

**August Boeger Middle**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	1944 Flint Ave. San Jose, CA , 95148- 1213	<b>Principal:</b>	Raquel Topete, Principal
<b>Phone:</b>	(408) 223-3770	<b>Grade</b> <b>Span:</b>	6-8

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.

## **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/>.

---

## About This School

### Raquel Topete, Principal

📍 Principal, August Boeger Middle

### About Our School

---



### Contact

---

August Boeger Middle

1944 Flint Ave.

San Jose, CA 95148-1213

Phone: [\(408\) 223-3770](tel:4082233770)

Email: [rtopete@mpesd.org](mailto:rtopete@mpesd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Mount Pleasant Elementary
<b>Phone Number</b>	(408) 223-3710
<b>Superintendent</b>	MacArthur, Elida
<b>Email Address</b>	<a href="mailto:emacarthur@mpesd.org">emacarthur@mpesd.org</a>
<b>Website</b>	<a href="http://www.mpesd.org">www.mpesd.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	August Boeger Middle
<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>	Raquel Topete, Principal
<b>Email Address</b>	<a href="mailto:rtopete@mpesd.org">rtopete@mpesd.org</a>
<b>Website</b>	<a href="https://augustboeger.mpesd.org/">https://augustboeger.mpesd.org/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	43696176048037

## School Description and Mission Statement (School Year 2025–26)

August Boeger Middle School is committed to providing a safe and supportive learning environment that promotes academic success through social-emotional learning, critical thinking, and problem solving. Guided by its educational philosophy, "**The Bobcat Way**," the school emphasizes high expectations, meaningful student voice, strong relationships, and aligned academic and support systems to meet the needs of the whole child.

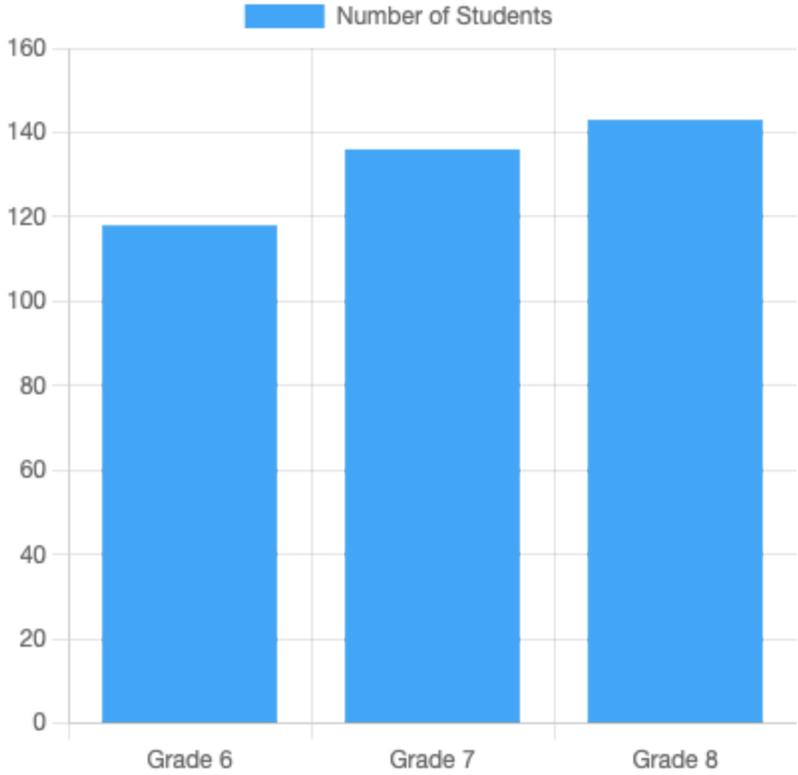
August Boeger Middle School is both an **AVID** and **Community School**, offering rigorous academic programming and integrated supports designed to prepare students for high school and beyond. AVID serves as an elective course and schoolwide instructional strategy focused on critical reading, writing, collaboration, organization, and goal-setting, with additional academic supports available to students. In addition, the school offers concurrent enrollment college courses, providing students with early access to college-level learning experiences and further strengthening college and career readiness.

