

# August Boeger Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	August Boeger Middle School
<b>Street</b>	1944 Flint Ave.
<b>City, State, Zip</b>	San Jose, CA 95148-1213
<b>Phone Number</b>	408.223.3770
<b>Principal</b>	Lisa A. Kattenhorn
<b>Email Address</b>	ssoza@mpesd.org
<b>School Website</b>	www.mpesd.org/Domain/8
<b>County-District-School (CDS) Code</b>	43696176048037

## 2022-23 District Contact Information

<b>District Name</b>	Mt. Pleasant Elementary School District
<b>Phone Number</b>	(408) 223-3710
<b>Superintendent</b>	Elida MacArthur
<b>Email Address</b>	emacarthur@mpesd.org
<b>District Website Address</b>	www.mpesd.org

## 2022-23 School Overview

### SCHOOL DESCRIPTION

August Boeger Middle School

Vision: All Students Achieve

The mission of August Boeger Middle School is to provide our students with a safe learning environment that promotes academic success through social emotional learning, critical thinking, and problem solving. We strive to build strong relationships and create responsible, productive students in a global society.

August Boeger fosters a safe, respectful, and responsible environment that promotes learning. August Boeger Middle School consists of grades 6, 7, and 8 with a student body of 426 students. The school is located near the foothills in east San Jose, California. It is the only traditional middle school in the Mount Pleasant Elementary School District. The staff is comprised of 1.5 administrators, a part-time psychologist, a part-time speech therapist, a part-time counselor, a part-time family case manager, 1 secretary, 1 health clerk, 22 certificated staff and a support staff of 6. In addition, the school has a library technician, and we have two campus supervisors.

August Boeger has an active Mount Pleasant After School program (MPAS) that serves about 115 students from 2:35 until 6:00 PM. Our MPAS program provides homework center, enrichment activities, and sports.

The teachers facilitate student learning with the goal that each student master the California Common Core State Standards. We value the 4 C's of 21st Century Learning (collaboration, creativity, critical thinking and communication) and use the AVID elective and strategies to provide rigor and structure to our students' daily learning.

Our staff is a community of learners who work together to improve teaching practices. We value and encourage the family partnership that is necessary for fostering high student achievement. The August Boeger staff works, alongside our parents, to achieve student success.

### Curriculum and Instruction

#### Instructional Day

We have six periods with homeroom at the beginning of each day. Our 6th grade students are in Core classrooms (Science/Math & Language Arts/Social Studies) and are grouped for English Language Development (ELD), AVID, Research

## 2022-23 School Overview

Based Projects, or Band based on their language proficiencies. Our 7th and 8th grade students have Core for Language Arts and Social Studies and rotate classes for Mathematics, ELD/Elective (AVID, Leadership, Band, Research Based Project, and Art), Physical Education, and Science. Additionally, students attend a 19 minute homeroom daily. Each student has a Chromebook and we provided hotspots as needed.

### Teaching and Learning

Through the implementation of the district-adopted curriculum and project-based learning, students tackle a challenging academic curriculum in ways that are engaging, meaningful, based on real-life contexts, and adaptable to a variety of learning styles. The curriculum is tied to the Common Core State Standards. The school informs parents of their student's progress; report cards are provided to parents three times a year, and teachers make phone calls home halfway through each trimester. Parents and students can access PowerSchool to check their grades daily. Parents also receive their student's Standardized test results in the summer with a follow-up interpretation of results at the fall parent-teacher conference. However, due to COVID-19, no CAASPP/ELPAC Test Results were available for the 2020-2021 school year. Teachers use curriculum assessment and formative assessment data during the school year to assess teaching and learning practices and provide feedback to students and parents.

### Addressing students' needs

The school works in collaboration with multiple stakeholders to address the academic, emotional and physical needs of our students. Academically the goal is to improve teaching and learning practices for all students by providing professional development and opportunities for teachers to collaborate. When students are not successful, the school will take the following actionable steps to address their needs. The school holds a Student Success Team (SST) meetings with parents, student, homeroom teacher, counselor, student advisor, principal, and psychologist. We determine what the student needs with input from all stakeholders and create a plan to help the student succeed. We continue to monitor students throughout the school year and adjust the plan as needed. Students who are significantly behind in reading, participate in LLI, a reading intervention program that provides adaptive individualized instruction. Besides providing targeted supports identified during the SST meetings, and providing support during the school day through ELD, AVID, homeroom, and inclusion classrooms, the school also offers additional academic support to identified students by providing extended day and extended year opportunities. Our school has identified students who need extra support, and have offered families the opportunity to enter their student into Students of Promise, which provides additional support after-school. The school also has a family case manager to support the students and families to access school and community resources. The district has several partnerships with community agencies such as Alum Rock Counseling and other agencies.

