work on group assignments, make-up exams and prepare for tests. These 25 daily minutes are not included in the instructional minutes we submit to the state since they are optional for students. Tutorial, however, is part of the staff’s contractual day. Monday afternoons we have an early release day for students to allow for weekly staff collaboration (See Appendix A).

School’s Core Curriculum

As per East Side Union High School District Board Policy, our default curriculum for 9th and 10th graders is the A-G curriculum. This means that all 9th and 10th graders are automatically placed in college prep classes that fulfill the university admission requirements. Overall, 75% of our general education courses are college preparatory. The 25% percent of our course offerings that are not college preparatory is made up of elective courses like ROTC, Manufacturing, and AVID, as well as support classes in English and Math, and English Development classes for our students newly-arrived to the country.

With the transition to the new Common Core State Standards, our English and Math course offerings have had to change. We are in the midst of transition from an Algebra 1, Geometry, and Algebra 2 sequence to an Integrated Math program. This year, we are in the second year of that

transition and offer CC Math 1, CC Math 2 and Algebra 2 as our course sequence. Next year, our transition in Math will be complete and we will offer CC Math 1, CC Math 2 and CC Math 3 as the first three years of our district's Math sequence (See Appendix B). In English, the transition involved changing and adapting the curriculum of the English 1- English 3 courses and fully implementing the Expository Reading and Writing Course (ERWC) as our senior level English course.

We offer a varied curricular program to address the needs of our diverse student population. Due to a decline in the number of newly arrived students from other countries, we did not have an English Development Program (ELD) at the time of our last full WASC Self-Study. That changed last school year. Due to an unexpected influx of newly arrived students, we now offer ELD 1 and ELD 2 classes, and will be offering ELD 3 next school year. To address their core curricular needs and those of other English Learner students, we offer sheltered classes in all core subject areas.

Mt. Pleasant High School is proud to offer our students Advanced Placement (AP) in all core subject areas. This school year we offer:

- | | |
|---------------------------------------|-----------------------------------|
| AP English Language and Composition | AP Spanish Language and Culture |
| AP English Literature and Composition | AP Spanish Literature and Culture |
| AP Calculus AB | AP Chemistry |
| AP Calculus BC | AP Physics |
| AP Statistics | AP World History |

Depending on student interest, our plan is to add AP Computer Principles and AP Biology to next year's course offerings.

For our students with learning disabilities, we offer Specialized Academic Instruction (SAI) courses in all core subjects, as well as two specialized programs: one for students with Intellectual Disabilities (ID) and one for students with Emotional Disturbances (ED).

School Programs

AVID

Mt. Pleasant High School offers multiple academic programs in a variety of disciplines. For underrepresented, first generation students we offer the AVID (Advancement Via Individual Determination) and Puente programs. Through AVID elective courses, students from 9th to 12th grade receive curricula specific to learning skills that will help them become college ready. In the Puente English class, students receive similar skills but with a language arts focus. Both are federally recognized programs. Over the past two years our AVID Program has grown from three sections to six sections, as we have increased the number of 9th grade students enrolled in the program. Currently, our AVID Program serves approximately 150 students and our Puente Program serves approximately 130 students.

Magnet Programs and Career Pathways

Included in our school curricula are Magnet Programs and career path programs. Mt. Pleasant's Animation and Manufacturing Industrial Tech (MIT) Programs have both been a part of our school for over 20 years and are open to all students in the district looking specifically for academic preparation to enter careers in the animation and manufacturing fields. Along with our magnet

programs, we offer vocational training to interested 11th and 12th graders through our district's partnership with SVCTE (Silicon Valley Career and Technical Education) formerly known as CCOC (Central County Occupational Center). These courses are available to students looking for training and certification in careers such as medical assisting, auto repair, drafting, culinary arts, etc. As of the 2015-2016 school year, we have 37 students taking SVCTE classes in 25 different career pathways, twelve of which have A-G courses approved by the UC system.

In an effort to meet our mission of preparing students not only for college but also for career, we plan to offer a four-year Engineering Pathway for our students beginning fall 2016. We are in the process of developing the Pathway now, and at this point, we not only have a committed group of teachers ready to launch the program, but also support and funding from our district's Office Career Services, and a commitment from the ACE Mentor Program of America to provide after-school mentoring and internships for the students in the Pathway.

Dual Enrollment

In partnership with San Jose State University (SJSU), our school has been able to offer Dual Enrollment Courses to 12th grade students in Macroeconomics and Political Science. Students receive California State University (CSU) credits as well as high school graduation credits upon their successful completion of these courses.

Cyber High

As a response to the 11th and 12th grade students who are motivated to graduate on time and who need to recover credits towards high school graduation, Mt. Pleasant offers online high school courses through Cyber High. This tool for credit recovery has become a district wide program available to students during the summer and during the regular school year.

Partnerships

MESA and Adobe

Mt. Pleasant prides itself on the numerous partnerships that our staff has been able to obtain and sustain for our students, such as SJSU MESA (Mathematics Engineering and Science Achievement), SHPE (Society of Hispanic Professional Engineers), YMCA TechGyrls, Foothill Family Health Clinic, A-Learn , Goodwill ASSETs Grant, and Adobe.

Our partnership programs are varied and serve the breadth of our population. Among the longest standing partnerships are MESA and Adobe. The MESA Program has a Science and Math focus and prepares students for their annual MESA Day Competition. For 25 years, Mt. Pleasant has sustained this competitive program, exposing traditionally underrepresented students to Science and Engineering career fields by involving students in activities and field trips throughout the school year. Each year around 30 Mt. Pleasant teams comprised of approximately 60 students in 9th-12th grades compete in engineering and biological science projects. Because of this partnership many of our graduating seniors have received scholarships and internships throughout the Silicon Valley.

Another long-standing partnership is between our Multimedia Program and Adobe Systems. The partnership with Adobe has been able to provide hands-on, current, multimedia arts education to our students, as well as software and hardware to our Multimedia teacher. Each year, students

have been able to compete in the Adobe Youth Voices Program, which showcases students' stories and voices through the use of state-of-the-art technology. Every year, our students have been selected as finalists, and some have traveled to New York to present their work and receive their awards.

Foothill Family Health Center

Since 2012 Mt. Pleasant has been able to address the physical and mental health needs of our community. The Foothill Family Health Center (FFHC) is located on campus for accessibility to our student population during the school day. FFHC and Mt. Pleasant have worked to establish a wide range services including health-based workshops, food distribution, the Women's Conference, as well as general health care services. The Foothill family therapists also provide individual and group sessions around the following mental health topics: drug and alcohol prevention, anger and stress management, mental health awareness, and anti-bullying techniques. The clinic has also held workshops specific to parent health needs and dental services. This partnership has helped increased our relationship with our parents and our students as we address the needs our community beyond academics.

We Teach Science

New to our school this year is our partnership with the We Teach Science Foundation. This non-profit organization provides remote mentoring and tutoring to four sections of Common Core (CC) Math 1 students. The 105 students are the largest number of students We Teach Science serves at one school site. Through the efforts of the two program coordinators assigned to our campus once a week, the students have been matched with and are remotely mentored by an industry professional from across the nation. Every Wednesday, through a program similar to Skype, students are mentored with their Math 1 class using the district's own math curriculum.

A-Learn

During the summer, our partnership with A-Learn has allowed our students to take enrichment math courses, as well as courses that prepare them for high school math. The A-Learn program also provides a college-planning curriculum, which includes transitioning to high school, goal setting, and A-G awareness. This partnership began in 2012, focusing on incoming 9th grade socio-economically disadvantaged students in Algebra 1 and Geometry. With the transition to Common Core Math and an Integrated Math approach, last summer A-Learn did not offer Algebra 1 or Geometry to our incoming 9th graders. Instead, it offered Intro to CC Math 1 and CC Math 1 courses. Since the beginning of our partnership, we have served over 400 Mt. Pleasant students.

Goodwill ASSETs

Our partnership with the Goodwill After-school Safety and Enrichment for Teens Program (ASSETs) is in its seventh year of implementation. This federally funded program has been the keystone to our after school offerings at Mt. Pleasant. With 21 different offerings for students, the ASSETs program helps our staff provide tutoring in Math, Science, and English, as well as enrichment programs such as SAT Prep and Driver's Education. In addition, students can also participate in cultural and high interest enrichment opportunities such as Folklórico, Robotics, ROTC, Computer Gaming, and Engineering classes (See Appendix C). Over the course of our partnership, Goodwill has been able to consistently fund four summer school courses for our students. We have just completed our program fidelity review as required by the State of California, and will be working with the Goodwill ASSETs staff to continue our successful adherence to the grant requirements.

University and Community Colleges

Mt. Pleasant High School counseling staff works closely with the outreach representatives from San Jose, East Bay and San Francisco State Universities as well as UC Berkeley and Santa Clara Universities to increase the number of Mt. Pleasant High School students applying and attending four-year universities. Throughout the school year, these universities make presentations to small and large groups of students. In addition, we have a long-standing partnership with two local community college systems, Evergreen Valley College/San Jose City College and De Anza College. These three community colleges have a constant presence on our campus, and they provide on-site placement tests, registration, and orientation services to our students. Evergreen Valley College hosts financial aid workshops on-site for our students and their parents as well. In the last two years, we have begun to build similar relationships with Mission and West Valley colleges.

Parental involvement

Schoolloop and Teleparent

To keep our students' parents or guardians informed of school events and their student's progress, our staff uses *Schoolloop* to post assignments and grades. *Schoolloop* is a web-based program that allows access to students and parents, as well as facilitates communication between school personnel and the students' parents/guardians. School administration also uses *Teleparent*, an automated parental notification system that allows us to send student-specific and general broadcast messages to the students' households.

School Site Council

Parents can participate in school site decision-making by volunteering for our School Site Council (SSC) or attending the SSC meetings as members of the public. We also host monthly parent workshops around topics of interest to our parents and *Coffee with the Principal* sessions to give parents a forum to speak to the principal about issues of concern to them. These sessions are bilingual, Spanish and English.

School Status

At the time of the last full WASC Self-Study in spring 2014, Mt. Pleasant High School was a Program Improvement School because as a Title 1 school, we failed to meet our Adequate Yearly Progress (AYP) proficiency growth targets for the California High School Exit Exam's English and Math sections for the school as a whole and for significant subgroups.

Our Program Improvement status is currently on hold due to the elimination of the High School Exit Exam as a requirement for graduation. In the spring of 2015, changes in the calculations of the AYP brought about by the waiver request from the State Department of Education allowed us to meet our AYP for the first time in five years.

With the State of California's elimination of the California Standards Tests (CSTs) and the advent of the Smarter Balanced Assessments, the State provided us with a three-year average API, which is 711. The California Department of Education reports our 2013 Statewide Rank as a three but our Similar School Rank as a seven.

Vision and Mission

The Mission of Mt. Pleasant High School has changed since the last full WASC Self-Study. In the spring of 2014, our school's mission statement was:

The mission of Mt. Pleasant High School is to provide an academically challenging, supportive and safe environment in which each student is encouraged to be personally and socially responsible, self-motivated and a life long learner. The MP team joins parents and community to prepare students to be productive adults.

In the fall of 2015, to focus the work we would be engaging in this school year, our entire staff, classified and certificated, participated in a process to review and, if needed, revise our mission statement. The conversations and discussions focused on the reasons why we choose to teach at Mt. Pleasant High School, the responsibility and duties that come from teaching in a school with our student and community demographics, and the challenges we face in order to improve our students' academic achievement results. The conversations resulted in a school-wide vote that changed our school's mission statement to the following:

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.

This more focused and succinct mission statement aligns us to the East Side Union High School District's vision, which is also our vision: *Every student graduates prepared for college and career empowered to thrive in a global society.*

School-wide Learner Outcomes

After revising our mission statement, Mt. Pleasant staff also reviewed and discussed whether we should change our school-wide learner outcomes. After a lengthy discussion, the staff voted to re-commit to our current School-wide Learner Outcomes (SLOs), which are our ABCs: **Academic Excellence, Building Community and Critical Thinking.**

The decision was based on the belief that our ABCs are as relevant today as they were when we first adopted them as our Expected School-wide Learning Results (ESLRs) over 20 years ago. We agreed that these three learner outcomes are intertwined in the daily work performed by students and staff and are aligned to our new mission statement and to the demands of the new Common Core State Standards (CCSS).

Mt. Pleasant High School Demographic Data

I. Total Student Enrollment

Mt. Pleasant High School Enrollment by Grade

Year	9th	10th	11th	12th	Total
2012-2013	373 (24.0%)	425 (27.3%)	393 (25.3%)	365 (23.5%)	1556
2013-2014	369 (24.4%)	382 (25.3%)	395 (26.1%)	366 (24.2%)	1512
2014-2015	361 (24.9%)	358 (24.7%)	370 (25.5%)	363 (25.0%)	1452
2015-2016	338 (24.3%)	369 (26.6%)	349 (25.1%)	333 (24.0%)	1389

The student population has declined at in the last three years at a 3-4% rate per year. We have 167 (11%) fewer students in 2015-2016 than in 2012-2013.