As a Community School, August Boeger Middle School provides enhanced social-emotional supports, including a Wellness Center staffed by a Wellness Coach and social-emotional counselors, as well as classroom-based practices that support student engagement and readiness to learn.

Through strong instruction, social-emotional supports, and relationship-building, August Boeger Middle School develops responsible, productive, and civically engaged learners who are prepared to succeed academically and contribute positively in a global society.

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	118
Grade 7	136
Grade 8	143
Total Enrollment	397



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	47.90%	English Learners	37.00%
Male	52.10%	Foster Youth	0.30%
Non-Binary	0.00%	Homeless	15.10%
American Indian or Alaska Native	0.00%	Migrant	1.00%
Asian	16.10%	Socioeconomically Disadvantaged	82.40%
Black or African American	1.80%	Students with Disabilities	17.60%
Filipino	1.50%		
Hispanic or Latino	73.60%		
Native Hawaiian or Pacific Islander	1.50%		
Two or More Races	1.80%		
White	1.80%		

### 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

## Teacher Preparation and Placement (School Year 2021–22)

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%
<b>Total Teaching Positions</b>	<b>20.00</b>	<b>100.00%</b>	<b>79.90</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2022–23)

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%
<b>Total Teaching Positions</b>	<b>21.80</b>	<b>100.00%</b>	<b>77.60</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2023–24)

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)	16.10	70.70%	64.40	83.14%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.60	11.39%	4.10	5.29%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	10.95%	6.00	7.80%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12112.80	4.34%
Unknown/Incomplete/NA	1.50	6.92%	2.90	3.75%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>22.80</b>	<b>100.00%</b>	<b>77.50</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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)**

<b>Authorization/Assignment</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>	<b>2023– 24 Number</b>
Permits and Waivers	0.10	0.9	0.80
Misassignments	0.00	0	1.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.9	2.50

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>	<b>2023– 24 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.20	0	0.00

**Class Assignments**

<b>Indicator</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>	<b>2023– 24 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	6.30%
No credential, permit or authorization to teach (a percentage of all the classes taught	0%	0%	0.00%

<b>Indicator</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>	<b>2023– 24 Percent</b>
by teachers with no record of an authorization to teach)			

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)**

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 History Social Science curriculum is Studies Weekly.

