PROBATIONARY VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

MT. PLEASANT HIGH SCHOOL

1750 So. White Road

San Jose, CA 95127

East Side Union High School District

April 11 – 12, 2016

Visiting Committee Members

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Superintendent and State Administrator (retired)

Ms. Denyce Butler
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I. Introduction

School Information

Mt. Pleasant High School (MPHS) began in 1965, and is one of eleven comprehensive high schools in the East Side Union High School District (ESUHSD) within San José, CA. When compared to the rest of San José, the East Side community of San José is a more ethnically and economically diverse immigrant community.

MPHS's current student enrollment is 1,589, an 11% decrease from 2012-13, and a majority of the students within this decline were Latino students. As a result of the declining enrollment, portables that had been added to the campus are being used by Summit Rainier Charter School. The largest student ethnic group at MPHS is Latino (68.8%), followed by Asian (12.9%) and Filipino (9.1%). The percentage of SPED students at MPHS is 14.9%.

The number and percentage of fluent bilingual students has increased in the past three years, and the percent of students named as socioeconomically disadvantaged has increased form 66% to above 70%.

MPHS operates a two-semester system with a school day of seven 52-minute periods. Also offered to students is a daily tutorial period each morning to support students on homework assignments, one-on-one help from teachers, work on group assignments, make-up exams and/or prepare for tests. Less than 40 % of the students attend tutorial daily on most days. Monday is an early release day in the afternoon for students to allow for weekly staff collaboration.

Per district policy, all 9th and 10th grade students are automatically placed in college prep (A-G) classes. 75% of the general education courses are college preparatory. Due to an unexpected influx of students that newly arrived to the United States, MPHS now offers ELD 1 and 2 classes and plans to offer ELD 3 next school year.

MPHS offers Advanced Placement (AP) classes in all core subject areas, and offers Specialized Academic Instruction (SAI) courses for students with learning disabilities. Curricular Programs at MPHS include AVID, Magnet Programs and Career Pathways, Dual Enrollment (with San José State University), and Cyber High.

MPHS's "Program Improvement" status is on hold due to the elimination of the High School Exit Examination requirement for graduation. Changes in the calculation of the AYP in spring 2015, brought about by the California Department of Education's waiver request, allowed MPHS to meet its AYP for the first time in five years.

Comparing CAHSEE pass rates between 2013-14 & 2014-15, MPHS showed an increase in the percent of passing the both ELA and Math. However MPHS noted that, when comparing CAHSEE pass rates with AYP proficient criteria, a lesser percentage of students were considered proficient in both subjects under AYP criteria.

MPHS's analysis of A, B, C, pass rates in Core Classes for the past three years shows that Math had the lowest pass rate (57%), while Social Studies had the highest (71.8%).

The Cohort Graduation Rate for MPHS over the past three years has remained at over 82%, with Latino students at (83.3%), Asian students at (92.7%), and Filipino students at (97.4%).

MPHS's analysis of student data shows that the percent of students earning a 3 or better on AP exams remains above 80%.

The percentage of MPHS students meeting the requirements to attend a UC/CSU increased overall in the past three years from 38.8% to 43.2%. The largest increase (37.8%) was experienced by the African-American students followed by the White students with an increase of (29.95). Latino students, MPHS's largest student ethnic group experienced a slight gain of (2.1%).

MPHS's analysis of the CAASPP results for ELA and Math indicate:
• 20% of the juniors tested in ELA have exceeded the standard and are ready for college-level English courses, and 37% have met the standard and are conditionally ready for college-level English courses. Asian students were successful with 82% passing at the met or exceeded level, followed by Filipino at 81%. The two lowest groups are the African American students at 54%, and Latino students at 44%.
• 7% of the juniors tested in ELA have exceeded the standard and are ready for college-level math courses, and 15% have met the standard and are conditionally ready for college-level math courses. Asian students were successful with 63% passing at the met or exceeded level, followed by Filipino at 38%. The two lowest groups are the African American students at 15%, and Latino students at 12%.

Significant Changes

Since the last WASC visit in 2014, changes at the district level include a new Associate Superintendent of Educational Services, a new Director of Professional Development and Instructional Services, a new Director of Special Services, and a new Director of Student Services in the Division of Instructional Services. Instructional Coaches were added district-wide to support teachers, and MPHS has one Instructional Coach working with six staff members.