Mt. Pleasant High School Enrollment by Ethnicity

Year	2012-2013	2013-2014	2014-2015	2015-2016
American Indian	5 (0.4%)	5 (0.3%)	2 (0.1%)	10 (0.7%)
Asian	174 (11.2%)	156 (10.3%)	161 (11.1%)	179 (12.9%)
Pacific Islander	17 (1.1%)	13 (0.9%)	18 (1.2%)	11 (0.8%)
Filipino	142 (9.1%)	132 (8.8%)	117 (8.1%)	126 (9.1%)
African-American	51 (3.3%)	49 (3.2%)	42 (2.9%)	42 (3.0%)
Hispanic or Latino	1085 (69.7%)	1081 (71.5%)	1034 (71.2%)	956 (68.8%)
White (not Hispanic)	74 (4.8%)	70 (4.6%)	68 (4.7%)	63 (4.5%)
No Response	7 (0.4%)	6 (0.4%)	10 (0.7%)	2 (0.1%)
Total Students	1556	1512	1452	1389

In terms of ethnicity, Latino students (68.8%) continue to be the largest ethnic group at Mt. Pleasant, followed by Asian students (12.9%). It is important to notice that the bulk of the declining population is made up of Latino students.

Mt. Pleasant High School Enrollment by Gender

Year	Male	Female	Total Students
2012-2013	796 (51.2%)	760 (48.8%)	1556
2013-2014	768 (50.8%)	744 (49.2%)	1512
2014-2015	751 (51.7%)	701 (48.3%)	1452
2015-2016	724 (52.1%)	665 (47.9%)	1389

In terms of gender, the number of male students has decreased in the last four years by 10% but remained slightly higher than the female population, which has decreased by 12.5%.

II. Student Enrollment by Special Education (SPED)

Mt. Pleasant High School Special Education Enrollment by Grade Level

Year	9th	10th	11th	12th	Total
2012-2013	45 (19.4%)	64 (26.6%)	53 (22.8%)	70 (30.2%)	230
2013-2014	60 (23.6%)	66 (26.0%)	68 (26.8%)	60 (23.6%)	254
2014-2015	65 (25.0%)	62 (23.8%)	69 (26.5%)	64 (24.6%)	260
2015-2016	44 (21.2%)	62 (29.8%)	51 (24.5%)	51 (24.5%)	208

The number of students receiving SPED services has declined. This trend mirrors our overall declining enrollment. Currently, the percentage of the SPED students is 14.9% of the total student population.

Mt. Pleasant High School Special Education Enrollment by Gender

Year	Male	Female	Total Students
2012-2013	137 (59.1%)	93 (40.1%)	232
2013-2014	148 (58.3%)	106 (41.7%)	254
2014-2015	167 (64.2%)	93 (35.8%)	260
2015-2016	140 (67.3%)	68 (32.7%)	208

There is a fluctuating pattern in the number of male versus female students through the last four years, but we continue to have more male than female students in Special Education classes. In 2012-2013 there were 19% more male students than females. This percentage has almost doubled in 2015-2016 to 34.6%.

Mt. Pleasant High School Special Education Enrollment by Ethnicity

Year	2012-2013	2013-2014	2014-2015	2015-2016
American Indian	2 (0.1%)	1 (0.4%)	2 (0.8%)	2 (1.0%)
Asian	12 (5.2%)	10 (3.9%)	17 (6.5%)	15 (7.2%)
Pacific Islander	1 (0.1%)	2 (0.8%)	2 (0.8%)	0 (0.0%)
Filipino	11 (4.7%)	9 (3.5%)	7 (2.7%)	7 (3.4%)
African-American	13 (5.7%)	15 (5.9%)	16 (6.2%)	12 (5.8%)
Hispanic or Latino	176 (76.9%)	197 (77.6%)	198 (76.2%)	156 (75.0%)
White (not Hispanic)	14 (6.0%)	20 (7.9%)	18 (6.9%)	16 (7.7%)
No Response	3 (1.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total Students	232	254	260	208

The ethnic composition in Special Education is comparable to that of the population at large. The largest ethnic group is Latino (156/75%). On the other hand, the representation of white students is the second largest (16 students/7.7%) which differs from the pattern in the population at large.

III. Student Enrollment by English Proficiency

Mt. Pleasant High School Enrollment by English Proficiency

Year	2012-2013	2013-2014	2014-2015
English Learner (EL)	285	244	231
Initially Fluent English Proficient (IFEP) Students	657	677	689
Re-designated (RFEP)	71	71	59
Total English Learner	1013	992	979
Total Enrollment	1556	1512	1452

The number of English Learners (EL) has decreased by 54 students in the last three years. By contrast, the number of initially fluent English proficient (IFEP) students has increased by 32. This could be a partial explanation for the decreased number (-12) of redesignated (RFEP) students in 2014-2015.

Mt. Pleasant High School English Learner Enrollment by Grade Level

Year	9th	10th	11th	12th	Total
2012-2013	106	69	62	48	285
2013-2014	83	65	45	51	244
2014-2015	78	52	55	46	231

There are fewer English Learner students in grade 12 than in grade 9-11. This reflects the continued redesignation of our English Learners.

Mt. Pleasant High School Fluent English Proficient (FEP) Students by Grade Level

Year	2012-2013	2013-2014	2014-2015
Grade 9	117	131	151
Grade 10	286	164	162
Grade 11	179	200	184
Grade 12	175	182	192
Total Number	657	677	689

The number of fluent bilingual students in our school has increased from 657 in 2012-2013 to 689 in 2014-2015.

IV. Student Enrollment by Socioeconomically Disadvantaged Designation

Mt. Pleasant High School Socio-Economically Disadvantaged by Grade Level

Year	9th	10th	11th	12th	Total
2012-2013	240 (23.3%)	318 (30.9%)	244 (23.7%)	228 (22.1%)	1030/1556
2013-2014	262 (24.1%)	263 (24.2%)	309 (28.6%)	251 (23.1%)	1085/1512
2014-2015	269 (26.1%)	219 (21.3%)	248 (24.1%)	294 (28.5%)	1030/1452

In spite of the fluctuating totals, the percentage of students that are socioeconomically disadvantaged has increased from 66% to slightly above 70%.

Mt. Pleasant High School Socioeconomically Disadvantaged by Ethnicity

Year	2012-2013	2013-2014	2014-2015
American Indian	5 (0.5%)	4 (0.4%)	1 (0.1%)
Asian	106 (10.3%)	100 (9.2%)	113 (11.0%)
Pacific Islander	11 (1.0%)	8 (0.7%)	12 (0.1%)
Filipino	41 (4.0%)	38 (3.5%)	38 (3.7%)
African-American	34 (3.3%)	37 (3.4%)	32 (3.1%)
Hispanic or Latino	800 (77.7%)	865 (79.7%)	800 (78.7%)
White (not Hispanic)	27 (2.6%)	28 (2.6%)	29 (2.8%)
Two or more races	6 (0.6%)	5 (0.5%)	5 (0.5%)
Total Students	1030	1085	1030

Latino students constitute our largest population of socioeconomically disadvantaged students with 78.7%, followed by Asian students with 11% and Filipino students with 3.7%. This pattern has remained steady over the past three years.

V. Federal Funding Program Criteria

Mt. Pleasant Students on Free / Reduced Lunch Program

Year	Free / Reduced	School Enrollment	Percent
2012-2013	781	1502	52.0%
2013-2014	927	1512	61.3%
2014-2015	877	1452	60.4%
2015-2016	893	1389	64.29%

In spite of the growth of students that are socio-economically disadvantaged from 66% to slightly above 70%, the percentage of students on free and reduced lunch has not grown at the same rate.

Mt. Pleasant High School Staffing Information

I. Staff Demographic Information

Mt. Pleasant High School Number of Teachers by Ethnicity

Year	2012-2013	2013-2014	2014-2015
American Indian	1 (1.3%)	1 (1.3%)	0 (0.0%)
Asian	9 (11.4%)	9 (11.5%)	9 (11.8%)
Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
Filipino	8 (10.3%)	7 (8.9%)	7 (9.2%)
African-American	5 (6.3%)	6 (7.7%)	7 (9.2%)
Hispanic or Latino	20 (25.2%)	19 (24.4%)	18 (23.7%)
White (not Hispanic)	36 (45.5%)	36 (46.2%)	35 (46.1%)
Total Staff	79	78	76

The majority of our teachers are White (46.1%), Latino (23.7%), and Asian (11.8%).

II. Staff Level of Education and Credentialing Information

Mt. Pleasant High School Teacher Educational Level

Year	2012-2013	2013-2014	2014-2015
Doctorate	1 (1.3%)	2 (2.6%)	2 (2.6%)
Master's Degree +30	0 (0.0%)	1 (1.3%)	1 (1.3%)
Master's Degree	33 (41.8%)	27 (34.6%)	23 (30.4%)
Bachelor's Degree +30	40 (50.6%)	40 (51.3%)	41 (53.9%)
Bachelor's Degree	5 (6.3%)	8 (10.2%)	9 (11.8%)
Less than Bachelor's	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total Staff	79	78	76

Mt. Pleasant Teacher Credentials

Year	2013-14	2014-15	2015-16
Full Credential	73	62	63
Without Full Credential	0	5	2
Teaching Outside Subject Area	0	0	0

Most of our teachers have clear credentials with the exception of new hires.

Mt. Pleasant Teacher Experience

Year	Avg. Years Teaching	Avg. Years in District	# First Year Teachers	# Second Year Teachers
2012-2013	15.0	13.0	4	1
2013-2014	16.0	13.0	2	4
2014-2015	16.0	14.0	2	2

Mount Pleasant has a very stable teaching staff with most teachers averaging 16 years of experience, slightly above the district's average of 14 years.

III. Classified Staff Demographic Information

Mt. Pleasant Classified Staff

Year	2012-2013	2013-2014	2014-2015
Para Professionals	7	7	7
Office Staff	8	7	8
Other Classified	11	12	12
Full Time	18	17	N/A
Part Time	8	9	N/A
Total Classified Staff	26	26	27

The number of classified staff has remained steady in the last three years.

Mt. Pleasant High School Classified Staff by Ethnicity

Year	2012-2013	2013-2014	2014-2015
African-American	0 (0.0%)	0 (0.0%)	0 (0.0%)
American Indian	1 (3.8%)	1 (3.8%)	1 (3.7%)
Asian	3 (11.5%)	3 (11.5%)	3 (11.1%)
Filipino	2 (7.7%)	2 (7.7%)	3 (11.1%)
Hispanic or Latino	16 (61.5%)	16 (61.5%)	17 (62.9%)
Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
White (not Hispanic)	4 (15.5%)	4 (15.5%)	3 (11.1%)
Multiple, No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total Staff	26	26	27

The majority of the classified staff (17/62.9%) is Latino, followed by equal numbers (3/11.1%) of Asian, Filipino and White.

Mt. Pleasant High School Student Performance Data

I. Academic Performance Index (API) by Subgroups 2012-2015

Mt. Pleasant High School API Scores

Year	2011-2012	2012-2013	3 Year Average
API Base	715	711	711
Change	7	-4	Not Available
Number of Students Tested	1105	1091	Not Available
State Rank	3	3	Not Available
Similar Schools Rank	8	7	Not Available

Mt. Pleasant API by Subgroups 2013-2014

	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non Weighted 3-Year Average API	Weighted 3-Year Average API
School Wide	1102	715	1091	711	711	711
African American	30	665	35	638	668	666
American Indian	4	N/A	4	N/A	N/A	N/A
Asian	132	837	115	829	832	832
Filipino	101	782	101	775	783	783
Hispanic or Latino	781	680	766	682	676	676
Pacific Islander	10	N/A	11	827	N/A	N/A
White (not Hispanic)	45	801	56	794	795	795
Socioeconomically Disadvantaged	828	698	787	701	696	696
English Learners	545	672	448	642	655	656
Students with Disabilities	147	448	147	448	439	440

Though the API and AYP are no longer available, the trend over the years indicates that the API has decreased slightly for Latino and White students. This decrease is also noted for students with disabilities and students that are socioeconomically disadvantaged. By contrast, the API improved slightly for African-American and Filipino students.

