

August Boeger Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	August Boeger Middle School
Street	1944 Flint Ave.
City, State, Zip	San Jose, CA 95148-1213
Phone Number	408-223-3770 ext: 71100
Principal	Raquel Topete
Email Address	rtopete@mpesd.org
School Website	www.mpesd.org/Domain/8
Grade Span	6-8
County-District-School (CDS) Code	43696176048037

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

SCHOOL DESCRIPTION

At August Boeger Middle School, our vision is to empower every student to thrive through equitable opportunities, a caring school environment, holistic development, and a commitment to social responsibility. Our academic programs are designed to nurture the whole child, promoting not only intellectual growth but also social-emotional well-being so that our students are prepared for high school and beyond.

2024-25 School Description and Mission Statement

The mission of August Boeger Middle School is to present 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 Middle School is an AVID and Community School that provides students with academic programming and an integrated support network designed to help them be successful in high school and beyond. AVID stands for Advancement Via Individual Determination, and is an elective course and school-wide strategy to prepare students for college. AVID courses and strategies are based on rigorous standards and focus on critical reading, writing, collaboration, and organization. AVID students learn how to set goals, manage their time, and take notes. There is an academic support system available to students, including tutoring.

In response to the growing challenges facing students' learning and human development, AB has become a Community School. The Community School supports the whole child's needs by providing increased and strengthened social-emotional support. The new AB Wellness Center is staffed by a Wellness Coach and two social emotional counselors during the school day. We have also partnered with The Mindful Life Project and now have a mindfulness coach who pushes into alternating classes to lead exercises intended to calm and ground students and to provide them with mindfulness practices so that they may better engage in learning. Supporting students inside and outside the classroom is a commitment by the school to their success.

August Boeger Middle School offers students quality academic programming, as well as a social emotional support system. Our Middle School fosters a safe, respectful, and responsible environment that promotes learning. August Boeger is a middle school offering 6th, 7th, and 8th grade courses for a student body of approximately 400 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, 1 full time and 1 part-time social/emotional counselors, 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 part time librarian, a library technician, and two campus supervisors.

Our staff is a community of learners who work together to improve teaching practices. We value and encourage school and family partnership that is necessary for fostering student growth and achievement. Our teachers facilitate student learning with the goal that each student progressively master the California Common Core State Standards as appropriate. We value the 4 C's of 21st Century Learning (collaboration, creativity, critical thinking and communication) and use the AVID strategies, beyond our elective course, school-wide to provide rigor and structure to our students' daily learning.

August Boeger students are also provided the opportunity to enroll in our Mount Pleasant After School program (MPAS) that serves about 140 students from 2:35 until 6:00 PM. Our MPAS program provides a homework center, enrichment activities, and opportunities to participate in sports.

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/Physical Education) and are grouped for English Language Development (ELD) based on their language proficiencies or in our other electives, such as AVID, Research Based Projects, or Band. Our 7th and 8th grade students have Core for Language Arts and Social Studies and rotate classes for Mathematics, ELD or another Elective (AVID, Leadership, Band, Research Based Project, and Art), Physical Education, and Science. Each student is provided a Chromebook and a hotspot, should they need one.

TEACHING AND LEARNING

Through the implementation of the district-adopted standard-based curriculum alongside project-based learning enables students to engage with a rigorous academic program in a manner that is both meaningful and relevant to real-world situations, while also accommodating diverse learning styles. The school keeps parents informed about their child's academic progress by issuing report cards three times a year. Additionally, scheduled conferences are held twice annually, in the Fall and Spring, allowing teachers, parents, and students to discuss progress. Communication is further enhanced through phone calls made by teachers, counselors, and administrators. Parents and students have the ability to monitor grades daily via PowerSchool. Furthermore, standardized test results are provided to parents during the summer, accompanied by a detailed interpretation of the results at the Fall parent-teacher conference. Both formative and summative assessments are utilized to evaluate teaching and learning practices, offering valuable feedback to students and their families.