In response to declining enrollment at MPHS and other schools, the Superintendent created a Director of Marketing position to create and implement a targeted publicity campaign to assist district schools to attract more students and increase enrollment.

Site level changes since the WASC visit in 2014 include a new Principal, who had previously served as the Associate Principal of Educational Development (APED) at MPHS, and a new APED who had previously served at Associate Principal of Administrative Services at another district high school. MPHS has revised their bell schedule to support extending collaboration time for staff, and to extend tutorial time for students.

ESUHSD's priorities in their LCAP led to the creation of new positions at each school site in the district. In 2014-15, MPHS received an additional academic counselor, a school social worker, a Parent & Community Involvement Specialist, a Support Services Technician, and a Restorative Justice Coordinator.

The successful Measure I, general obligation bond that was passed in November 2014 provides funding for technology in ESUHSD. As a result, MPHS's staff and students have access to WiFi across the campus, and the number of ChromeCarts for staff and student use has increased from 2 to 33.

The increase in the number of students newly arriving to the U.S. supported the reinstatement of the ELD program at MPHS.

Preparation of Report

In preparing their report, MPHS's classified and certificated staff members participated in meetings, activities and tasks, the results of which were discussed and summarized by the department chairpersons during their monthly meetings during the past 18 months. During the current 2015-16 school year, two teachers on special assignment to work on staff development, 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. In addition, some of the department chairpersons also volunteered their time to help write portions of the report, and MPHS's Multimedia teacher created the report's artwork. A draft report was presented to the classified and certificated staff so they could provide input and recommend changes. 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.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

The 2014 WASC Visiting Committee identified 30 different Critical Areas for Follow-up.

These Critical Areas for Follow-up were:
1. 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.
2. Continue to develop and strengthen a viable and vibrant professional Learning Community that represents all stakeholders.
3. Continue to expand the effective use of Schoolloop as a systemic expectation of professional operation.
4. Use Data Director to utilize data and to drive instruction with the expectation that all teachers will become proficient in the program's use.
5. Explore the concepts of per coaching that extend across the curriculum.
6. Collaboratively develop, and publicize uniform evaluation rubrics aligned with consistent grading policies.
7. Professional development for staff to become proficient in the use of technology.
8. Increase consistency and rigor school wide in compliance with the CCSS.
9. All students will be high school graduates.
10. The school will identify and implement interventions to support the academic, personal and extracurricular needs of incoming 9th grand students.
11. MPHS will implement after-school and summer programs for credit recovery and academic advancement.
12. MPHS will explore the development of a professional learning community.
13. MPHS will have an LEA gal of proficiency in ELA and Lath for all students.
14. MPHS will develop a comprehensive professional development plan focused on the implementation of the CCSS.
15. MPHS will examine grading practices to determine the impact on student achievement and performance with a movement to aligning grad to content mastery.

16. MPHS will implement interventions and supports for students whom are at-rick of not attaining proficiency on the CAHSEE.
17. MPHS will develop and implement a parent involvement plan.
18. All students will be educated in teaching and leaning environments that are safe, drug-free, and conducive to learning.
19. Immediately create systemic use of student data to drive instruction, master scheduling , teaching and learning.
20. A culture of trust and respect is needed and is demanded for future systemic reform and subsequent success I 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.
21. Teaching and learning that is focused upon the needs of students to exit Program Improvement needs to be shrouded in urgency and responsibility.
22. Increase the school-wide graduation rate and A-G completion rates.
23. Increase the percentage of students earning a C or better in all subject areas.
24. Increase the percentage of students attaining proficiency in English and Math as measured by the CAHSEE and SBAC.
25. Improve performance on district benchmark exams.
26. Increase the percentage of parents participating and involved in school meetings, events and organizations.
27. Develop authentic data from student work that can drive instruction, course offerings, and the master schedule.
28. Increase the number of students, teachers, and parents reporting that Mt. Pleasant is a "safe" school.
29. Develop, nurture, and value a School wide Learning Community (SLC) that includes representation from all stakeholders.
30. Follow-through with this Action Plan will be dependent upon resources and buy-in not only from the school, but from the East Side Union High School District as well.

The entire MPHS staff participated in a series of activities to review these 30 Critical Areas of Follow-up, organize them into categories and examine the level of alignment between the Single Plan for Students Achievement (SPSA) and the Critical Areas for Follow-up. This resulted in the identification of four (4) major categories: Instruction, Assessment, Professional Development, and Culture and Community. Of the 30 critical areas, all but eight were addressed in the SPSA.