### Response to Intervention

We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with parents, student, homeroom teacher, counselor, student advisor, principal and psychologist. We determine what the student needs with input from all stake-holders and create a plan to help the student succeed. We continue to monitor students throughout the school year and adjust the plan as needed. Students who are significantly behind in reading, participate in LLI, a reading intervention program that provides adaptive individualized instruction.

### School Discipline

August Boeger staff has been trained in the PeaceBuilder Program and BEST Positive Behavior Interventions and Supports (PBIS) programs. These programs promote personal and community safety, respect, and responsibility. Students receive classroom and schoolwide incentives from August Boeger staff as they promote how to Be Safe, Be Respectful, and Be Responsible. We have high expectations and believe that all children can learn. Our discipline is fair, consistent, and research based. We promote a sense of school pride in all students by recognizing student achievement and progress. We focus on making our school a positive and safe learning environment in order to set the foundation for student achievement. We are also beginning to incorporate the MTSS process to our school.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	131
Grade 7	143
Grade 8	154
Total Enrollment	428

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	56.8
American Indian or Alaska Native	0.0
Asian	18.9
Black or African American	1.9
Filipino	0.0
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1.9
White	2.6
English Learners	44.2
Foster Youth	0.0
Homeless	3.0
Migrant	1.6
Socioeconomically Disadvantaged	77.1
Students with Disabilities	18.9

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	72.22	76.10	86.91	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.24	1.00	1.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.10	0.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.85	0.20	0.23	12115.80	4.41
<b>Unknown</b>	5.30	22.69	10.10	11.56	18854.30	6.86
<b>Total Teaching Positions</b>	23.50	100.00	87.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.50	92.19	75.90	94.96	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.25	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.80	0.10	0.20	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.00	0.20	0.25	11953.10	4.28
<b>Unknown</b>	1.20	5.97	2.60	3.33	15831.90	5.67
<b>Total Teaching Positions</b>	20.00	100.00	79.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.10

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.20
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.20

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopted instructional materials aligned to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades 3-8th grade and Mathematics in K-8th grade. At the beginning of 2018, the K-2 teachers piloted and made the recommendation to adopt an English Language Arts curriculum. The district also adopted Amplify Science which is aligned to the Next Generation Science Standards. Our HSS curriculum is Studies Weekly.

At the beginning of the 2021-22 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. There are sufficient textbooks and instructional materials for all students.

<b>Year and month in which the data were collected</b>	January 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	EL Education, adopted 2017	Yes	0
<b>Mathematics</b>	College Preparatory Mathematics (CPM); for grades 6-8, adopted 2016	Yes	0
<b>Science</b>	Amplify Science MS - Digital Student Licenses; for grades 6-8, adopted 2020	Yes	0
<b>History-Social Science</b>	Studies Weekly: Digital Student License; for grades 6-8, adopted 2020	Yes	0

### School Facility Conditions and Planned Improvements

August Boeger Middle School was constructed in 1967. The quad was upgraded to improve the flow and accessibility for students and staff. In addition, new classrooms were added in 2001. All classrooms have internet accessibility and are air conditioned. New windows, doors and white boards were installed in 2003 and 2004. During the summer of 2012, one wing of classrooms was renovated. With the passing of the bonds, other upgrades and repairs have occurred in the the summers of 2013 and 2014. August Boeger has new facilities for our students: August Boeger Gymnasium was built in October 2015 and a covered lunch area was constructed in December 2015, science classrooms were remodeled in January 2016, restrooms were renovated in August 2016, and outside quad area was remodeled and completed in December 2016. The campus was adopted by City Year for a beautification project in January 2019 where several outdoor and indoor murals were painted around campus. In addition, benches, tables and an outdoor classroom were constructed. In the summer of 2019, the HVAC system was updated in one of the wings.