II. Adequate Yearly Progress (AYP) 2012-2015

Mt. Pleasant AYP Criteria

Year	2012-2013	2013-2014	2014-2015
AYP Met	No	No	Yes
Participation Rate - Math	97%	95%	95%
Participation Rate - ELA	96%	95%	95%
Percent at or above Proficient- Math	53.6%	45.5%	23.4%
Percent at or above Proficient- ELA	51.8%	49.6%	59%
Graduation Rate	82.60	85	82.15

Mount Pleasant has maintained its participation rate in CAHSEE as well as its graduation rate in the past three years. The data shows a decline in math proficiency from 53% to 45.5% and even further to 23.4% in the 2014-2015 year.

III. California High School Exit Exam (CAHSEE) Pass Rates: School-wide 2012-2015

Mt. Pleasant CAHSEE Pass Rates: ELA

Year	2012-2013	2013-2014	2014-2015
Number Tested	407	366	345
Number Passing	329	274	265
Percent Passing	81%	75%	77%

The trend over three years indicates that the percentages of students passing the CAHSEE exam have declined slightly. There is a discrepancy between the percentage of student who passed the test (77%) and the percentage of students who were proficient (59%).

Mt. Pleasant CAHSEE Pass Rates: Math

Year	2012-2013	2013-2014	2014-2015
Number Tested	373	343	323
Number Passing	316	277	269
Percent Passing	85%	81%	83%

The trend in the math portion of the CAHSEE test also indicates a slight decline in the passing rate of students taking the test. On the other hand, the fact that only 23.4% of the students were considered proficient highlights the fact that almost 60% percent of the students that passed the test were not proficient.

IV. California High School Exit Exam (CAHSEE) Pass Rates by Subgroups 2012-2015

Mt. Pleasant CAHSEE Pass Rates by Subgroup: Students with Disabilities

	Math # Tested	Math # Passing	Math Pass Rate	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	24	12	50%	55	20	36%
2013-2014	16	5	31%	42	8	19%
2014-2015	24	7	29%	44	12	27%

The passing rates for students with disabilities in CAHSEE Math have declined from their highest point, 50%, in 2012-2013 to 29% in 2014-2015. The same is true for the English portion of the test, with a high at 36% and a decline to 27% passing rate.

Mt. Pleasant CAHSEE Pass Rates by Subgroup: English Learners

	Math # Tested	Math # Passing	Math Pass Rates	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	55	32	58%	65	26	40%
2013-2014	48	15	31%	59	9	15%
2014-2015	40	12	30%	49	11	22%

The passing rate for English learners has declined in both portions of the test over the last three years, from 50% to 30% in Math and from 40% to 22% in English.

Mt. Pleasant CAHSEE Pass Rates by Subgroup: Re-designated FEP Students

	Math # Tested	Math # Passing	Math Pass Rates	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	166	152	92%	169	162	96%
2013-2014	163	157	96%	162	153	94%
2014-2015	149	143	96%	150	140	93%

The passing rates for re-designated students in the CAHSEE have remained steady with a slight improvement in the Math area from 94% to 96% and a slight decline in the English portion of the test from 96% to 93%.

Mt. Pleasant CAHSEE Pass Rates by Subgroup: Socioeconomically Disadvantaged

	Math # Tested	Math # Passing	Math Pass Rates	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	277	205	87.5%	305	212	84%
2013-2014	221	150	87%	237	153	80%
2014-2015	196	143	90%	212	138	82.5

Socioeconomically disadvantaged students improved their passing rate from 87.5% to 90% in the last three years, but their passing rate in the English portion of the test declined from 84% to 82.5%.

Mt. Pleasant CAHSEE Pass Rates by Subgroup: Asian

	Math # Tested	Math # Passing	Math Pass Rates	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	43	41	95%	45	41	91%
2013-2014	37	36	97%	38	35	92%
2014-2015	31	30	97%	32	31	97%

Passing rates for Asian students have increased.

Mt. Pleasant CAHSEE Pass Rates by Subgroup: Filipino

	Math # Tested	Math # Passing	Math Pass Rates	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	25	22	88%	26	23	88%
2013-2014	39	37	95%	39	35	90%
2014-2015	30	28	93%	30	28	93%

Our Filipino students have improved their overall passing rates in Math from 88% to 93% and from 88% to 90% in English. On the other hand, there has been a decline in Math for the last two years from 95% to 93%.

Mt. Pleasant CAHSEE Pass Rates by Subgroup: Hispanic or Latino

	Math # Tested	Math # Passing	Math Pass Rates	ELA # Tested	ELA # Passing	ELA Pass Rate
2012-2013	272	223	82%	298	234	79%
2013-2014	230	169	73%	247	169	68%
2014-2015	235	185	79%	255	182	71%

The passing rate in the math portion of the CAHSEE for our Latino students has decreased from 82% in 2012-2013 to 79% in 2014-2015. The passing rate in the English portion of the test also declined, from 79% to 71%.

V. Course A, B, C Grade Rates 2012-2015

Mt. Pleasant A, B, C Pass Rates in Core Classes

Year	2012-2013 1st Semester	2012-2013 2nd Semester	2013-2014 1st Semester	2013-2014 2nd Semester	2014-2015 1st Semester	2014-2015 2nd Semester
English	68%	69%	66%	59%	70%	65%
Math	60%	56%	62%	54%	58%	52%
Science	59%	61%	63%	59%	56%	63%
Social Studies	73%	72%	71%	71%	67%	77%

The pass rates in core subjects fluctuate between 52% and 77%. Last year, Math had the lowest pass rate (52%) and Social Studies had the highest pass rate (77%).

Mt. Pleasant A, B, C Rates in 9th and 10th grade level ELA, Math, Science Courses

Year	2012-2013 1st Semester	2012-2013 2nd Semester	2013-2014 1st Semester	2013-2014 2nd Semester	2014-2015 1st Semester	2014-2015 2nd Semester
English 1	66%	63%	69%	57%	72%	69%
English 2	69%	76%	71%	65%	74%	69%
Algebra 1	44%	27%	44%	38%	44%	41%
Geometry	43%	51%	60%	48%	39%	37%
Biology	48%	53%	52%	47%	43%	59%
Chemistry	70%	71%	66%	63%	66%	70%

The 9th and 10th grade pass rates are highest in Chemistry and lowest in entry level Math.

VI. Graduation and Dropout Data 2012-2015

Mt. Pleasant Cohort Outcome Data

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2012-2013	362	299	82.60	46	12.7
2013-2014	360	306	85	40	11.1
2014-2015	363	298	82.15	N/A	N/A

The cohort graduation rate over three years has remained almost the same at slightly over 82%.

Mt. Pleasant Grade 12 Graduates by Ethnicity

Year	2012-2013	2013-2014	2014-2015
American Indian	N/A	50%	N/A
Asian	92.5%	92.7%	N/A
Pacific Islander	100%	N/A	N/A
Filipino	92.1	97.4%	N/A
African-American	92.9	90%	N/A
Hispanic or Latino	78.7%	83.3%	N/A
White (not Hispanic)	75%	71.4%	N/A
Two or More Races	50%	N/A	N/A
Total Graduates	82.6	85%	82.2%
12th grade enrollments	362	360	363

VII. Graduation and Dropout Data by Subgroups 2012-2015

Mt. Pleasant Cohort Outcome by Subgroups: Asian

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2011-2012	39	34	87.2%	N/A	10.3
2012-2013	53	49	92.5%	N/A	5.7
2013-2014	41	38	92.7%	N/A	4.9

The cohort graduation rate for Asian students has increased from 87.2% to 92.7%

Mt. Pleasant Cohort Outcome by Subgroups: Filipino

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2011-2012	44	40	90.9%	N/A	6.8
2012-2013	38	35	92.1%	N/A	7.9
2013-2014	39	38	97.4%	N/A	2.6

The cohort graduation rate for Filipino students has increased from 90.9% to 97.4%.

Mt. Pleasant Cohort Outcome by Subgroups: Hispanic or Latino

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2011-2012	275	221	80.4%	41	14.9%
2012-2013	235	185	78.7%	36	15.0%
2013-2014	246	205	83.3%	32	13.0%

From 2011 to 2014, the cohort graduation rate for Latino students has increased from 80.4% to 83.3%.

Mt. Pleasant Cohort Outcome by Subgroups: English Learners

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2011-2012	150	107	71.3%	30	20%
2012-2013	128	96	75%	22	17.2%
2013-2014	142	114	80.28%	21	14.8%

The graduation rate for English Learners has increased substantially from 71.3% to 80.28%

Mt. Pleasant Cohort Outcome by Subgroups: Students with Disabilities

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2011-2012	45	25	55.6%	--	17.8%
2012-2013	63	38	60.3%	12	19.0%
2013-2014	48	25	52.1%	12	25%

The graduation rate for Students with Disabilities fluctuates from year to year, but it has decreased overall in the last three years from 55.6% to 52.1%.

Mt. Pleasant Cohort Outcome by Subgroups: Socioeconomically Disadvantaged

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2011-2012	317	258	81.4%	45	14.2%
2012-2013	284	230	81%	38	13.4%
2013-2014	279	234	83.87%	33	11.8%

The graduation rate for socioeconomically disadvantaged students has increased from 81.4% to 83.87% in the last three years.

VIII. College Readiness and Eligibility Information

Mt. Pleasant ACT Scores

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Students w/ Score >= 21	Score >= 21 Rate
2011-2012	402	66	16.41%	20.0	N/A	N/A
2012-2013	365	38	10.41%	20.8	19	50.00%
2013-2014	363	69	19.01%	21.3	38	55.07%
2014-2015	333	39	11.71%	20.7	N/A	N/A

The average score of students taking the ACT has remained steady at near 20, with the exception of 2013-2014.

Mt. Pleasant SAT Scores

Mt. Pleasant	Grade 12 enrollment	Number Tested	Verbal Average	Math Average	Writing Average	Students Scores >= 1500	% Students w/scores >=1500
2011-2012	402	210	491	472	439	60	28.6%
2012-2013	365	136	457	499	460	51	37.5%
2013-2014	363	185	461	509	458	66	35.68%

In spite of our decreasing population that has affected the number of students taking SAT tests, the number of students earning scores of or above 1500 points has increased by 7%.

Mt. Pleasant AP Exams

Year	Grade 12 Enrollment	Grade 11-12 Enrollment	# Test Takers	Exam Score = 3	Exam Score = 4	Exam Score = 5
2011-2012	402	784	276	115	75	48
2012-2013	365	758	296	138	88	57
2013-2014	363	733	320	137	83	49
2014-2015	333	682	277	127	55	43

The percentage of student earning a 3 or better on an AP exam has remained above 80%.

Mt. Pleasant PSAT Test-Taker Trend

	2012-2013	2013-2014	2014-2015
9th Grade	32	87	69
10th Grade	86	330	334
11th Grade	200	156	106

Starting in 2013-2014, our district has funded the PSAT participation of all 10th grade students, which explains the increased numbers of test-takers for the last two years. This also explains the decrease in participation at the 11th grade level, which includes retakes or new students only.

Mt. Pleasant Enrollment in Upper Level Math and Science Courses

Year	Intermediate Algebra	Advanced Math	1st Year Chemistry	1st Year Physics	9-12 Enrollment
2012-2013	333	385	316	125	1556
2013-2014	462	374	N/A	N/A	1512
2014-2015	370	292*	317*	58	1452

*Includes Math Analysis, Calculus AB, Calculus BC and Statistics

Mt. Pleasant Graduates Completing UC /CSU Requirements by Ethnicity

Year	2011-2012	2012-2013	2013-2014
American Indian	0/0	0/0	1/1
Asian	19/35	23/35	26/38
Pacific Islander	0/2	2/4	0/0
Filipino	27/40	18/35	19/38
African-American	4/10	6/13	7/9
Hispanic or Latino	73/224	47/193	74/213
White (not Hispanic)	5/19	4/13	9/16
Two or More Races	0/0	0/1	0/0
Total	128/330	100/308	136/315

The percentage of students meeting the requirements to attend a UC/CSU has increased overall in the last three years.