At the beginning of the 2025-26 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: July 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption				Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade & ELA Course Name	Publisher	Title	Adoption Year	0
	6 ELA	EL Education	EL Education 6th Grade Language Arts Curriculum partnered with Open Up Resources + Percy Jackson	2017	
	7 ELA	EL Education	EL Education 7th Grade Language Arts Curriculum partnered with Open Up Resources	J2017	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption			Percent Students Lacking Own Assigned Copy
8 ELA	EL Education	EL Education 8th Grade Language Arts Curriculum partnered with Open Up Resources + Summer of the Mariposa's	2017	
7 ELA AP	EL Education	EL Education 7th Grade Language Arts Curriculum partnered with Open Up Resources	2017	
8 ELA AP	EL Education	EL Education 8th Grade Language Arts Curriculum partnered with Open Up Resources	2017	
Mathematics				0
Math Courses Name AND Grade Level	Publisher	Title	? Adoption Year?	
6 Math	CPM Educational Program	Core Connections Course 1	2016	
7 Math	CPM Educational Program	Core Connections Course 2	2016	
8 Math	CPM Educational	Core Connections	2016	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy																
Math 7 Accelerated Math Algebra 1 (8th grade High School Math Course)	Program Course 3 CPM Educational Program +Envision Algebra (Piloting this book) Core Connections Course 2 & Core Connections Course 3 CPM Educational Program HS Course 1 CPM Integrated 2016	2016																
Science	<table border="0"> <thead> <tr> <th data-bbox="574 1035 683 1297">Science Courses Name AND Grade Level</th> <th data-bbox="719 1150 841 1178">Publisher</th> <th data-bbox="867 1150 927 1178">Title</th> <th data-bbox="1024 1136 1143 1199">Adoption Year</th> </tr> </thead> <tbody> <tr> <td data-bbox="574 1371 699 1398">6 Science</td> <td data-bbox="719 1329 841 1440">Amplify Science, Inc</td> <td data-bbox="867 1329 1003 1440">Amplify Science for 6th Grade</td> <td data-bbox="1024 1371 1097 1398">2020</td> </tr> <tr> <td data-bbox="574 1514 699 1541">7 Science</td> <td data-bbox="719 1472 841 1583">Amplify Science, Inc</td> <td data-bbox="867 1472 1003 1583">Amplify Science for 7th Grade</td> <td data-bbox="1024 1514 1097 1541">2020</td> </tr> <tr> <td data-bbox="574 1656 699 1684">8 Science</td> <td data-bbox="719 1614 841 1726">Amplify Science, Inc</td> <td data-bbox="867 1614 1003 1726">Amplify Science for 8th Grade</td> <td data-bbox="1024 1656 1097 1684">2020</td> </tr> </tbody> </table>	Science Courses Name AND Grade Level	Publisher	Title	Adoption Year	6 Science	Amplify Science, Inc	Amplify Science for 6th Grade	2020	7 Science	Amplify Science, Inc	Amplify Science for 7th Grade	2020	8 Science	Amplify Science, Inc	Amplify Science for 8th Grade	2020	0
Science Courses Name AND Grade Level	Publisher	Title	Adoption Year															
6 Science	Amplify Science, Inc	Amplify Science for 6th Grade	2020															
7 Science	Amplify Science, Inc	Amplify Science for 7th Grade	2020															
8 Science	Amplify Science, Inc	Amplify Science for 8th Grade	2020															
History-Social Science	<table border="0"> <thead> <tr> <th data-bbox="574 1787 691 1898">History/Social Sciences Courses Name AND</th> <th data-bbox="719 1787 932 1814">Publisher</th> <th data-bbox="867 1787 927 1814">Title</th> <th data-bbox="1024 1787 1154 1850">Adoption Year</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	History/Social Sciences Courses Name AND	Publisher	Title	Adoption Year					0								
History/Social Sciences Courses Name AND	Publisher	Title	Adoption Year															

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption			Percent Students Lacking Own Assigned Copy
Grade Level				
6 HSS	Studies Weekly	World History and Geography (Ancient Civilizations)	2020	
7 HSS	Studies Weekly	World History and Geography (Medieval and Early Modern Times)	2020	
8 HSS	Studies Weekly	United States History and Geography	2020	
7 HSS AP	Studies Weekly	World History and Geography (Medieval and Early Modern Times)	2020	
8 HSS AP	Studies Weekly	United States History and Geography	2020	
Foreign Language				0
Health				0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0
Science Lab Eqpmt (Grades 9-12)	N/A	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 and has undergone multiple upgrades and renovations over the years to improve accessibility, functionality, and learning environments for students and staff. The campus quad was upgraded to improve flow and accessibility, and additional classrooms were added in 2001. All classrooms are air-conditioned and have internet access. New windows, doors, and whiteboards were installed in 2003 and 2004.

In 2012, one wing of classrooms was renovated. Following the passage of school bonds, additional upgrades and repairs occurred during the summers of 2013 and 2014. Continued facility improvements include the construction of the August Boeger Gymnasium in October 2015, a covered lunch area in December 2015, remodeled science classrooms in January 2016, renovated restrooms in August 2016, and a remodeled outdoor quad area completed in December 2016.

In January 2019, the campus was adopted by City Year for a beautification project that included the creation of indoor and outdoor murals, as well as the addition of benches, tables, and an outdoor classroom space. During the summer of 2019, the HVAC system was updated in one wing of the campus.

Most recently, the campus was painted and several classrooms were updated in the summer of 2024, followed by the renovation of the main office building in 2025. August Boeger Middle School continues to maintain, upgrade, and improve its facilities to ensure a safe, welcoming, and supportive learning environment for students and staff.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2025

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

## Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	Exemplary
----------------	-----------

## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	36%	35%	29%	32%	47%	48%
Mathematics (grades 3-8 and 11)	18%	18%	20%	21%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	398	391	98.24%	1.76%	34.78%
Female	194	191	98.45%	1.55%	39.79%
Male	204	200	98.04%	1.96%	30.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	64	63	98.44%	1.56%	69.84%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	293	288	98.29%	1.71%	25.35%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00%	0.00%	53.33%
White	--	--	--	--	--
English Learners	125	118	94.40%	5.60%	11.02%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	187	182	97.33%	2.67%	33.52%
Students Receiving Migrant Education Services	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	71	71	100.00%	0.00%	4.23%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	398	397	99.75%	0.25%	18.14%
Female	194	194	100.00%	0.00%	18.56%
Male	204	203	99.51%	0.49%	17.73%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	64	64	100.00%	0.00%	53.13%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	293	292	99.66%	0.34%	10.62%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00%	0.00%	20.00%
White	--	--	--	--	--
English Learners	125	124	99.20%	0.80%	6.45%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	187	186	99.47%	0.53%	13.98%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	71	100.00%	0.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
Science (grades 5, 8, and high school)	13.11%	13.48%	14.91%	16.54%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	141	141	100.00%	0.00%	13.48%
Female	74	74	100.00%	0.00%	14.86%
Male	67	67	100.00%	0.00%	11.94%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	21	21	100.00%	0.00%	33.33%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00%	0.00%	9.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	10.61%
Students Receiving Migrant Education Services	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	17	17	100.00%	0.00%	5.88%

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.

### **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

### **California Physical Fitness Test Results (School Year 2024–25) Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
7	99.6%	99.2%	99.2%	99.2%	99.2%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

### Opportunities for Parental Involvement (School Year 2025–26)

The Mount Pleasant Elementary School District and August Boeger Middle School recognize the critical role parents and guardians play in student success and are committed to providing meaningful opportunities for family engagement and input.

At the district level, families are encouraged to participate in Parent Academic Fairs that address topics such as parenting strategies, anxiety and depression awareness, financial and digital literacy, mindfulness, support for newcomer families, and strategies to support student academic achievement. Sessions also include guidance on accessing student information through PowerSchool and ParentSquare. Topics are selected based on parent interest and student and family needs.

At the school level, parents and guardians may participate in School Site Council (SSC), Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), and Coffee with the Principal meetings, which are held monthly. Families are encouraged to schedule appointments or drop in before, during, or after school hours. Meetings are available in person, virtually, or by phone to ensure accessibility.

As a Community School, August Boeger Middle School has an active Community School Advisory Council and offers the Parent Institute for Quality Education (PIQE) program. The school also partners with Pacific Clinics to provide mental health services for students and families through our Bobcat Wellness Center. A part-time Family Case Manager and a full-time Community School Coordinator assist families in accessing school and community resources.

Additional family engagement and support opportunities include holiday meal distributions, legal and housing resource sessions, employment support, and wellness services. Through a partnership with Big Smiles, dental services are provided to students at no cost or minimal cost. Families may also access basic needs support through the school's clothing closet, pantry, and our monthly Second Harvest Food Bank.

Parents and guardians are encouraged to participate in school-wide events such as Maze Day, Open House, Back-to-School Night, Beautiful Day campus beautification, and volunteer opportunities, including parent panels. Parent-teacher conferences are held twice annually, in the fall and spring.

Ongoing communication is supported through the Boeger Bulletin, the school website, ParentSquare, and social media platforms. Additional engagement opportunities include Mindfulness for Parents workshops and quarterly Parent Wellness and Family Focus Group Surveys to gather feedback and inform school supports.

### **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	417	415	98	23.6%
Female	202	201	54	26.9%
Male	215	214	44	20.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	65	4	6.2%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	310	309	86	27.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	161	160	36	22.5%
Foster Youth	--	--	--	--
Homeless	73	73	19	26.0%
Socioeconomically Disadvantaged	352	351	91	25.9%
Students Receiving Migrant Education Services	--	--	--	--

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	73	73	25	34.2%

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.

## 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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	8.39%	6.43%	3.36%	2.70%	2.62%	1.55%	3.60%	3.28%	2.94%
Expulsions	0.45%	0.24%	0.00%	0.11%	0.06%	0.00%	0.08%	0.07%	0.06%

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.

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	3.36%	0.00%
Female	2.97%	0.00%
Male	3.72%	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	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.19%	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	2.48%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.11%	0.00%
Socioeconomically Disadvantaged	3.69%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.11%	0.00%

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.