The 22 Critical Areas for Follow-up align to the 2015-2016 SPSA Action Plan, and some are in more than one category:

1. (1, 2, 5, 8, 9, 10, 11, 12, 13, 15, 19, 20, 22, 24, 23, 27)
   The School-wide graduation rate will increase from 85% to 95% school-wide, from 60% to 75% for Students with Disabilities, and from 75% to 85% for English Learner student population; the percentage of graduating seniors completing A-G requirements will increase from 43.2% to 53% school-wide, from 32.6% to 45% for our Hispanic student population.

MPHS created 4 Strategies to address this goal;
1. During the 2015-2016 school year, Mt. Pleasant will identify and implement interventions to support the academic, personal and extracurricular needs of our students.

<u>Visiting Committee Comment:</u>
Included among the interventions at Mt. Pleasant are: PRIDE lessons, Cyber-high, Goodwill Assets: tutorials, enrichment, and homework center, Schoolloop, Cardinal Success Center, Counselors use the D & F list and call in students individually, SST's, Independent Study, Safe School Ambassador Team Program, On-line Science modules for students to access to review and catch up, Saturday School, and Illuminate program.

2. During the 2015-2016 school year, Mt.. Pleasant will implement after school and summer programs for students to recover failed courses and/or accelerate their learning.

<u>Visiting Committee Comment:</u>
Mt. Pleasant has an afterschool program and will provide summer program co-funded by Mt. Pleasant, ESUHSD, and Goodwill Assets. The summer program will provide recovery courses in Algebra2, English 1, Biology and Cyber High courses. The accelerated courses are Math Analysis, CC Math 2, and Elevate to Chemistry. The school has 20 Advanced Placement classes in 10 subject areas.

3. During the 2015-2016 school year, Mt. Pleasant will restructure collaboration time to focus on sharing of research-based instructional strategies, analyzing student work and developing formative and summative assessments.

<u>Visiting Committee Comment:</u>
The school has restructured their collaboration time to include: Instructional Rounds, Departmental development of formative and summative assessments, cross curricular collaboration with Special Education, and gallery walks within the English Department.

4. During the 2015-2016 school year, Mt.. Pleasant will develop a comprehensive professional development plan focused on the implementation of the Common Core State Standards, specifically our Critical Thinking Vision Statement: *Students will think critically by defending and justifying their ideas using evidence and academic vocabulary.*

<u>Visiting Committee Comment:</u>
The school's plan includes the following training: Illuminate training, Literary Design Collaborative (LDC), Expository Reading and Writing Course (ERWC), Stanford History Education Group (SHEG), Faculty Academy for Mathematic Excellence (FAME), Mathematics Vision Project (MVP), Multiple Strategies for Academic Training)MSAT), Therapeutic Crisis Intervention (TCI)Training, @-day training by Visual Arts Department, other school visits, pull-out days.

2. (5, 16, 27)
The percentage of students attaining proficiency in English and Math, as measured by the CAHSEE, will increase school-wide from 51.8% to 60% in English and from 53.6% to 60% in Math. For the English Learner student population the proficiency rate will increase from 39.6% to 52% in English and from 46.5% to 54% in Math. For the Hispanic student population the proficiency rate will increase from 46.4% to 58% in English and from 46.8% to 58% in Math. For the Students with Disabilities the proficiency rate will increase from 10.9% to 25% in English and from 6.1% to 20% in Math. NOTE: (The school rewrote this goal when they revised the 15-16 SPSA in January 2016.)

MPHS created 2 Strategies to address this goal:
1. During the 2015-2016 school year, Mt. Pleasant will examine existing grading practices to determine the impact on student achievement and performance and move toward aligning grades to mastery of content.

<u>Visiting Committee Comment:</u>
At Mt. Pleasant, grades are posted on Schoolloop regularly, and common grading scales have been developed in Math. Several departments are creating and grading common assessments, and the Science department discussed interventions and agreed that students could make up work all semester long. The Social Science department has a common rubric for grading and has begun analyze student data. The Music department is using a common rubric.

2. During the 2015-2016 school year, Mt. Pleasant will implement interventions and supports for students at risk of not attaining proficiency on the CAHSEE.