ADDRESSING STUDENT NEEDS

The school works in collaboration with various stakeholders to meet the academic, social, emotional, and physical needs of our students. Our primary academic objective is to enhance teaching and learning methodologies for all students by offering

2024-25 School Description and Mission Statement

professional development and fostering collaborative opportunities among teachers. When students require additional assistance, the school implements specific actionable measures to address their needs. This includes convening Student Success Team (SST) meetings that involve parents, the student, the homeroom teacher, the counselor, the student advisor, the principal, and the psychologist. During these meetings, we assess the student's requirements with contributions from all relevant stakeholders and formulate a plan aimed at facilitating the student's success. Continuous monitoring of students occurs throughout the academic year, with adjustments made to the plan as necessary. Students who are significantly lagging in reading receive extra support within their classrooms. In addition to the targeted assistance identified during SST meetings, the school provides support during the school day through programs such as ELD, AVID, homeroom, and inclusion classrooms. Furthermore, the school offers additional academic support to selected students through extended day and extended year programs. We have identified students in need of extra assistance and have provided families with the opportunity to enroll their children in the Students of Promise program, which offers supplementary after-school support. Additionally, the school employs a family case manager to help students and families access both school and community resources. Through partnerships with community organizations, we also deliver college and career readiness support, along with additional counseling services.

RESPONSE TO INTERVENTION

We identify students who are at risk and convene Student Success Team (SST) meetings that include parents, the student, the homeroom teacher, counselor, student advisor, principal, psychologist, and any other essential personnel. During these meetings, we assess the needs of the student with contributions from all relevant stakeholders and develop a tailored plan aimed at fostering the student's success. Throughout the academic year, we consistently monitor the progress of these students and make necessary adjustments to the plan. Additionally, we offer students the chance to engage in the Students of Promise program after school, and our Student Advisor meets with those in need more frequently to provide targeted support sessions. Our wellness center also plays a crucial role in offering social and emotional support, which may encompass the creation of safety plans, restorative sessions, conflict mediation and resolution opportunities, as well as individual and group learning sessions. To further assist newcomers and long-term English learners, we have implemented push-in tutoring in certain classes that exhibit a high demand for language development. Moreover, our College and Career Specialist offers further academic advising and support.

SCHOOL DISCIPLINE

The staff at August Boeger has undergone training and will continue to do so, especially for new staff, in the PeaceBuilder Program and the BEST Positive Behavior Interventions and Supports (PBIS) initiatives. These programs are designed to foster personal and community safety, respect, and accountability. Students are rewarded with classroom and school-wide incentives as the August Boeger staff encourages them to Be Safe, Be Respectful, and Be Responsible. We maintain high expectations and firmly believe in the potential of every child to learn and grow. Our approach to discipline is rooted in social justice and restorative practices, complemented by evidence-based methodologies. Currently, we are engaged in professional development focused on social justice and restorative practices. We aim to instill a sense of pride in our school community by nurturing positive relationships and acknowledging student achievements and progress. Our priority is to create a positive and secure learning environment where all individuals feel welcome, thereby laying the groundwork for student success. We are also committed to further enhancing our Multi-Tiered System of Supports (MTSS) both at the district and school levels.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	131
Grade 7	138
Grade 8	129
Total Enrollment	398

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Asian	18.1
Black or African American	2.8
Filipino	0.8
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	1.5
Two or More Races	2.3
White	1.8
English Learners	41.2
Foster Youth	0.3
Homeless	9.5
Migrant	1.5
Socioeconomically Disadvantaged	75.6
Students with Disabilities	18.1

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	72.22	76.10	86.91	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.24	1.00	1.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.85	0.20	0.23	12115.80	4.41
Unknown/Incomplete/NA	5.30	22.69	10.10	11.56	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	92.19	75.90	94.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.80	0.10	0.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.00	0.20	0.25	11953.10	4.28
Unknown/Incomplete/NA	1.20	5.97	2.60	3.33	15831.90	5.67
Total Teaching Positions	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	84.32	63.70	82.10	231142.40	83.24
Intern Credential Holders Properly Assigned	0.60	3.02	2.60	3.43	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	4.52	5.90	7.72	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.64	11746.90	4.23
Unknown/Incomplete/NA	1.70	8.04	4.70	6.08	14303.80	5.15
Total Teaching Positions	21.80	100.00	77.60	100.00	277698.00	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	2022-23
Permits and Waivers	0.00	0.10	0.9
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.10	0.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.20	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.20	0.20	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopted instructional materials are aligned to 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. 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.