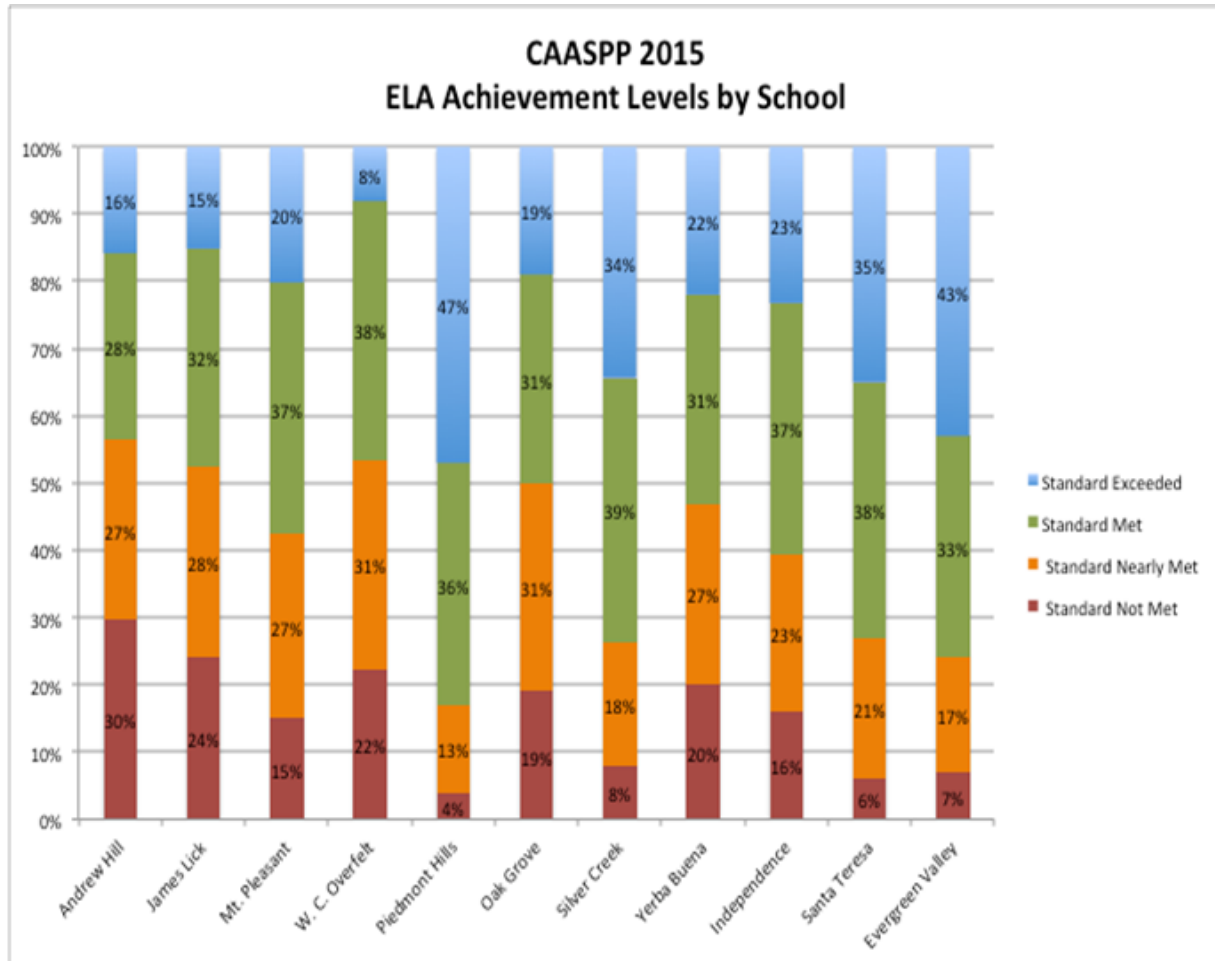
Mt. Pleasant Graduates Completing UC /CSU Requirements by Ethnicity (Percentage)

Year	2011-2012	2012-2013	2013-2014
American Indian	0.0%	0.0%	100.0%
Asian	54.3%	46.9%	68.4%
Pacific Islander	0.0%	50.0%	0.0%
Filipino	67.5%	51.4%	50.0%
African-American	40%	46.2%	77.8%
Hispanic or Latino	32.6%	24.4%	34.7%
White (not Hispanic)	26.3%	30.8%	56.2%
Two or More Races	0.0%	0.0%	0.05%
Total	38.8%	32.5%	43.2%

The percentage of students ready to attend a UC/CSU has increased overall from 38.8% to 43.2% in the last three years. The largest increase (29.9%) has been experienced by the White students followed by our Asian students with an increase of 14.1%. Latino students show a slight gain of 2.1% in spite of being our largest ethnic group.

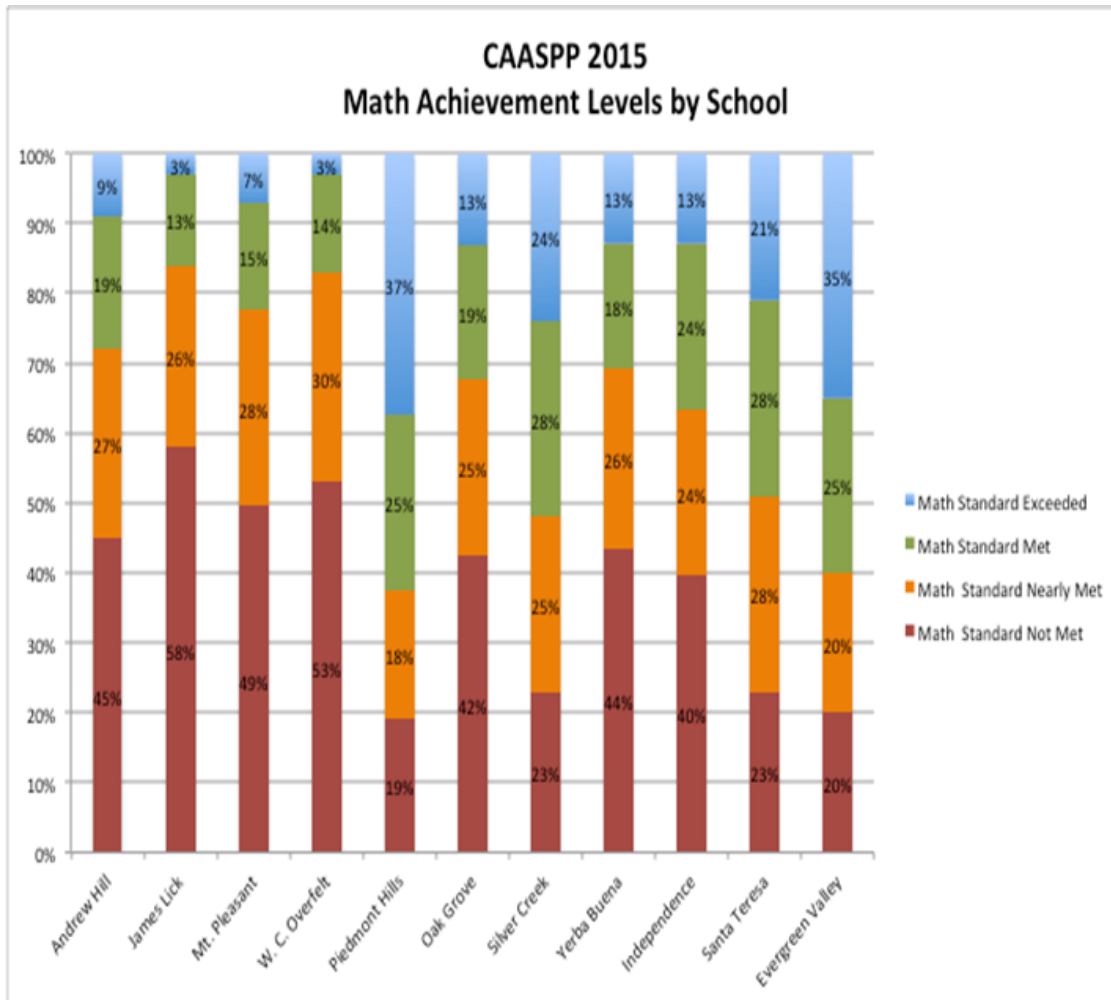
IX. CAASPP ELA and Math Results

Mt. Pleasant High School CAASPP 2015 ELA Results



Out of the 348 juniors tested, the data indicates that 20% have exceeded the standard and are ready for college-level English courses, 37% have met the standard and are conditionally ready for college-level English work, and 42% of our students are not yet ready for college-level English work.

Mt. Pleasant High School CAASPP 2015 Math Results



Out of the 348 juniors tested, 7% exceeded the standard and are ready for college-level math courses, 15 % of the students have met the standard and are conditionally ready for college-level math coursework, and 77% of our students are not yet ready for college-level math work.

Mt. Pleasant CAASPP by Student Group - spring 2015 10th grade Life Science

Group	% at Proficient or Advanced
School	36%
Male	40%
Female	32%
Black or African American	N/A
Asian	71%
Filipino	36%
Hispanic or Latino	29%
White	60%
Socioeconomically Disadvantaged	7%
English Learners	7%
Students with Disabilities	33%

Our Asian students experience more success in the Science State Testing (71%), followed by our White students (60%). Our Latino students are the lowest performing group at 29%.

Mt. Pleasant 2014-2015 CAASPP - English Language Arts

	Students Tested	Students Tested %	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
School Wide	348/360	96.7%	15%	26%	36%	20%
Male	166/360	46.1%	17%	26%	34%	21%
Female	182/360	50.6%	13%	26%	39%	18%
Black or African American	13/360	3.6%	8%	38%	46%	8%
Asian	39/360	10.8%	5%	10%	44%	38%
Filipino	38/360	10.6%	5%	11%	42%	39%
Hispanic or Latino	233/360	64.7%	18%	32%	34%	13%
White (not Hispanic)	19/360	5.3%	16%	16%	32%	32%
Socioeconomically Disadvantaged	144/360	40%	13%	29%	40%	15%
Students with Disabilities	43/360	11.9%	49	30	14	0

The ethnic groups that experience more success in the English portion of the CAASPP test are the Asian students with 82%, followed by Filipino students at 81%. The two lowest performing ethnic groups are the African-American students at 54% and Latino students at 44%.

Mt. Pleasant 2014-2015 CAASPP - Mathematics

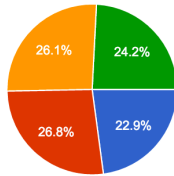
	Students Tested	Students Tested %	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
School Wide	344/360	95.6%	49%	28%	15%	7%
Male	165/360	45.8%	50%	24%	15%	10%
Female	179/360	49.7%	47%	31%	15%	4%
Black or African American	13/360	3.6%	54%	31%	15%	0%
Asian	38/360	10.6%	21%	16%	37%	26%
Filipino	37/360	10.3%	30%	32%	19%	19%
Hispanic or Latino	231/360	64.2%	57%	29%	9%	3%
White (not Hispanic)	19/360	5.3%	42%	21%	26%	5%
Socioeconomically Disadvantaged	142/360	39.4%	47%	32%	10%	9%
Students with Disabilities	43/360	11.9%	81%	12%	2%	0%

The ethnic groups that experience more success in the math portion of the CAASPP test are the Asian students with 63% of the students meeting or exceeding standard, followed by Filipino students at 38%. The two lowest performing ethnic groups are the African-American students at 15% and Latino students at 12%. Only 2% of students with disabilities have met standards.

Mt. Pleasant High School 2015-2016 Perception Surveys

I. Student Perception Survey—December 2015

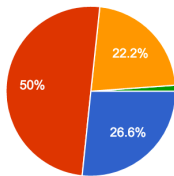
Grade



9th	261	22.9%
10th	306	26.8%
11th	298	26.1%
12th	276	24.2%

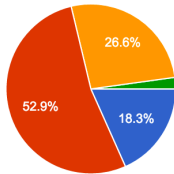
Instruction

I know what we are doing every day in class because the agenda/objective is posted



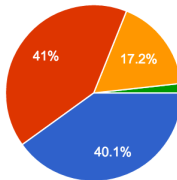
All my classes	304	26.6%
Most of my classes	571	50%
Few of my classes	253	22.2%
None of my classes	13	1.1%

My classes are challenging and promote critical thinking



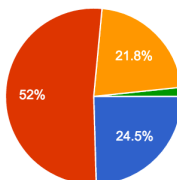
All my classes	209	18.3%
Most of my classes	604	52.9%
Few of my classes	303	26.6%
None of my classes	25	2.2%

The amount and type of assignments are appropriate for the course.