**Year and month of the most recent FIT report**

2020 November

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	22	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	421	410	97.39	2.61	39.95
<b>Female</b>	178	172	96.63	3.37	50.00
<b>Male</b>	243	238	97.94	2.06	32.63
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	79	76	96.20	3.80	76.32
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	304	297	97.70	2.30	29.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	50.00
<b>White</b>	12	12	100.00	0.00	58.33
<b>English Learners</b>	154	149	96.75	3.25	13.42
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	12	12	100.00	0.00	33.33
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	320	310	96.88	3.12	33.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	79	76	96.20	3.80	5.33

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	420	414	98.57	1.43	16.22
<b>Female</b>	178	175	98.31	1.69	17.71
<b>Male</b>	242	239	98.76	1.24	15.13
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	79	76	96.20	3.80	35.53
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	304	301	99.01	0.99	10.63
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	20.00
<b>White</b>	12	12	100.00	0.00	41.67
<b>English Learners</b>	154	153	99.35	0.65	3.27
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	12	12	100.00	0.00	8.33
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	319	313	98.12	1.88	12.50
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	79	75	94.94	5.06	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	13.25	NT	18.92	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	152	151	99.34	0.66	13.25
<b>Female</b>	69	68	98.55	1.45	11.76
<b>Male</b>	83	83	100	0	14.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	30	30	100	0	30
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	107	106	99.07	0.93	8.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	48	48	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	117	116	99.15	0.85	9.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	29	100	0	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94%	94%	94%	94%	94%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

PTSA President: Wendy Nichols  
SSC President: Colleen Dobrenz and Neha Kapil  
Contact Phone No. (408) 223-3770

August Boeger has the following opportunities for our families: School Site Council (SSC), Parent Teacher Student Association (PTSA), and English Language Acquisition Parent Committee (ELAC). Our School Site Council meets at least four times a year and PTSA meets about six times a year. Both meetings take place in the staff room or virtually, via Zoom. In addition, the school has had dances, and lunchtime activities.

Mount Pleasant recognizes the critical role that parental involvement plays in student success. Mount Pleasant Elementary School District collaborated with the Santa Clara County Office of Education to provide ongoing trainings across the district to provide parents with the tools to support their children's academic achievement understanding the Common Core Standards.

Mount Pleasant Elementary School District provides a series of four Parent Academic Fairs. Topics include: parenting/inclusive and accepting families, identifying anxiety and depression, financial literacy, digital literacy, mindfulness, strategies for families of newcomers, and strategies for families to use to support their children's academic achievement.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	457	448	65	14.5
Female	196	192	36	18.8
Male	261	256	29	11.3
American Indian or Alaska Native	0	0	0	0.0
Asian	86	83	5	6.0
Black or African American	8	8	2	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	333	327	51	15.6
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	8	8	2	25.0
White	12	12	1	8.3
English Learners	199	196	25	12.8
Foster Youth	0	0	0	0.0
Homeless	16	15	3	20.0
Socioeconomically Disadvantaged	353	348	59	17.0
Students Receiving Migrant Education Services	7	7	1	14.3
Students with Disabilities	86	85	18	21.2

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.33	2.61	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.22	0.00	2.15	0.20	3.17
Expulsions	0.00	0.22	0.00	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.22	0.22
Female	6.63	0.00
Male	7.66	0.38
American Indian or Alaska Native	0.00	0.00
Asian	2.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.51	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.54	0.50
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.80	0.28
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.98	1.16

## 2022-23 School Safety Plan

August Boeger staff has been trained in the PeaceBuilder Program and BEST Positive Behavior Interventions and Supports (PBIS). These programs promote personal and community respect, responsibility and safety. The staff continues to receive trainings in positive behavior strategies and interventions throughout the year. The BEST Committee, composed of classified and certificated staff members, meets monthly to look at data and make recommendations to improve school climate. August Boeger staff has received professional development in Social Emotional Learning. The school is working to incorporate more restorative justice practices, where students are more responsible for their behaviors and all students take ownership in the school community. To work on these practices, we are incorporating EL Education's Crew. Crew allows for deep relationships between students and the teacher. A school wide reward system and classroom reward systems are in place to increase student motivation and positive behaviors. The school has seen a significant reduction in office referrals, and out of school suspensions since these practices have been incorporated.

Data collected through the California Heathy Kids Survey, School Climate Survey and parent surveys are used to help improve school climate and address any identified issues. Student assemblies have been held to address anti-bullying efforts, drug prevention and gang-prevention, and explicitly teaching expected behaviors in the school setting.

The administration works closely with the San Jose Safe School Campus Coalition and community based organizations to assist with school and community issues. Behavioral health and counseling services are provided virtually by Alum Rock Counseling Center Counselors and by our District Counselor through on-going partnerships to help students who are struggling with behavioral and emotional issues.

Parents are involved through parent education nights to educate parents on community issues such as gang and drug awareness as well as participation on various school committees.