Year and month in which the data were collected January 2021

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

August Boeger Middle School was constructed in 1965. 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 area were constructed. In the summer of 2019, the

School Facility Conditions and Planned Improvements

HVAC system was updated in one of the wings. The campus was painted and some classrooms updated the summer of 2024 and we continue to maintain, upgrade, and improve our school facilities as needed.

Year and month of the most recent FIT report

July 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	36	30	29	46	47
Mathematics (grades 3-8 and 11)	17	18	22	20	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	393	386	98.22	1.78	36.10
Female	183	179	97.81	2.19	41.01
Male	210	207	98.57	1.43	31.88
American Indian or Alaska Native	0	0	0	0	0
Asian	75	74	98.67	1.33	58.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	277	272	98.19	1.81	29.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	--	--	--	--	--
English Learners	136	129	94.85	5.15	11.72
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	195	97.50	2.50	29.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	67	100.00	0.00	3.03

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	393	390	99.24	0.76	17.78
Female	183	181	98.91	1.09	17.88
Male	210	209	99.52	0.48	17.70
American Indian or Alaska Native	0	0	0	0	0
Asian	75	75	100.00	0.00	42.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	277	274	98.92	1.08	11.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	--	--	--	--	--
English Learners	136	135	99.26	0.74	2.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	197	98.50	1.50	13.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	66	98.51	1.49	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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.76	13.11	16.43	14.91	30.29	30.73

2023-24 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
All Students	123	122	99.19	0.81	13.11
Female	55	54	98.18	1.82	9.26
Male	68	68	100.00	0.00	16.18
American Indian or Alaska Native	0	0	0	0	0
Asian	23	22	95.65	4.35	31.82
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	89	89	100.00	0.00	8.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	8.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	18	94.74	5.26	0.00

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.

2023-24 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. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

The Mount Pleasant School District and August Boeger recognize the critical role that parental/guardian involvement plays in student success and provides various opportunities for parents/guardians to engage in multiple ways.

Mount Pleasant Elementary School District provides a series of Parent Academic Fairs in which August Boeger parents are encouraged to attend. Topics include: parenting sessions, identifying anxiety and depression, financial literacy, digital literacy, mindfulness, strategies for families of newcomers, and strategies for families to use in order to support their children's academic achievement, sessions on how to access student information on PowerSchool and ParentSquare amongst other topics based on parent interest and needs.

August Boeger parents are also provided the following opportunities to engage and provide input and to support on a monthly basis: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Language Acquisition Parent Committee (ELAC), and by participating in our monthly Coffee with the Principal sessions. Parents/guardians are also encouraged to make appointments or to drop-in before, during and after school hours. Meetings may be held via phone, virtually or in person.

We also partner with the Alum Rock Counseling Center, which offers a program that targets high-risk youth and their families. The goal of ARCC is preventing, reducing, and eliminating mental health issues that may be inhibiting academic success and family wellness.

We have a part-time Family Case Manager and a full time Community School coordinator who further assist in helping to connect families to our school community and needed resources.

We also encourage parents to support as part of PTSA during our school site events and activities.

Additional Parental Involvement Engagement Opportunities/ Resources:

- Maze Days, Open House and Back to School Night are events that are open to the community each year and are valuable opportunities to engage with the school and to stay informed
- Parent-teacher conferences are scheduled twice a year once in the Fall and once in the Spring.