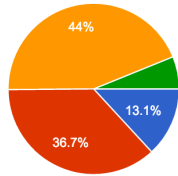
All my classes	457	40.1%
Most of my classes	468	41%
Few of my classes	196	17.2%
None of my classes	20	1.8%

The material that is taught is well organized and structured



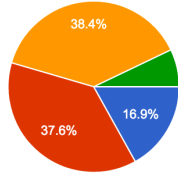
All my classes	280	24.5%
Most of my classes	593	52%
Few of my classes	249	21.8%
None of my classes	19	1.7%

We work on a Do First or a Warm Up activity at the start of the class



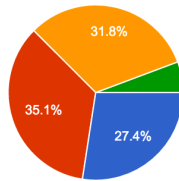
All my classes	150	13.1%
Most of my classes	419	36.7%
Few of my classes	502	44%
None of my classes	70	6.1%

My classes are interesting



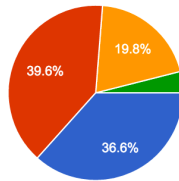
All my classes	193	16.9%
Most of my classes	429	37.6%
Few of my classes	438	38.4%
None of my classes	81	7.1%

My teachers encourage me to participate and to ask questions



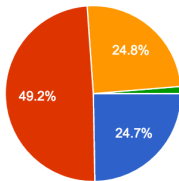
All my classes	313	27.4%
Most of my classes	400	35.1%
Few of my classes	363	31.8%
None of my classes	65	5.7%

My teachers value individual thinking and respect a difference of opinion



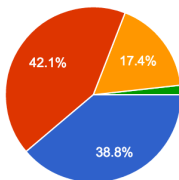
All my classes	418	36.6%
Most of my classes	452	39.6%
Few of my classes	226	19.8%
None of my classes	45	3.9%

I get clear directions and information in my classes



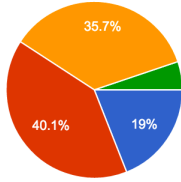
All my classes	282	24.7%
Most of my classes	561	49.2%
Few of my classes	283	24.8%
None of my classes	15	1.3%

My teachers maintain an environment that encourages learning



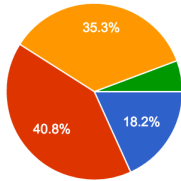
All my classes	443	38.8%
Most of my classes	480	42.1%
Few of my classes	198	17.4%
None of my classes	20	1.8%

Assignments and tests are returned to me in a timely manner



All my classes	217	19%
Most of my classes	458	40.1%
Few of my classes	407	35.7%
None of my classes	59	5.2%

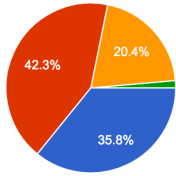
Schoolloop information is updated regularly



All my classes	208	18.2%
Most of my classes	465	40.8%
Few of my classes	403	35.3%
None of my classes	65	5.7%

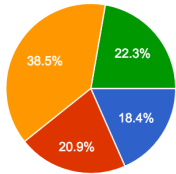
Academic Support

Teachers are available for extra help outside of class time



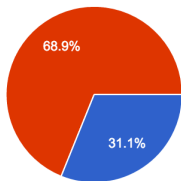
All my classes	409	35.8%
Most of my classes	483	42.3%
Few of my classes	233	20.4%
None of my classes	16	1.4%

I attend morning tutorial



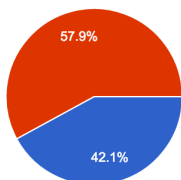
Every day	210	18.4%
Most days of the week	238	20.9%
A few days of the week	439	38.5%
I don't attend morning tutorial	254	22.3%

I take advantage of the Goodwill Assets Program after school to improve my grades



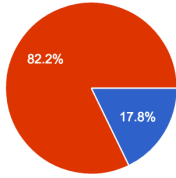
Yes	355	31.1%
No	786	68.9%

I am familiar with Cyber High



Yes	480	42.1%
No	661	57.9%

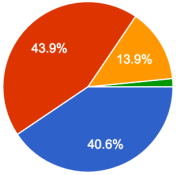
I know how to sign up for Cyber High



Yes **203** 17.8%
 No **938** 82.2%

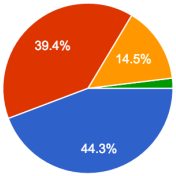
Assessment

The exams in my classes are tied to what was taught.



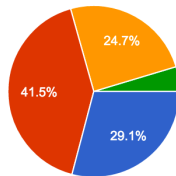
All my classes **463** 40.6%
 Most of my classes **501** 43.9%
 Few of my classes **159** 13.9%
 None of my classes **18** 1.6%

I am graded fairly



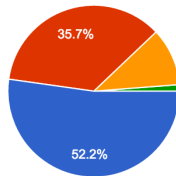
All my classes **505** 44.3%
 Most of my classes **449** 39.4%
 Few of my classes **165** 14.5%
 None of my classes **22** 1.9%

My teachers use rubrics in class when grading assignments, projects or tests.



All my classes **332** 29.1%
 Most of my classes **474** 41.5%
 Few of my classes **282** 24.7%
 None of my classes **53** 4.6%

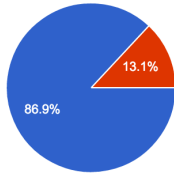
I know what is expected of me, so that I can earn good grades in my classes.



All my classes **596** 52.2%
 Most of my classes **407** 35.7%
 Few of my classes **124** 10.9%
 None of my classes **14** 1.2%

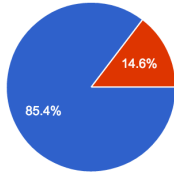
Counseling

I know what classes to take to graduate from high school



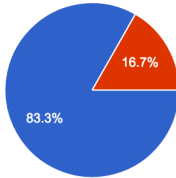
Yes **992** 86.9%
No **149** 13.1%

I know whom to ask questions about requirements for graduation or college



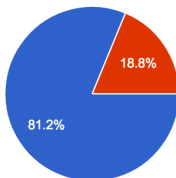
Yes **974** 85.4%
No **167** 14.6%

I am on track to graduate on time



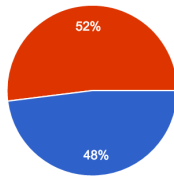
Yes **950** 83.3%
No **191** 16.7%

I know what the A-G requirements are



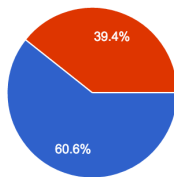
Yes **927** 81.2%
No **214** 18.8%

I know what my college eligibility index is



Yes **548** 48%
No **593** 52%

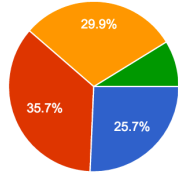
I have passed all my A-G classes with a C or better



Yes **692** 60.6%
No **449** 39.4%

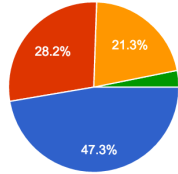
School Culture

I have heard the term "Common Core" used in the classroom by my teachers



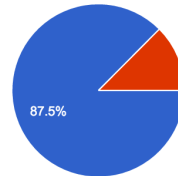
All my classes	293	25.7%
Most of my classes	407	35.7%
Few of my classes	341	29.9%
None of my classes	100	8.8%

I have heard the term "PRIDE" used in the classroom by my teachers



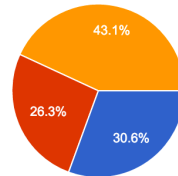
All my classes	540	47.3%
Most of my classes	322	28.2%
Few of my classes	243	21.3%
None of my classes	36	3.2%

I know what PRIDE stands for



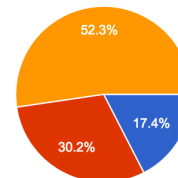
Yes	998	87.5%
No	143	12.5%

I am involved in clubs



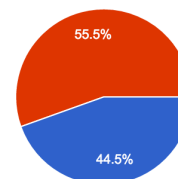
Yes, two or more	349	30.6%
Yes, just one	300	26.3%
No	492	43.1%

I am involved in sports



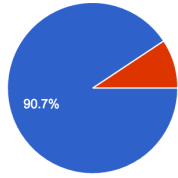
Yes, two or more	199	17.4%
Yes, just one	345	30.2%
No	597	52.3%

My parents contact my teachers when they have questions or concerns



Yes	508	44.5%
No	633	55.5%

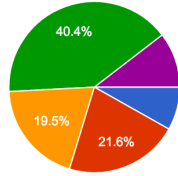
My parents receive informational letters from the school



Yes	1035	90.7%
No	106	9.3%

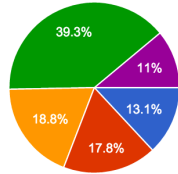
Self Perception

I study regularly



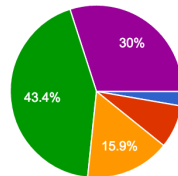
Yes, everyday	93	8.2%
Yes, most days of the week	246	21.6%
Yes, a few days of the week	222	19.5%
Only when there is a test	461	40.4%
No, I don't study	119	10.4%

I study alone



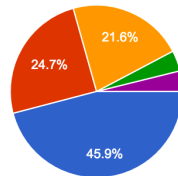
Yes, everyday	149	13.1%
Yes, most days of the week	203	17.8%
Yes, a few days of the week	215	18.8%
Only when there is a test	448	39.3%
No, I don't study	126	11%

I study with a study group or with friends



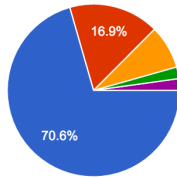
Yes, everyday	31	2.7%
Yes, most days of the week	92	8.1%
Yes, a few days of the week	181	15.9%
Only when there is a test	495	43.4%
No, I don't study	342	30%

I check Schoolloop



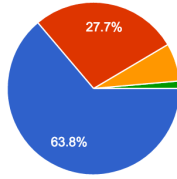
Yes, everyday	524	45.9%
Yes, most days of the week	282	24.7%
Yes, a few days of the week	247	21.6%
Only when there is a test	44	3.9%
No, I don't study	44	3.9%

I understand my responsibilities as a student



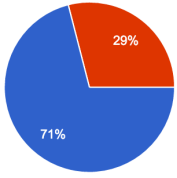
Yes, everyday	805	70.6%
Yes, most days of the week	193	16.9%
Yes, a few days of the week	93	8.2%
Only when there is a test	25	2.2%
No, I don't study	25	2.2%

I understand what to do to earn a good grade



All my classes	728	63.8%
Most of my classes	316	27.7%
Few of my classes	81	7.1%
None of my classes	16	1.4%

My grades represent my effort



Yes	810	71%
No	331	29%

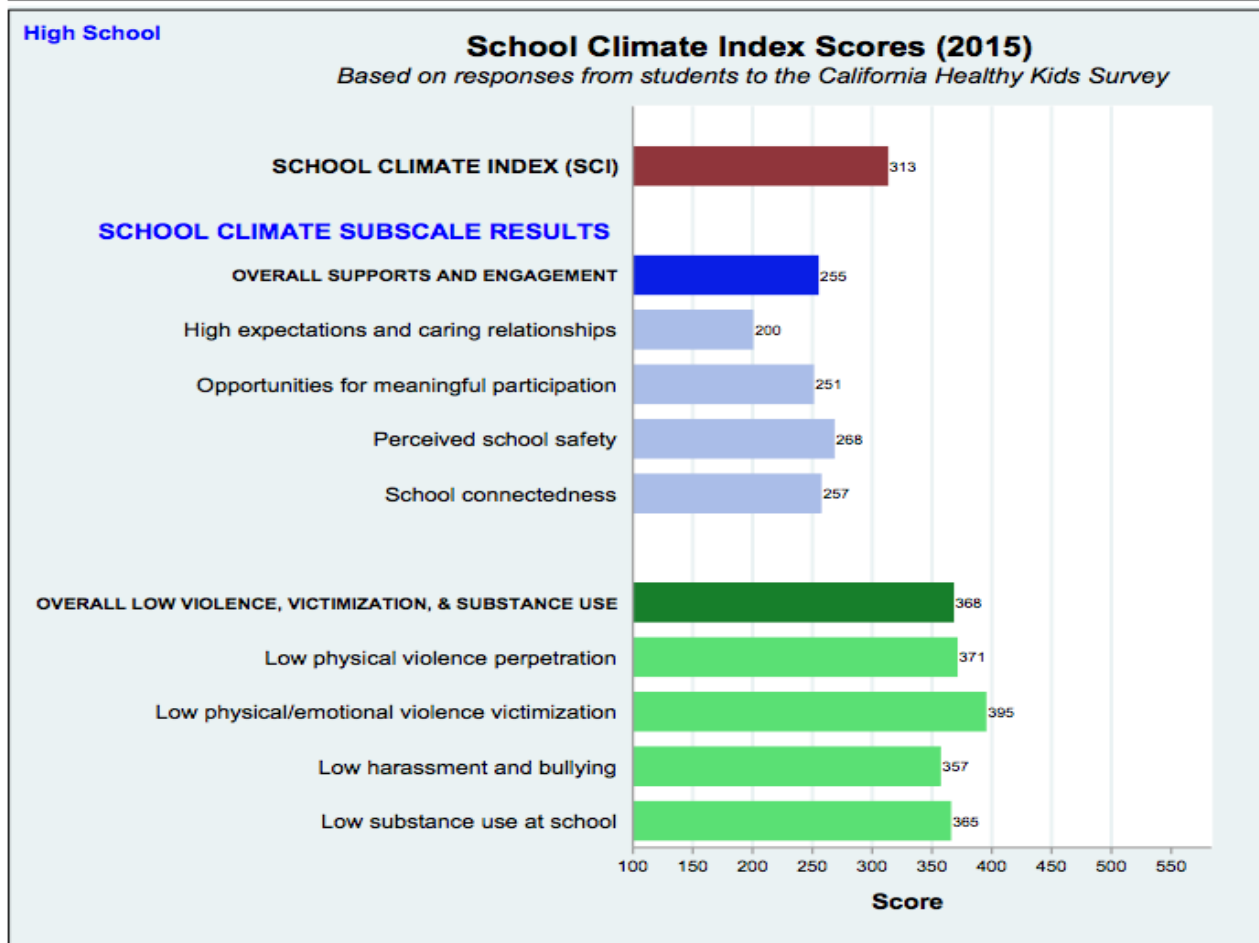
California Healthy Kids Survey- Spring 2015

District: East Side Union High
 School: Mount Pleasant High

Date Prepared: 27 Aug 2015
 Response Rate: 78%

School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
School Climate Index	313 ^A	66 ^B	97 ^B



^AScores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

^B**High percentile scores represent schools with more positive school climates.** A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

The lowest score contributing to the overall school climate index was in the area of *high expectations and caring relationships*, followed by *opportunities for meaningful participation* and *school connectedness*.