## School Safety Plan (School Year 2025–26)

August Boeger Middle School's Comprehensive School Safety Plan is developed collaboratively with input from students, parents, staff, community partners, and the School Safety Committee. The plan was last approved by the Board of Trustees on February 12, 2025. It is available for review in the school office, has been shared with all staff via email, and is posted on the district website.

August Boeger is committed to maintaining a safe, welcoming, supportive, and respectful learning environment for all students, staff, and community members. The school promotes a strong sense of belonging where every student feels included and valued. Students are taught positive social skills, nonviolent conflict resolution, and appropriate responses to emergencies and disasters to ensure the safety of the entire school community.

School administration partners with the San José Safe School Campus Coalition and community-based organizations to support school and community safety needs. Campus supervision is provided all day, including before school, after school, and during brunch and lunch by trained staff, including two campus monitors and yard duty personnel. The campus is closed and gated, and all visitors are required to register in the main office.

The school conducts regular safety drills, including fire, earthquake, intruder alert, and evacuation drills, to strengthen preparedness and emergency response. These drills allow staff to evaluate and improve emergency procedures. Each classroom is equipped with a safety drill flip chart, an emergency backpack containing updated class rosters, and a door-securing device to support emergency readiness.

August Boeger continues to prioritize improving school climate through Positive Behavior Interventions and Supports (PBIS) and Restorative Practices. Staff are trained in the PeaceBuilders Program and BEST PBIS, which promote respect, responsibility, and safety. Ongoing professional development supports staff implementation of positive behavior strategies. The BEST Committee, composed of classified and certificated staff, meets monthly to analyze data and recommend improvements to school climate.

The school also incorporates EL Education's Crew, which fosters strong relationships between students and teachers. A school-wide and classroom-based positive behavior reward system is in place to reinforce expectations and encourage student motivation and engagement.

School climate data from the California Healthy Kids Survey, School Climate Survey, and parent surveys are used to identify needs and guide improvements. Expectations and behavioral supports are reinforced through classroom presentations, announcements, assemblies, and leadership-led communications.

Behavioral health and counseling services—including conflict mediation, restorative sessions, and individual and small-group counseling—are provided through the Wellness Center and in partnership with Pacific Clinics,

supporting students with Tier 1, Tier 2, and Tier 3 social-emotional and behavioral needs.

Parents and guardians are engaged through parent education nights focused on topics such as bullying prevention, gang awareness, and substance abuse education. Families are also informed of school activities, expectations, and important dates through newsletters, ParentSquare, the school website, social media, handbooks, and district communications. Parents are encouraged to contact the school office or request meetings with teachers as needed.

Facilities are inspected daily to address safety concerns, including graffiti, which is promptly removed. Emergency drills are conducted monthly to ensure students are prepared for emergencies.

August Boeger offers both before-school (Sunrise Club) and after-school (Mt. Pleasant After School Program – MPAS) programs to provide additional supervision, academic support, and enrichment opportunities. These programs offer homework support, enrichment activities, meals, and opportunities for positive student connections.

## **D. Other SARC information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	21.00	8	10	0
Mathematics	20.00	8	7	0
Science	18.00	8	7	0
Social Science	20.00	6	8	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	18.00	12	8	
Mathematics	21.00	6	8	
Science	18.00	9	6	
Social Science	17.00	10	6	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	18.00	12	8	
Mathematics	21.00	6	7	
Science	20.00	4	10	
Social Science	20.00	6	8	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	265.33

\* 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.

**Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.70
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other**	0.40

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$20913.00	\$7292.00	\$13621.00	\$94855.00
District	N/A	N/A	\$13804.00	\$102344.00
Percent Difference – School Site and District	N/A	N/A	-1.30%	-4.10%
State	N/A	N/A	\$11146.18	\$100089.00
Percent Difference – School Site and State	N/A	N/A	23.40%	0.80%

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

**Types of Services Funded (Fiscal Year 2024–25)**

During the 2024–2025 school year, August Boeger Middle School allocated funds to programs and services aligned with the district’s LCAP goals of improving academic achievement, increasing student engagement, supporting English Learners, and providing expanded learning opportunities.