August Boeger is a closed and safe campus. Campus Supervisors assist in supervising the campus and supporting students. The facility is surveyed daily for any safety concerns including graffiti and issues are promptly resolved. Emergency drills are held to ensure students know and can use safety procedures in case of a fire or earthquake. School lock down drills, where students practice what to do in case of an intruder on campus, are held two times per year.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	10	
Mathematics	22	5	7	3
Science	20	9	9	
Social Science	20	5	6	1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	14	10	
Mathematics	20	7	10	
Science	17	14	4	
Social Science	18	13	5	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	11	10	1
Mathematics	19	11	6	
Science	17	13	4	
Social Science	19	7	8	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,048	\$4,456	\$8,592	\$76,498
District	N/A	N/A	\$10,062	\$86,302
Percent Difference - School Site and District	N/A	N/A	-15.8	-12.0
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	26.3	-10.1

## 2021-22 Types of Services Funded

- \*MPAS- Mt. Pleasant After School Program
- \*Bay Area Tutors
- \*Silicon Valley Education Foundation-3rd grade Math Tutoring/Intervention
- \*Virtual Summer School-SVEF (incoming 3rd through 8th grade)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$59,766	\$51,591
<b>Mid-Range Teacher Salary</b>	\$82,701	\$79,620
<b>Highest Teacher Salary</b>	\$115,745	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$141,195	\$131,473
<b>Average Principal Salary (Middle)</b>	\$142,510	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$190,000	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

The Mt. Pleasant School District has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past three years, the professional development for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum. Below are examples of the professional development that the district and schools have provided in the past three years:

2020-2021

Teachers in grades K-8 were trained on Canvas by the Krause Center for Innovation and by our District Instructional Technology Leadership Cohort on the dates below:

August 13, 14, 25, 27 - Creating Canvas Account, Making Pages, Homepage, Assignments & Announcements

September 17, 24 - Review PDs on Making Pages, Homepage, Assignments & Announcements

October 1, 8, 15 - Modules, Quizzes, Canvas Review, & Big Blue Button

East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):

September 22, October 7, December 2, February 24, March 24 & May 26

East Side Alliance Impact Meetings (TK - 8th grade):

December 8, April 12 & June 9

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):

November 10, December 15, January 26, April 14 & May 5

Nearpod

All certificated staff received training on Nearpod on October 29, 2020 and January 7, 2021.

Sports for Learning - PE & SEL

All certificated staff received training on Sports for Learning on January 14, 2021.

Edcite

Third through 8th grade teachers received training on Edcite on November 5, 2020.

Language Dives

## Professional Development

All certificated teachers received training on creating language dives by EL Curriculum Staff and District Language Dive Cohort Members on January 4, 2021.

### Circled Up

All certificated and classified staff received training on diversity, equity, inclusion, and belonging from Circled Up on January 4, 2021.

Pathway to Equity Micro-Course: Valuing and Elevating Student (6th - 8th)  
November 10, November 17, December 1, December 8, and December 15

### 2021-2022

August 6, 2021 - SEL with Ronnie for Management

August 13, 2021 - Instructional Technology: Canvas, Powerschool, Newsela, Nearpod

August 16, 2021 - Amplify Science, Crew (SEL)/DEIB Toolkit

August 17, 2021 - Benchmark Advance ELA TK-2, Language Dives 3-8, DEIB, Math, School 2 Home

September 2, 2021 - Benchmark dORR optional for TK -2

October 14, 2021 - Learning A-Z for TK -5

October 21, 2021 - Edcite 3-5

January 3, 2022 - Benchmark Advance Phonics TK-2, Crew Support 3-8, Social Media and Empathy Workshop for non-Science Teachers, Amplify Science for TK-8

Circle Up - Management, Certificated Staff received training on diversity, equity, inclusion, and belonging.

East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):

September 24, October 19, November 9, December 14, January 18, February 15, March 15, April 12, & May 17

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):

November 9, December 7, January 25, April 12 & May 10

### 2022-2023

August 15, 2022 - iReady K-8, Conscious Classroom Management 3-8, Early Literacy Best Practices TK-2

August 16, 2022 - Crew Support TK-8

October 20, 2022 - iReady, Using Data to Plan Instruction TK-8

November 3, 2022 - Language Dives PD 3-8, Benchmark Advanced ELD TK-2

January 9, 2023 - iReady Toolkit TK-8, Emotional First Aid, Power Struggle, and Behavior Support Techniques TK-8

February 2, 2023 - SCCOE ELD and ELPAC Workshop Part 1 TK-8

March 2, 2023 - iReady Tailored Support Sessions TK-8

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3