Parent Needs Survey-Fall 2015

Questions	Responses
Owns a computer at home	9/19
Uses e-mail	9/19
Knows how to use Schoolloop	9/19
Knows how to use Webpage	9/19
Speaks enough English to read mail or receive teleparent messages	12/19
Knows how to contact the attendance office	14/19
Knows how to contact counselors	11/19
Knows how to contact teachers	11/19
Knows how to seek academic support	11/19
Knows graduation requirements	7/19
Understands how to make up credits	6/19
Understands which classes are AP	5/19
Knows University Admission requirements	6/19
Knows alternatives after graduation	6/19
Knows dress code and attendance rules	15/19
Understands the SARB process	5/19
Knows how to seek additional testing	5/19
Knows how to seek additional support (Mental health and well being)	3/19

Although the number of parent surveys collected is small, the survey indicates that there is a technological divide that prevents parents from accessing information. Also, there is a need to educate our parents in regards to graduation requirements, college requirements, and educational options after high school.

2015-2016 Certificated Perception Survey

Item	2012-2013 Agree	2015-2016 Agree
Administration has initiate changes to increase safety	36.2%	60.9%
Administration notifies me of results of discipline referrals in a timely manner	41.3%	60.9%
Administrations notifies me of when commits violent offenses	36.2%	46.9%
Administration notifies me of local incidents of violence	76.6%	60.9%
Administration notifies me about school climate issues including discipline	54.3%	51.6%
Administration provides appropriate supervision for staff and student safety	48.9%	68.8%
Administration provides appropriate consequence for students	38.3%	45.3%
Administration enforces progressive discipline	41.3%	45.3%
I can contact the discipline team in case of an emergency	46.8%	65.6%
I have the necessary safety equipment in my classroom	84.8%	93.8%
I am comfortable expressing my views to administration about discipline and safety	47.8%	70.3%
Rate overall safety and climate from 1 (worst) to 5 (best)	71.7% rated 3 or higher	85.9% rated 3 or higher

When our certificated staff was surveyed, 60.9% of the respondents report that they believe that the administration has initiated local changes to increase safety. The overall rating (3 and above) increased from 71.7% to 85.9%.

SUMMARY OF THE DATA

Student Enrollment

Mt. Pleasant High School is a school made up of predominantly Latino students (68% of the total student population in 2014-2015). The next largest ethnic group is Asian (12.9% of the student population). The majority of our students, regardless of ethnic background, come from immigrant homes where a second language is spoken (67.4% of the total school population in 2014-2015). Over the last few years, we have seen a drop in total school enrollment, particularly among our English Learner population, possibly due to the number of charter schools in our area that serve this population. We have also seen an increase in the percentage of Students with Disabilities and the percentage of students considered socioeconomically disadvantaged.

Staffing Information

The Mt. Pleasant certificated staff is a stable, veteran, and experienced group of teachers with an average of 16 years of teaching experience. The three largest ethnic groups among our certificated staff are White (46%), Latino (23.7%), and Asian (11.8%). Out of the 76 certificated staff members, one-third have a post-baccalaureate degree. The classified staff is mostly Latino (62.9%) and the rest of the classified staff is Asian, Filipino, and White (roughly 11% each).

Student Performance

The data indicates that the performance on standardized tests has declined in the last few years among our largest subgroups (Latinos, English Learners, Socioeconomically Disadvantaged and Students with Disabilities). We have seen a continuing decrease in math proficiency in the California High School Exit Exam and a low proficiency rate in the new Math SBAC test. Our Language Arts proficiency rates for the CAHSEE and for the new English SBAC test are higher than in Math but should be higher.

In terms of grades earned in core classes, there seems to be a slight increase in the number of A, B, and C grades earned overall, but there is a discrepancy in the percentage of passing grades from one subject area to another, with 9th and 10th grade classes having the lowest percentage of A, B, and C grades. Passing grades, which are directly related to our graduation rate, have improved slightly in the last three years (85%) for almost all of our subgroups, but there is a big discrepancy between the graduation rates of Asian students and those of our largest subgroups (Latinos, English Learners). There has been a decrease in the graduation rate for our Students with Disabilities; only about half graduate.

The percentage of students graduating prepared to attend a four-year university has also increased slightly to 43.2%. However, the largest increase (29.9%) has been experienced by White students followed by our Asian students with an increase of 14.1%. The percentage of Latino students prepared to attend a four-year university increased by 2%.

Overall we have made some gains in the different student achievement markers, from passing grades to graduation rates, but these gains have not been consistent across our different subgroups.

Student Perception Survey: Instruction at MPHS

The majority of the students (roughly 75%) have a positive view of the teaching going on in their classrooms. They report that the teachers' expectations are clear, the classes are challenging, the amount and types of assignments are appropriate, and that the material is well organized and structured in most of their classes. In the area of instruction, there is a student concern around the turnaround time for assignments and tests. Only about 60% of the students report that assignments and tests are returned to them in a timely manner and that *Schoolloop* is updated regularly for most of their classes.

Student Perception Survey: Academic Support

The majority of the students (78%) report that teachers are available to assist them outside of class time. Since only 39% report using morning Tutorial for academic support, it is not clear if the assistance occurs after school, at break or at lunch. The students also report that 31% attend the after school Goodwill ASSETs programs to improve their grades.

Student Perception Survey: Assessment

The majority of the students (over 80%) feel they know what is expected of them in order to earn good grades, that they are graded fairly, and that the exams are tied to the content taught in class. Additionally, most students (70%) report that rubrics are used in their classes to grade assignments, projects and tests.

Student Perception Survey: Academic Counseling Services

Around 85% of the students report they are informed about graduation requirements and university admission requirements. 82% report they are on track to graduate, a percentage close to our current graduation rate of 85%, but only 60% report passing their A-G classes with a C or better.

Student Perception Survey: School Culture

When asked about the school-wide initiatives around the new Common Core State Standards and our efforts to improve school culture, it is evident that we do not have 100% staff commitment in the implementation of these initiatives. Only 61% of the students report having heard the term "Common Core," and only three-fourths of the students report having heard the term PRIDE being used by their classroom teachers. In spite of this, 87% of the students know what PRIDE stands for. As for involvement in extracurricular activities, around 50% of the students report being involved in clubs and sports.

Less than half of our students (44.5%) report that their parents contact their teachers whenever they have questions or concerns. This could be related to the fact that 67% of our students come from households in which a second language is spoken. On a positive note, 90.7% of the students report that their parents receive informational letters from the school. This data correlated with the 92% of school-wide calls delivered to homes by *Teleparent*, our automated parental notification system used by administration to keep parents informed of school events.

Student Perception Survey: Study Skills

When asked to reflect on their own study skills and habits, less than one third of students surveyed report studying regularly. Those who study, study by themselves. Just 10% of the students report studying in groups or with friends. However, the majority of the students report that they understand their responsibilities as students, and believe that their grades represent their effort in class. Overall, 70% of the students report checking *Schoolloop* most days of the week.

California Healthy Kids Survey:

The majority of the students who completed this survey report that they do not feel connected to the school, they do not feel that the school has high expectations of them and that they do not have caring relationships with the adults on the campus.

Parent Needs Survey:

Although the number of parent surveys completed is small, it reflects the number of parents who consistently participate in our evening parent workshops and highlights the need to attract more parents to our meetings and events. The results of this survey tell us that there is a technology divide between our students and school and our parent population. The online tools we provide for parent use may not be the most effective way to keep some of our parents involved in their children's education. The parents also report that they are not familiar with the basic requirements for graduation and/or college admission.

Teacher Perception Survey:

Sixty-four teachers completed the same survey from 2 years ago. The majority of teachers report that the overall safety climate has improved in the last two years. They also report that they feel some positive changes in the area of discipline and safety and feel comfortable expressing their views to administration in the areas of safety and discipline

Implications of the Data

The implications that these data findings have on our work are as follow:

- We need to increase the use of high-yield research-based strategies to increase the success of our students in their classes and on standardized tests.
- We need to use to inform our teaching, our departmental work and our school decisions.
- We need to use common grading policies and rubrics so that grades from one class to the other mean the same thing. This will impact the number of students graduating and meeting A-G requirements.
- We need to increase the use of Specially Designed Academic Instruction (SDAIE) strategies to increase the academic success of our English Learner population.
- We need to find effective ways to engage parents, especially the parents of our second language students.
- We need to engage our students in curricular activities and tasks that are meaningful, interesting, and relate to real life.
- We need to address the needs of our Students with Disabilities by participating in the IEPs, giving feedback and input to the case managers, and ensuring all students receive the accommodations and modifications to which they are entitled.
- We need to ensure all teachers participate in professional development activities that will enhance their teaching and increase the quality of departmental collaborations.
- We need to connect with our students on a personal level and have clear expectations of them so they feel connected to and valued by the staff.
- We need to work as a unit towards a common goal. This means that once a decision or an agreement is made, all staff must honor that decision to ensure all students receive an equitable education.
- We need to adopt the practices and strategies of Professional Learning Communities so we can work more effectively.

- We need to increase the use of formative assessment to inform our teaching and provide feedback to our students in a timely manner.
- We need to embed the teaching of study skills into our teaching practice.
- We need to educate our parent population on the use of the technology we use to communicate with them, and provide them with access to this technology as well.
- We need to provide opportunities for our parents to learn about how our high school operates and about requirements for graduation and college admission.

Critical Learner Needs

- There is a need to increase the number of graduating seniors meeting college readiness requirements and CSU/UC A-G requirements.
- There is a need to increase the number of students ready for career after high school.
- There is a need to increase the A, B, C pass rates in all subject areas.
- There is a need to increase the level of parental engagement.
- There is a need to increase the educational capital of our parents.
- There is a need to increase the level of attachment/engagement for all students in and out of the classroom.

Important Questions for Future Staff Discussions

- Because our staff demographic does not reflect our student demographic, how does this affect our ability to connect to our students?
- How do we address the disconnect between staff who feel they offer a supportive environment and students who feel that teachers are not caring and do not have high expectations for them?
- How are we using formative and summative assessments now? How do we use them to inform our teaching and impact student learning?
- How do we leverage our adult interpersonal relationships to work together and model the PRIDE (Personal Responsibility, Respect, Integrity, Determination, Engagement) values to our students?
- How do we update or inform our teaching to address the needs of the student subgroups that are not performing, in particular our Latino students, our English Learners and Students with Disabilities?
- How do we bridge the communication gap between school and families to increase student success?
- How do we provide services to our parents so they can become our partners in their children's education?
- How do we restructure our lessons to embed the study skills that students will need to succeed in our classes?



Significant Changes and Development



WISC



Significant District Changes and Developments

District Office Educational Services Division Leadership:

During the last WASC visit, in 2014, our former associate superintendent explained to the Visiting Committee that the budget crisis and staffing reductions delayed our implementation of the Common Core State Standards, benchmark assessments, and the use of a unified data analysis tool. In the last two years there have been significant changes in the district office personnel, which have enabled us to begin addressing some of these issues. These changes include:

- Mr. Glenn Vander Zee, former Director of Professional Development and Instructional Services became our new Associate Superintendent of Educational Services.
- Our former principal, Ms. Teresa Marquez became the new Director of Professional Development and Instructional Services.
- Dr. Barbara Moore was added to the leadership team as the Director of Special Services.
- A new position was added to the Division of Instructional Services, Director of Student Services, which is now held by Ms. Shakenya Edison.

These changes to the district office leadership have brought with them changes to school sites district-wide and have resulted in district-wide shifts in instruction and student services that are still emerging:

- The new Director of Student Services Department, Ms. Edison, has changed our suspension forms and policies to be better aligned with the Education Code.
- The new Director of Special Services, Dr. Moore, is in the initial planning stages to implement a Multi-Tier System of Supports (MTSS). Our district office has recently posted a new position in support of this plan, an MTSS Coordinator.
- Our new Associate Superintendent of Educational Services, Mr. Glenn Vander Zee has been working closely with his team and has provided direction in the creation of a graduate profile. In addition, the district has adopted a focus of creating tasks that demand student production at or above Depth of Knowledge 3 (DOK 3).