<u>Visiting Committee Comment:</u>
After the elimination of the CAHSEE as a California graduation requirement, and as part of the review of their Action Plan, the School Site Council voted to rewrite the goals, strategies and action items specific to the proficiency CAHSEE rates and include instead the SBAC proficiency rates. Using the SBAC proficiency results as baseline data, Mt. Pleasant has identified a need to increase the percentage of students meeting or

exceeding the standard in English and in Math.

3. (2, 6, 17, 26)
   The percentage of parents participating in school meetings, events, and organizations will increase from 30% - 50%.

   MPHS created 1 Strategy to address this goal:

   1. During the 2015-2016 school year, Mt. Pleasant will develop and implement a parental involvement plan that will address the six types of parental involvement: 1) parenting 2) communicating 3) volunteering 4) learning at home 5) decision–making 6) collaborating with the community.

   <u>Visiting Committee Comment:</u>

   The district has provided Mt. Pleasant with a bilingual Parent Community Specialist who supports parents by facilitating communication between parents and teachers, planning monthly parent workshops, and coordinating parent field trips. Additionally, the Principal hosts Parent Coffees where parents are able to meet the administration and learn more about how to support their child's education.

4. (5, 18, 28)
   The reported incidences of defiance and disrespect to staff will decrease from 30%-20%. The reported expellable, violent, and /or citable offenses will decrease from 15% to 5%.

   MPHS created 1 Strategy to address this goal:
   1. During the 2015-2016 school year, Mt. Pleasant will identify key safety issues, review current discipline practices, and identify and implement interventions for students.

   <u>Visiting Committee Comment:</u>

   Positive Behavior Intervention Support (PBIS) is in its first full year of implementation. All staff members have attended training on PBIS. Plans are in place to develop schoolwide interventions with whole staff input.

The remaining eight, not covered in the SPSA are:

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

<u>Visiting Committee Comment:</u>
The ESUHSD Superintendent stated that all teachers will use Schoolloop per the teacher contract

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

<u>Visiting Committee Comment:</u>
The ESUHSD has done away with Data Director and has replaced it with Illuminate. All Department Chairpersons have been trained on how to develop multiple choice assessments.

• (7) Professional Development for staff to become proficient in the use of technology.

<u>Visiting Committee Comment:</u>
All teachers received training on Illuminate. The Visual Arts department received training on Google App. The Science department received training on LDC, as did Social Studies and Sp.Ed. Many staff members have received peer training on Google Docs.

• (14) Develop a comprehensive professional development plan focused on the implementation of the CCSS.

<u>Visiting Committee Comment:</u>
During the 2015-2016 school year, Mt. Pleasant will develop a comprehensive professional development plan focused on the implementation of the Common Core State Standards, specifically the Critical Thinking Vision Statement: *Students will think critically by defending and justifying their ideas using evidence and academic vocabulary.*

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

<u>Visiting Committee Comment:</u>
The Mt. Pleasant staff has refocused their efforts in support of the needs of current students.

• (25) Improved performance of district benchmark exams.

<u>Visiting Committee Comment:</u>
There are no district benchmark exams.

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

Visiting Committee Comment:
The staff has developed into a School-wide Learning Community (SLC), which does not yet include parents nor students.

• (30) 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.

Visiting Committee Comment:
The ESUHSD does have buy-in and is supporting the school with resources for professional development and technology.

Commendations:
- The department chairpersons are in alignment and in support of the administration and the direction of focusing on improving student achievement.
- The staff is fully committed in using the technology that is available to support student achievement.
- Several departments have already taken steps in the development of assessment for data analysis.
- Students reported that they felt cared for by teachers, administration, and classified staff.
- Students reported that staff members supported their academic achievement.
- Parents reported that they feel connected to the staff at Mt. Pleasant and appreciate the bilingual support at the school.
- The change in administration has proven to have a positive effect on the staff through the clear vision for the school that is being communicated.
- The large marquee on the west side of the campus theater provides information to parents and community members of student successes and school events.

Recommendations:
- Develop a plan that ensures all students are aware of the MPHS's Cardinal Success Center.
- Communicate notifications of student absences in both Spanish and English, as requested by parents.
- Provide enhanced motivation for students not yet inspired to learn, as requested by students.
- Provide enhanced student safety and supervision by providing greater consistency when implementing school protocols, procedures, and routines.
- Continue having conversations on Common Core, analysis of student work, grading consistency, and use of common assessment at department levels.
- Recommit to ensure that there is 100% use of Schoolloop by all teachers.
- Clearly identify campus monitor and campus advisory staff members to enhance school security for students and visitors.