Funded services included:

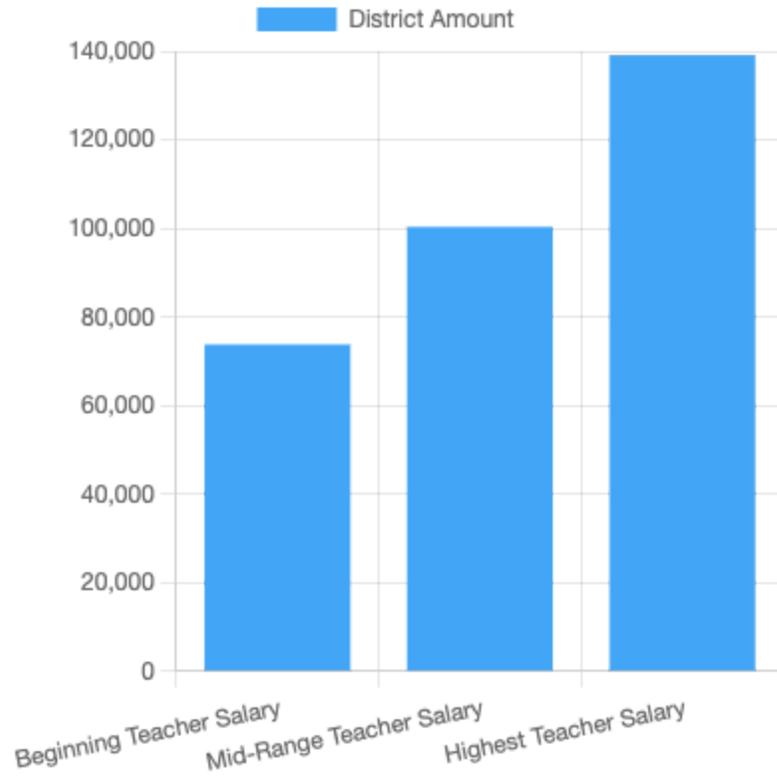
- Mt. Pleasant After School Program (MPAS): Supports LCAP goals related to student engagement and academic achievement by providing after-school academic support, enrichment activities, supervision, and daily meals.
- Sunrise Club: Advances student engagement and school connectedness through early-morning enrichment and supervision prior to the instructional day.
- Extended Learning Opportunities Program (ELOP): Provides targeted after-school tutoring and intervention aligned to LCAP actions focused on closing achievement gaps for identified students.
- Summer Session (Grades 6–8): Supports academic recovery, acceleration, and readiness in alignment with LCAP actions focused on extended learning and academic improvement.

- SVEF Elevate Program: Promotes college and career readiness by supporting incoming 6th, 7th, and 8th grade students, including access to 9th-grade mathematics for eligible incoming 8th graders enrolled in high school-level coursework.
- Student of Promise Tutoring: Provides targeted academic support for 8th-grade students to improve performance and ensure a successful transition to high school, aligned with LCAP goals for student success.
- Online Instructional Tools: Renewal of digital learning platforms to support high-quality instruction, student engagement, and differentiated learning opportunities.
- Push-In Tutoring Services (Bay Area Tutors): Classroom-based tutoring for Long-Term English Learners within English Language Development (ELD) courses, aligned with LCAP goals for English Learner progress.
- Instructional Coaching (EL Educate): Professional learning and instructional coaching for the ELD teacher to strengthen language development practices and improve outcomes for English Learners.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$73812.00	\$61516.32
Mid-Range Teacher Salary	\$100352.00	\$95478.69
Highest Teacher Salary	\$139067.00	\$125207.90
Average Principal Salary (Elementary)	\$143459.00	\$152668.30
Average Principal Salary (Middle)	\$145592.00	\$156487.16
Average Principal Salary (High)	\$0.00	\$165427.38
Superintendent Salary	\$230000.00	\$242780.63
Percent of Budget for Teacher Salaries	27.93%	29.76%
Percent of Budget for Administrative Salaries	7.04%	5.74%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



**Professional Development**

**Mount Pleasant Elementary School District**

**2025–26 PROFESSIONAL DEVELOPMENT PLAN**

Curriculum, Instruction & Assessment

## Overarching Instructional Goals

1. Build Collective Teacher Efficacy across all grade levels and teams.
2. Strengthen Data-Informed decision-making through consistent assessment and progress monitoring.
3. Improve Student Achievement with a focus on early literacy, reading growth, math proficiency, and English Learner progress.