Instructional Coaches:

As a result of the identification of needs through the Local Control and Accountability Plan (LCAP) process, 11 Instructional Coaches were added district-wide to offer support to teachers electing to be coached. Each coach served two sites with a total caseload of ten teachers. For the 2015-2016 school year, three more coaches were added and our district office decided to combine the voluntary coaching model with induction services for teachers needing to clear their preliminary credential. Coaches now work with teachers needing induction, as well as teachers who choose to be coached. Currently, there is one instructional coach working with Mt. Pleasant High School staff and she is working with six staff members.

Director of Marketing:

For the 2015-2016 school year, a new position was added to the Office of the Superintendent, a Director of Marketing. This new position, currently held by Ms. Linda Ornelas, was created to better publicize and market our schools and services. Mt. Pleasant was identified, along with three other district high schools due to our declining enrollment, as a focus school for a targeted publicity campaign. This joint district and school campaign included postcards and door hangers mailed to homes both within and outside of our school boundaries, advertisements airing at movie theaters prior to the start of the feature presentation, school presentations at a local Spanish

language television station (Telemundo), and an open house to showcase our various school programs.

Access to technology:

In November 2014, the community passed Measure I, a general obligation bond that is related only to technology. Measure I is a \$113.2 million bond to help East Side High School District students keep pace with today's rapidly changing educational landscape by providing a replenished source of funding for new technology every three to four years for the next two decades. As part of this bond, Mt. Pleasant staff and students have access to Wi-Fi across the campus, and the number of ChromeCarts available to students and teachers has increased from two to 33. In addition, every student now has a district-based email account and access to online scheduling. As part of the technology advancements, our district office implemented Access Request Management System (ARMS) that allows staff to access all web-based programs including email, databases, and resources. As part of the resources available to Special Education teachers, Special Education Information System (SEIS), a statewide Special Education database, was added to assist teachers with the writing of students' Individual Educational Programs (IEPs).

Contractual language:

After negotiations between our district and our Certificated Bargaining Unit, it was agreed that all classroom teachers would use an online gradebook that would be updated regularly. Currently, all teachers at Mt. Pleasant are using *Schoolloop* as the designated online gradebook.

Significant School Site Changes and Developments

Site Leadership Team:

The administrative changes that occurred at the district level in the summer of 2015 impacted our school site directly. Ms. Teresa Marquez, our principal of seven years, was promoted and has become our district's new Director of Professional Development and Instructional Services. A committee of staff, parents, and students selected Martha Guerrero, the Associate Principal of Educational Development (APED) as the new principal. Principal Guerrero has been a Mt. Pleasant staff member for 29 years. Ms. Adriana Rangel, our new APED, was formerly the Associate Principal of Administrative Services (APA) at Andrew Hill High School.

New positions:

Goals, actions, and budget priorities in our Local Control Accountability Plan (LCAP) led to the creation of new positions at each site. During the 2014-2015 school year, Mt. Pleasant High School received:

- An additional academic counselor, which reduced our three counselors' student load to 500 students each. For the previous seven years, our counseling department served our entire student population with only two counselors. Even more recently, during the 2015-2016 school year, we received an additional academic counselor position and now have four academic counselors serving our student population of almost 1400 students.
- A school social worker to coordinate the mental health services provided to our students by community-based organizations with which we have Memoranda of Understanding (MOU).
- A Parent and Community Involvement Specialist to increase the parental involvement at the school site and to ensure the participation of our different stakeholders in all areas of the school decision-making process.

- A Support Services Technician to provide bookroom and library services to students on days the bookroom clerk and the librarian are assigned to other school sites. The job description of the Support Services Technician also includes serving as a testing coordinator and working with the APED.
- A Restorative Justice Coordinator who can support teachers as they integrate Restorative Justice practices into their classrooms and can support the discipline team to embed these same practices into their work.

New Staff:

This school year we have three new members on our classified staff due to retirements and changes in assignments. They are our Bank Clerk, our Health Office Technician and our Language Assessment Testing Technician.

New Bell Schedule:

After our 2014 full WASC Self-Study visit, our staff engaged in conversation to address the implementation of instructional shifts brought about by the Common Core State Standards. This led to a discussion about the need to extend our collaboration period every week to facilitate deeper discussion and thoroughly considered decisions among staff members. Our final vote was a compromise that allowed us to extend collaboration from 60 to 100 minutes, to extend Tutorial to 25 minutes five days per week, and to move Collaboration from Wednesday morning to Monday afternoon to allow for a consistent start time every day.

New Puente teacher and counselor:

In the summer of 2014, our Puente teacher of eight years left to become one of the district's new Instructional Coaches. Although her late summer departure created a staffing challenge for our site, we hired a new teacher to lead the Puente program. During our 2014 WASC Self-Study report, we mentioned one of the challenges we faced: the Puente model requires a 0.5 FTE counselor dedicated to Puente students, and we were unable to meet this program requirement since we only had two counselors for the entire school population. This school year, with the hiring of our fourth counselor, we have been able to meet this last requirement for a full implementation of the Puente model.

Declining enrollment:

Our district commissioned a demographic study a few years ago that outlined the enrollment trends for all the district's high schools. Due to fewer high school age students in our attendance area, the study predicted a continued decline in enrollment through the 2021-2022 school year. To date, this drop in enrollment has impacted some of our elective course offerings. This school year, it translated to a loss of our French program, our third year of Physical Education electives and a reduction in sections of our Health, Career, and Driver's Education courses.

Program Losses:

Since our 2014 WASC visit, we have lost two programs that were listed in our WASC report. The 180 Degrees Program served a small population of at-risk 9th and 10th graders. The District Office relocated the lead teacher to another high school to support their school-wide advisory program and their adoption of the 180 Degrees curriculum for this advisory program. This particular program requires a teacher with unique qualifications, and to date we have not been able to find a replacement. The second program, which featured prominently in our last WASC Self-Study, was

GEAR-UP. This federally funded program provided counseling services and after-school tutoring and activities to the class of 2015 from 7th to 12th grade.

New Program:

Although our enrollment has been declining, in October of the 2014-2015 school year, we saw an increase in the number of students newly arrived to the country. This was a departure from the trend of recent years that had led us to close our English Language Development program (ELD). As a result of this change in demographics, we offered ELD 1 for the first time in a few years, and this year we added ELD 2 to our course offerings. We expect to continue to grow our ELD program with the addition of ELD 3 next school year.



Ongoing School Improvement



In order to engage all certificated and classified staff in the work we needed to focus on this school year, we opened the 2015-2016 school year with a review of the work accomplished since the April 2014 WASC visit. Over the past two years, we have:

- Developed and improved collegial and collaborative relationships with each other.
- Created norms for working together.
- Extended our collaboration time on Mondays.
- Extended Tutorial to five days a week.
- Laid the foundation for the implementation of Positive Behavioral Interventions and Supports (PBIS) and Safe School Ambassadors programs.
- Familiarized ourselves with and began implementation of the Common Core State Standards and the Next Generation Science Standards.
- Crafted and approved our Critical Thinking Statement.
- Empowered our department chairs to become instructional leaders.
- Begun to learn from each other through our participation in instructional rounds.

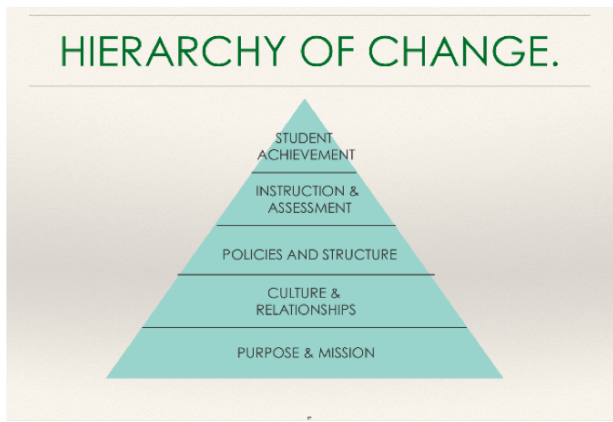
We also came to a consensus to focus on the following work for the 2015-2016 school year:

- Defining what our Critical Thinking Statement looks like in each discipline and developing instructional strategies and practices aligned to the statement.
- Participating in Instructional Rounds and using observations to inform our practice.
- Promoting a positive learning environment for our students and a positive working environment for staff through implementation of PBIS.
- Maximizing the impact of our extended weekly collaboration by integrating the practices of effective Professional Learning Communities (PLCs) into our departmental structures.

In addition, the principal reminded staff that WASC is an opportunity to reflect, and that throughout our collaboration meetings, after-school workshops, and pullout days, as well as during our regular workday, we need to maintain focus on the following questions:

- Who are **we** as a school community?
- How are **we** doing when it comes to meeting our mission?
- What are **we** doing currently to address our students' needs?
- Are **we** informed about what can be done and/or is being done elsewhere?
- Are **we** willing to learn?
- What will **we** change?
- How will **we** change our practices?
- Do **we** have a plan to do so?

This introduction on the first workday for staff set the agenda for the work in which we have engaged this school year. As all staff participated in discussions and made decisions about our mission statement, our SLOs, and Tutorial, we have continuously referred back to the Hierarchy of Change Pyramid used by our Associate Superintendent of Instructional Services. This graphic has reminded us that we need to own the school's purpose and mission and foster and nurture the school's culture and relationships. Only then can we create the policies and structures that will allow us to support the instruction and assessment that will yield high student achievement.



We also reviewed the accreditation Cycle of Quality to remind us that WASC does not end with the WASC Committee visit, but is a continuous cycle of improvement.



Constant and consistent reminders throughout this school year have kept the big picture in mind, and have reminded the staff to think of Mt. Pleasant and the entire student population when making decisions; to look into the future and not just the here and now; and have set the foundation for the work in the coming years. A major shift has been a commitment to create a school that works for the students, rather than first considering what is best for the adults on campus.

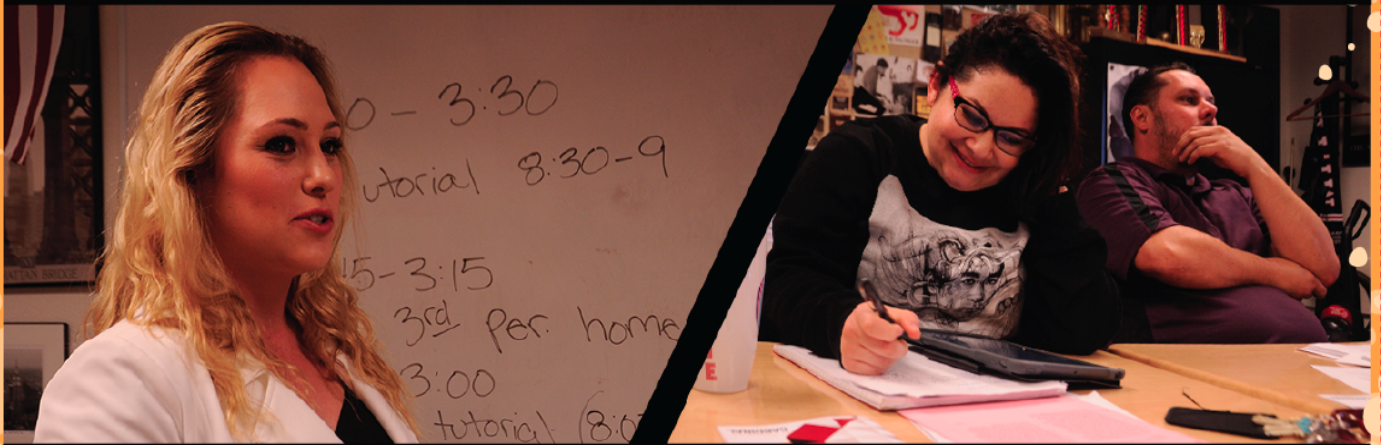
In the next few months, the department chairs will restructure the frequency and content of their meetings to better facilitate long-term goals and planning as well as short-term work. Lastly, to support a culture of trust and respect, all votes and decisions have been made publicly, with all staff members physically clustering with like-minded colleagues. This allows each person to see how staff side on any particular issue.

To engage in the analysis of student data, certificated and classified staff met together in small groups to study demographics student achievement data. The department chairs then reviewed the staff findings and summarized their answers to the questions: What does the data tell us? What are the implications? What critical areas of need does the data identify? The results of these findings are included in the WASC report. Although this school year administration has kept School Site Council members updated on the work done by the staff during Collaboration, the parents and students in School Site Council did not participate in the review of student data in the

same manner as the staff. However, the administration presented different types of data to School Site Council, from discipline to SBAC data, to inform their work.