2024-25 Opportunities for Parental Involvement

- - Coffee with the Principal: Many parents attend the monthly "Coffee with the Principal" meetings via Zoom. These are great platforms for becoming informed about upcoming events and great opportunities to ask questions, voice concerns, and hear from other parents and families.
- - The Boeger Bulletin -- our Parent Newsletter: is shared monthly via the school website, via parentSquare, and social media platforms. This provides important school communication and notification of school events and provides support resources.
- - School Website: Updated with relevant and new information to provide parents further school information and resources.
- - Social Media Engagement via the schools facebook page is also an area that parents can communicate and receive communication shared by the school.
- - Mindfulness for Parents: Provided by Mindful Life Project workshops geared in support of parents during the school year to provide opportunities to engage in mindfulness
- - Parent Wellness Survey is provided to parents to complete quarterly to gather input on the needs of parents as related to resource needs and support.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	413	94	22.8
Female	194	192	47	24.5
Male	226	221	47	21.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	78	75	7	9.3
Black or African American	12	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	296	293	77	26.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	175	173	39	22.5
Foster Youth	--	--	--	--
Homeless	44	44	11	25.0
Socioeconomically Disadvantaged	313	312	84	26.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	26	35.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.22	8.39	6.43	2.15	2.7	2.62	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.22	0.45	0.24	0.06	0.11	0.06	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.43	0.24
Female	9.79	0.52
Male	3.54	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	25.00	8.33
Filipino	0.00	0.00
Hispanic or Latino	7.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	9.14	0.00
Foster Youth	0.00	0.00
Homeless	6.82	2.27
Socioeconomically Disadvantaged	7.67	0.32
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	1.35

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents,

2024-25 School Safety Plan

staff, community, and our Safety Team Committee. It is also reviewed and updated annually with the Safe School Committee. Our Comprehensive School Safety Plan was last approved by the board on February 14, 2024. It is also available for review in the school office, has been provided via email to all staff, and is posted on the district website.

We are committed to providing a safe, welcoming, supportive, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching students positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep students, staff and our school community safe.

Administration works in partnership with the San Jose Safe School Campus Coalition and community based organizations to assist with school and community issues. They are on call when needed. Members of our staff, including 2 campus monitors, supervise our campus before the start of school and immediately after dismissal. Campus monitors, yard duty staff that includes staff also supervise students during brunch and lunch. We hold safety drills regularly which include; fire, earthquake, intruder alert, and evacuation drills. The goal of these drills is to improve our ability to protect students, save lives, and reduce injuries. The drills also allow us to evaluate our emergency operation plan and improve response skills. Our staff is equipped with a safety drill flip chart with instructions and pictures that show what to do during a particular emergency drill, along with an emergency backpack and a door securing device. Each emergency backpack contains a set of updated class rosters. We also require all visitors to register with the office and have a closed and gated campus.

We set goals as a school community to work on reducing suspensions, growing our understanding and learning more about of social justice and restorative justice practices and procedures to build a more socially just and responsible community.

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. The school is working on incorporating more social justice and restorative practices, where students learn more self awareness and become more responsible for their actions and so that all students take ownership of our shared school community. To work on these practices, we are providing professional development for staff. We also incorporate 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.

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. Students in class presentations, announcements, and assemblies have been held to set expectations, address student behavioral needs, and to explicitly teach expected school site behaviors.

Behavioral health and counseling services (conflict mediation sessions, restorative sessions, individual and small group sessions) are provided via our wellness center and the Alum Rock Counseling Center Counselors in order to support students who have tier 1, 2 and 3 behavioral and emotional needs.

Parents are involved through parent education nights to educate parents on community issues such as bullying, gang and drug awareness, as well as participation on various school committees and meeting opportunities. Parents are also informed of school activities, parent meetings, important dates, academic requirements, and expectations via newsletters, school-wide phone blasts, postings on the school web site, postings on Facebook, student handbook, parent handbook and district policy handbook. Our office is always open to parents who have questions, and we encourage parents to request meetings with their student's teachers. Announcements are done on a weekly basis where student leadership/council is responsible for creating and deploying the information to students. Within these messages, student leadership/council representatives also make sure they reinforce BEST practices and expectations.

The facility is surveyed daily for any safety concerns including graffiti and issues are promptly addressed. Emergency drills are held monthly to ensure students know and can use safety procedures in case of an intruder on campus, a fire or an earthquake.