## SMART Goals (Districtwide Student Outcomes)

- Reading Growth (MPAS Students):  
80% will make 1.5 years of growth in reading by June 2026.
- Reading Growth (Non-MPAS Students):  
50% will make 1.5 years of growth by June 2026.
- LTEL Reclassification (Grades 6–8):  
80% will reclassify by September 2026.
- Early Literacy Long-Term Target:  
100% of current kindergarten students will read at grade level by June 2029.

## Theory of Action

If we provide coherent, multi-layered PD aligned to district goals—and support teachers with structured collaboration, data analysis, and instructional coaching—then teachers will strengthen Tier 1 instruction, implement effective interventions, and accelerate student achievement in reading, math, and language development.

# 1. **AUGUST 2025 PROFESSIONAL LEARNING • 9 hours**

Theme: Clarity, Rigor & Aligned Instruction

- **6–8: Clarity, AI Tools & Instructional Planning**

Learning Intentions

- Understand grade-level rigor
- Reflect on expectations and instructional moves
- Use AI tools to unpack standards and develop unit plans

## Success Criteria

Participants will be able to:

- Explain rigor in their classrooms
- Identify instructional moves that build rigor (via video analysis)
- Unpack standards using AI with accuracy and fidelity

# COLLABORATION CYCLES (PLC Model)

Monthly • 8 Cycles • 60–90 minutes each

## Cycle 1 – Foundations & Equity

- Establish PLC norms
- Understand EL profiles and ELPAC structure
- Align to district equity commitments  
Set grade-level expectations for collaboration

## Cycle 2 – Collective Teacher Efficacy

- Study efficacy research
- Identify Tier 1 + intervention supports
- Define “one year’s worth of growth” for each grade

## Cycle 3 – Reading Intervention Deep Dive

- Learn high-leverage intervention practices
- Align resources and progress monitoring tools
- Plan targeted intervention blocks

## Cycle 4 – ELPAC Integration

- Analyze item types and scoring
- Identify essential language skills by grade band
- Embed ELD standards into daily lessons
- Design plans to improve ELPAC outcomes

## Cycle 5 – CAASPP ELA

- Analyze question stems and cognitive demand
- Align reading and writing expectations

- Strengthen text-dependent questioning and academic discourse

### **Cycle 6 – CAASPP Math**

- Error analysis and common misconceptions
- High-leverage routines (number talks, problem-solving protocols)
- Develop standards-aligned tasks

### **Cycle 7 – Mid-Year Data Review**

- BOY ? MOY growth analysis
- Adjust interventions and instructional plans
- Ask: Are our moves producing equitable growth?

### **Cycle 8 – Instructional Coherence & Acceleration**

- Identify “must-have” learnings for Spring 2026
- Create acceleration plans for students below grade level
- Plan transition supports + summer learning
- Reflect and set priorities for 2026–27

# 1. **JANUARY 5, 2026** **DISTRICTWIDE** **PROFESSIONAL** **DEVELOPMENT DAY (Tentative** **Plan) - 6 Hours**

Theme: Brain-Based Teaching, Trauma-Informed Practices & Literacy Across the Curriculum?

### **Grades 6-8:**

### **Session 1: Positive and Productive Classroom Environments (@ 2 hours)**

#### Objectives

- Learn proactive, relationship-centered practices for classroom management
- Increase student engagement through predictable routines and co-created norms

- Implement practices that strengthen belonging, agency, and accountability
- Understand how trauma and stress impact adolescent behavior

## Session 2: Reading & Writing Across the Curriculum (@ 2 hours)

### Objectives

- Embed discipline-specific reading and writing strategies
- Use annotation, text structures, and graphic organizers to support comprehension
- Strengthen argument writing, claim/evidence reasoning, and disciplinary vocabulary
- Integrate ELD standards into content-area instruction

### Session 3: [PRISM PD](#)

- CDE Mandated- more information to follow

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2.5