The bulk of the work done by the School Site Council members in the first semester has been to review and revise the Single Plan for Student Achievement. In the upcoming months, we will be looking at data more closely to monitor the implementation of the strategies and action items in our current plan. The personnel on special assignments charged with carrying out these action items will also present their work to School Site Council to inform decisions for next school year's plan.

To prepare this report, classified and certificated staff members have participated in activities and tasks throughout the school year. The results have been discussed and summarized by the department chairs during their monthly meetings. Although this year we did not have a teacher on special assignment leading the WASC effort to write the report, as has been the custom during a full WASC Self-Study year, we had two teachers on special assignment to work on staff development who met with the principal on a regular basis to create the student perception survey, organize materials, upload summaries and work on parts of the WASC report. All department chairs submitted reports on the work done by their departments during Collaboration this last year and a half. In addition, some of the department chairs also volunteered their time to help write portions of the report, and our Multimedia teacher created the artwork. The draft report was presented to the classified and certificated staff so they could provide input and recommend changes. Overall, the principal oversaw and contributed to the writing, ensured coherence in the overall report and made sure that all sections of the report were addressed.



Progress On Critical Needs For Follow-Up And School-Wide Action Plan



The 2014 WASC Visiting Committee identified 30 different Critical Areas for Follow-up. These Critical Areas for Follow-up are as follows:

- Develop a system and process to develop performance data from student work to drive instruction and course offerings in support of rigorous student learning and effective teaching.
- Continue to develop and strengthen a viable and vibrant Professional Learning Community that represents all stakeholders.
- Continue to expand the effective use of Schoolloop as a systemic expectation of professional operation.
- Use Data Director to utilize data and to drive instruction with the expectation that all teachers will become proficient in the program's use.
- Explore the concepts of peer coaching that extend across the curriculum.
- Collaboratively develop, and publicize uniform evaluation rubrics aligned with consistent grading policies.
- Professional development for staff to become proficient in the use of technology.
- Increase consistency and rigor school wide in compliance with the CCSS.
- All students will be high school graduates.
- The school will identify and implement interventions to support the academic, personal, and extracurricular needs of incoming 9th grade students.
- MPHS will implement after-school and summer programs for credit recovery and academic advancement.
- MPHS will explore the development of a professional learning committee.
- MPHS will have an LEA goal of proficiency in ELA and Math for all students.
- MPHS will develop a comprehensive professional development plan focused on the implementation of the CCSS.
- MPHS will examine grading practices to determine the impact on student achievement and performance with a movement to aligning grade to content mastery.
- MPHS will implement interventions and supports for students at-risk of not attaining proficiency on the CAHSEE.
- MPHS will develop and implement a parent involvement plan.
- All students will be educated in teaching and learning environments that are safe, drug-free, and conducive to learning.
- Immediately create systemic use of student data to drive instruction, master scheduling, teaching and learning.
- A culture of trust and respect is needed and is demanded for future systemic reform and subsequent success in regards to student performance, staff morale, and stakeholder involvement. A collaborative SLT (School wide Learning Community) and viable (SLC) School Leadership Committee are essential elements of growth and school improvement.
- Teaching and Learning that is focused upon the needs of students to exit Program Improvement needs to shrouded in urgency and responsibility.
- Increase the school-wide graduation rate and A-G completion rates.
- Increase the percentage of students earning a C or better in all subject areas.
- Increase the percentage of students attaining proficiency in English and Math as measured by CAHSEE and SBAC assessment.
- Improve performance on district benchmark exams.
- Increase the percentage of parents participating and involved in school meetings, events, and organizations.
- Develop authentic data from student work that can drive instruction, course offerings, and the master schedule.

- Increase the number of students, teachers, and parents reporting that Mt. Pleasant is a “safe” school site.
- Develop, nurture, and value a School wide Learning Community (SLC) that includes representation from all stakeholders.
- Follow-through with this Action Plan will be dependent upon resources and buy-in from not only the school but from the East Side Union High School District as well.

The entire staff participated in a series of activities to review these Critical Areas for Follow-up, organize them into categories and examine the level of alignment between the Single Plan for Student Achievement (SPSA) and the Critical Areas for Follow-Up identified by the Visiting Committee in 2014.

The result of these activities was the identification of four major categories into which the 30 identified Critical Areas for Follow-up could be grouped. These four categories are: Instruction, Assessment, Professional Development, and Culture and Community. These four categories have provided a focus for our school-wide and departmental work.

In the fall of 2015, School Site Council reviewed our 2014-2015 SPSA Action Plan and identified which of the 30 Critical Areas for Follow-up were addressed in the SPSA Action Plan (See Appendix D). Of the 30 Critical Areas for Follow-Up only the eight areas below were not addressed in the SPSA. We have briefly described how each of these areas is being addressed at the district level or the reason why this particular Critical Area for Follow-Up was not addressed in the SPSA Action Plan:

1. Professional Development for staff to become proficient in the use of technology.

In the last two years, the Chief Technology Officer at the district office has written and begun implementing a district technology plan that includes laptops for all certificated staff, an employee Access Request Management System (ARMS), district emails for all students, ChromeCarts at all school sites, and iPads for Mt. Pleasant teachers to track Tutorial attendance. The district has provided summer trainings for teachers to increase staff use of the Google tools. In addition, the district is considering replacing *Schoolloop* with an alternate platform that will streamline the number of accounts to which our parents and students have access. Once these new platforms are in place, Mt. Pleasant staff, along with other district staff, will participate in the trainings available through the district.

2. MPHS will develop a comprehensive professional development plan focused on the implementation of the CCSS.

Last school year, the district charged each of the schools to begin discussing what a Common Core classroom would look like. The Mt. Pleasant Staff dedicated collaboration time as well as departmental time to defining the characteristics of a Common Core classroom. The goal was to identify a starting point for our school-wide implementation of the CCSS. The department chairs, who have been redefining their role from department managers to instructional leaders, took the information generated from these discussions and created our beginning goal for implementation of the CCSS. This goal is in the form of our Critical Thinking Statement: *Students will demonstrate critical thinking by defending and justifying their ideas using evidence and academic vocabulary.*

The work in which the departments have been engaged since our last WASC Self-Study has been to define what this statement looks like in each of our subject areas and to share strategies and/or best practices that support this statement. In addition, each department chair participates in the

monthly meetings led by their specific Subject Area Coordinators, and directs the site work that directly supports the district implementation of the CCSS. It is our plan to develop a site professional development plan this coming summer.

3. Continue to expand the effective use of Schoolloop as a systemic expectation of professional operation.

During the 2014-2015 school year, as part of the negotiations between the East Side Teachers Association and the East Side Union High School District, contract language was re-written to include the following statement: *Bargaining unit members will provide parents and students access to an online gradebook, and grades will be updated regularly throughout each grading period.* (Collective Bargaining Agreement, Article 18.1).

Use of an online gradebook, accessible to students and their parents is now an ESUHSD contractual obligation. One hundred percent of Mt. Pleasant teachers are currently posting on *Schoolloop*. Two teachers are designated as *Schoolloop* support providers. They handle staff training and update information. Additionally, our administration is committed to making sure that individual teachers who need more personalized support are able to receive help. As of February 2015, these efforts have generated 13,555 MPHS staff “year to date posts” for the 2015-2016 school year. MPHS posts have received 1,375,931 views from 515 registered households.

As all teachers become increasingly familiar with the many components of *Schoolloop*, student achievement opportunities will continue to be positively affected. *Schoolloop* is not solely a gradebook program. Teachers can use *Schoolloop* generated statistics to access individual or class assignment results and to modify instruction as needed. Through *Schoolloop*, students and their parents can access assignment information and due dates, current class grades, teacher email, scholarship information and school news, as well as electronically turn in completed work. Therefore, all parties can use *Schoolloop* to determine when students need interventions. If used regularly and appropriately, *Schoolloop* is designed to increase student achievement, and we are proud that all Mt. Pleasant teachers are committed to using it.

4. Use Data Director to utilize data and to drive instruction with the expectation that all teachers will become proficient in the programs used.

Two years ago, the Data and Accountability Department at the district office began reviewing different data warehouses to find a replacement for *Data Director*. This school year, the District implemented a new data warehouse, *Illuminate*. Our district office began offering a series of trainings to selected staff at each school site. Currently, 31 teachers have been trained in the initial uses of *Illuminate*, which include scanning and generating assessment answer sheets. The full features of *Illuminate* have yet to be rolled-out, and we are awaiting direction and further training from our district office.

5. Teaching and learning that is focused upon the needs of students to exit Program Improvement needs to be shrouded in urgency and responsibility.

With the change in assessments statewide and the recent elimination of the California High School Exit Exam (CAHSEE), our school’s Program Improvement (PI) status remains on hold. Although, we met our Adequate Yearly Progress (AYP) for 2015 under the adjusted criteria, we continue to be in PI. As a district we have continued to follow the original PI plan, which includes the placement of students into academic support courses based on grades and assessment data. As we await more clarity and direction from the State Department of Education specific to PI, we will

continue to work on teaching and learning that focuses on the needs of our students as addressed in various strategies outlined in our SPSA.

6. Improved performance on district benchmark exams.

As of 2014, we no longer have district-wide benchmark exams. The last of our benchmark exams were administered in Math through Algebra 1 and Geometry courses as well as in Science in our Biology and Chemistry courses. With the transition to our Integrated Math course sequence and in preparation for the Next Generation Science Standards (NGSS), our District decided to put a hold on district-wide benchmark assessments. As a district, we are in the initial stages of developing a system of assessment that will focus on essential content and processes within each subject area. As a school site we will wait for further direction from our district as it pertains to district-wide benchmark assessments.

7. Develop, nurture and value a School-wide Learning Community (SLC) that includes representation from all stakeholders.

We are committed to learning more about Professional Learning Communities (PLCs) in order to maximize the impact of our extended weekly collaboration by integrating the practices of effective PLCs into our departmental structures. Over the last three years, Mt. Pleasant High School staff has focused its energy on developing the human relationships that lay the foundation for a successful school-wide PLC. We are still at the beginning stages in our development of a school-wide PLC. At this point we have not begun the work to integrate non-staff members, parents and students into our learning community. Currently, our work with parents and students is focused on providing information as well as opportunities for involvement. We have outlined this work in our action plan.

8. Follow thru with this action plan will be dependent upon resources and buy-in from not only the school but from the East Side Union High School District as well.

This Critical Area for Follow-up was not specifically addressed as a strategy or an action item in our SPSA. Instead, it is the idea that guided the creation of our action plan. A review of the allocation of categorical funding as well as of the strategies and action items outlined in our action plan highlights the alignment of site and district resources that allow for the implementation of our plan. In addition, we recognize that buy-in from our entire school community, as well as from our district, is instrumental to the successful implementation of our plan. Given this, our students, parents, and staff have been provided with opportunities to engage with the WASC process, including the review and revision of the Action Plan. Furthermore, our district office personnel have been supportive of our work and have provided additional resources through the LCAP to further support our initiatives.

9. Tutorial

Although Tutorial was not listed as a Critical Area for Follow-up in the 2014 Visiting Committee report, we knew it would become a critical area we would need to address when we voted in the spring of 2014 to extend it to five days per week. At the time of the 2014 vote, Tutorial was included in the discussion to change our bell schedule and extend collaboration as a way to create a consistent start time for students. At that time, we knew we were taking 125 instructional minutes per week and making them non-instructional minutes. However, we, as a staff, have believed in the value of Tutorial for so long that we approved the new schedule. This school year,

in an effort to inform our decisions with data and to prepare for this WASC report, we began a conversation about Tutorial and the reasoning behind reducing the weekly instructional minutes by 125 minutes.

Although teachers and students value Tutorial, the research-based justification and data that would analytically validate its benefits have been missing. Administrators performed informal Tutorial walkthroughs as a starting point for collaboration discussions and data gathering. However, until Tutorial usage can be tracked and analyzed the walkthrough data is inconclusive in determining the program's benefits. To develop this data, all teachers received iPads in November 2015 in order to better track student Tutorial attendance.

The result is that these conversations and decisions have helped to define the tutorial program and the expected commitment of the teachers and students to its use. Our newly created Tutorial Mission Statement is:

Tutorial provides students opportunities for interactions and interventions with their teachers and peers. By attending Tutorial consistently, students can improve their grades in all subject areas, and, as a result, increase the school-wide graduation and A-G completion rates.

In development of the above statement, the MPHS staff has agreed to commit to:

- Be present and on time.
- Be available to students.
- Assign Tutorial to struggling students.
- Accept work made up in Tutorial.

Data generated with our new iPad attendance tracking system will inform our conversation about the value and/or benefit of Tutorial.

Critical Areas addressed in our SPSA

The other 22 Critical Areas for Follow-up align to the 2015-2016 SPSA Action Plan, which was submitted and approved in the spring of 2015. The following charts illustrate this alignment, explain the progress we have made in the Strategies and Action Items, and list our evidence.