We have both a before (Sunrise) and after school program (AB MPAS) to provide additional supervision and support for our students. The Sunrise Club provides morning enrichment activities to start the students day off with a positive school relationship and connections. The Mt. Pleasant After School Program (MPAS) provides a homework center, enrichment activities, a meal and snacks daily, and academic support.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	10	
Mathematics	20	8	7	
Science	18	8	7	
Social Science	20	6	8	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	12	8	
Mathematics	21	6	8	
Science	18	9	6	
Social Science	17	10	6	

2023-24 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	663.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$17,030	\$5,305	\$11,725	\$88,284
District	N/A	N/A	\$12,264	\$95,280
Percent Difference - School Site and District	N/A	N/A	-4.5	-7.6
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	8.5	-6.4

Fiscal Year 2023-24 Types of Services Funded

During the 2023-2024 school year the following services were funded:

MPAS- Mt. Pleasant After School Program
Sunrise Club - Early morning enrichment before the school day

Fiscal Year 2023-24 Types of Services Funded

ELOP - Extended Learning Opportunity Program - After school tutoring for targeted students
 Summer Session (6th-8th)
 SVEF Elevate (incoming 6th/7th/8th graders and includes 9th grade math for incoming 8th graders taking high school level math)
 Student of Promise Tutoring for 8th graders to increase student performance
 Renewed subscriptions to several online tools.
 Push-in tutoring (Bay Area Tutors) for Longterm EL's in ELD
 Instructional Coaching for ELD Teacher (EL Educate)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,868	\$57,839
Mid-Range Teacher Salary	\$94,145	\$90,040
Highest Teacher Salary	\$130,870	\$118,647
Average Principal Salary (Elementary)	\$126,469	\$144,639
Average Principal Salary (Middle)	\$146,786	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$202,000	\$229,986
Percent of Budget for Teacher Salaries	27.78	30.79
Percent of Budget for Administrative Salaries	7.34	5.71

Professional Development

The Mt. Pleasant School District and its schools has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past years, the professional development for teachers has focused on increasing curriculum capacity for implementation of newly adopted English Language Arts and Mathematics curriculum and on increasing capacity in other areas of need. Below are examples of the professional development that the district and schools have provided in the past three years and what will be provided in the 2024-2025 school year:

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

Professional Development

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

2023-2024

In the 2023-2024 school year, our Professional Development will focus on the following:

July 30-August 3, 2023 - AVID National Summer Conference (OPTIONAL)

August 3 Annual Math Summit 2023 (OPTIONAL)

August 3-4, 2023 - Improving Teaching and Learning-Evidence-Based Practices Across the Entire System (Management)

August 14, 2023 - De-escalation Training, Universal Design for Learning (all staff)

CREW- Student Voice and Reflection (K-8)

EL Education Self Paced Modules(3-8)

August 15, 2023- Mandated Reporting (Keenan Training for all staff)

September 7, 2023 - CREW Cohorts

September 12, 2023/September 26, 2023 - Medical Intervention Trainings (Diabetes, Seizure, AED, Epi-Pen) (6-8)

October 5, 2023 - Universal Design for Learning (TK-8)

November 2, 2023 iReady (K-8)

January 9, 2024 - Center for Racial Justice in Education (TK-8)

January 10, 2024 - Universal Design for Learning (reading strategies) (6-8)

January 24, 2024 - iReady (6-8)

February 1, 2024 - Grade level PD/Collaboration/Planning

March 7, 2024 - Grade level PD/Collaboration/Planning

Professional Development

April 11, 2024 - Grade level PD/Collaboration/Planning

School Site PD focused on school-wide AVID strategies, engagement and inclusion of all students, and Instruction

ADDITIONAL OPTIONAL WEBINAR, TRAINING and RESOURCE OPPORTUNITIES:

Wilson's Just Words (6-8 SDC)

Epic! ~ On Demand

EL Education Resources/Collections

2024-25

Preschool Pyramid

AVID (Advancement Via Individual Determination) - RS

Focused Note Taking

Academic Language and Literacy

Costa's levels of thinking to increase inquiry

English Language Development

Restorative Justice and Restorative Practices

EL Education Multilingual Support

EL Education Unlock Phonics

Intro to Generative AI (Artificial Intelligence)

Nearpod

Asynchronous LGBTQ+ Canvas modules

iReady for new teachers

EL Education CREW for new teachers

Grade level PD/Collaboration/Planning

Collaboration Rounds

AVID School Site PD & Teacher Support

Deescalation Professional Learning

School2Home Teacher Professional Learning Series-- integrating technology into teaching practices and exploring new strategies to enhance student and parent engagement

Sown to Grow Training and data review, discussion, and analysis

Safety Trainings

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3