



# August Boeger Middle School

1944 Flint Ave. • San Jose, CA 95148-1213 • 408.223.3770 • Grades 6-8

Ms. Maurissa Koide, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Mt. Pleasant Elementary School District**

3434 Marten Ave.  
San Jose, CA 95148-1300  
(408) 223-3710  
[www.mpesd.org](http://www.mpesd.org)

#### **District Governing Board**

Brenda Serrano  
**President**

Melissa Got-Lopez  
**Member**

Betty Martinez  
**Member**

Robert Ramirez  
**Vice-President**

Derek Grasty  
**Clerk**

#### **District Administration**

Elida MacArthur  
**Superintendent**

### **School Description**

August Boeger Middle School

Vision: All Students Achieve

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

August Boeger fosters a safe, respectful, and responsible environment that promotes learning. August Boeger Middle School consists of grades 6, 7, and 8 with a student body of 484 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 two administrators, a part-time psychologist, a part-time speech therapist, a part-time counselor, a part-time family case manager, 1 secretary, 1 health clerk, 27 certificated staff and a support staff of 6. In addition, the school has a library technician, and, when students are on campus for instruction, we have two campus supervisors.

August Boeger has an active Mount Pleasant After School program (MPAS) that serves about 150 students from 2:35 until 6:00 PM. Our MPAS program provides homework center, enrichment activities, and sports.

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

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

### **Curriculum and Instruction**

#### **Instructional Day**

We have six periods with homeroom at the beginning of each day. Our 6th grade students are in Core classrooms (Science/Math & Language Arts/Social Studies) and are grouped for English Language Development (ELD), AVID, or Band based on their language proficiencies. Our 7th and 8th grade students have Core for Language Arts, Social Studies and rotate classes for Mathematics, ELD/Elective (AVID, Leadership, Band, and Art), Physical Education, and Science. During distance learning, students attend a 15 minute homeroom daily and three instructional blocks a day at 75-minutes for each block. Teachers must provide synchronous instruction for 60% of the instructional block and are allowed the option of providing asynchronous work for the remaining time. On Wednesdays, students attend Homeroom and are given an asynchronous assignment for each of their 6 academic classes. Teachers use Wednesdays to meet with students individually or in small groups to provide extra support. We gave each student a Chromebook and provided hotspots as needed.

## **Teaching and Learning**

Through the implementation of the district-adopted curriculum and project-based learning, students tackle a challenging academic curriculum in ways that are engaging, meaningful, based on real-life contexts, and adaptable to a variety of learning styles. The curriculum is tied to the Common Core State Standards. The school informs parents of their student's progress; report cards are provided to parents three times a year, and teachers make phone calls home halfway through each trimester. Parents and students can access PowerSchool to check their grades daily. Parents also receive their student's Standardized test results in the summer with a follow-up interpretation of results at the fall parent-teacher conference. However, due to COVID-19, no CAASPP/ELPAC Test Results were available for the 2019-2020 school year. Teachers use curriculum assessment and formative assessment data during the school year to assess teaching and learning practices and provide feedback to students and parents.

## **Addressing students' needs**

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

## **Response to Intervention**

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

## **School Discipline**

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

On July 17, 2020, Governor Newsom announced that all districts in counties that were in the watch list needed to start the school year with distance learning. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. MPESD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.

During distance learning, students will participate via Google Meet and our learning platform is Canvas. Teachers track students' attendance and engagement online using his or her PowerSchool account. All students were provided a device. Additionally, students were provided with a hot spot as needed.

The COVID-19 pandemic has had significant impacts on the Mount Pleasant Staff, parents, students, and community. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. Accordingly, we have worked to provide as many supports to set up our students for success. We have provided the following resources to our students and families: free, weekly meals, MPAS Afterschool Tutorials, On-site Small Cohorts, R.O.C.K. n' Learn Program, Bringing Everyone's Strength Together (6-8 Grades), Counseling, and Alum Rock Counseling Parent Courses.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	169
Grade 7	157
Grade 8	207
Total Enrollment	533

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	17.6
Filipino	0.8
Hispanic or Latino	72.8
Native Hawaiian or Pacific Islander	1.9
White	2.6
Two or More Races	0.9
Socioeconomically Disadvantaged	82.9
English Learners	40
Students with Disabilities	18.6
Foster Youth	0.6
Homeless	0.6

## 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 Credentials for August Boeger Middle	18-19	19-20	20-21
With Full Credential	20	19.6	21
Without Full Credential	3	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mt. Pleasant	18-19	19-20	20-21
With Full Credential	♦	♦	97
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at August Boeger Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

The district adopted instructional materials aligned to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades 3-8th grade and Mathematics in K-8th grade. At the beginning of 2018, the K-2 teachers piloted and made the recommendation to adopt an English Language Arts curriculum. The district is also in the process of reviewing the Science aligned to the Next Generation Science Standards. The goal is to identify a curriculum for K-8 this school year and implement it in the 2020-21 school year. Although the HSS curriculum is from our most recent adoption, the district will review instructional materials for a possible pilot in 2020-21.

At the beginning of the 2019-20 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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EL Education, adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics (CPM); for grades 6-8, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science MS - Digital Student Licenses; for grades 6-8, adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly: Digital Student License; for grades 6-8, adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** 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 in which data were collected: 2020 November**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<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	
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	44	N/A	38	N/A	50	N/A
Math	20	N/A	26	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

PTSA President: Joezette Madriz

SSC President: Miguel Meza

Contact Phone No. (408) 223-3770

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

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

The Proud Parenting Program (Triple P) has been available to our families which offers clients two opportunities for support – Case Management and a Parenting Workshop Series. Parents can participate in a ten-session standard model or in an eight-session group format. Triple P is an evidenced-based intervention with youthful parents, ages 14 – 25, involved with the child welfare and/or juvenile justice system. Alum Rock Counseling Center also provided virtual parent workshops throughout the school year. Topics included: parenting, social media, managing emotions, and identifying anxiety and depression.



**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.

**School Safety Plan (School Year 2020-2021)**

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

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

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

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.5	13.9	3.3	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	13.9	5.0	2.5
Expulsions	0.1	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

\*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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	21	12	12	3	21	12	10	4	21	11	10	
Mathematics	26	4	8	4	25	4	7	5	22	5	7	3
Science	23	5	13		22	6	12	1	20	9	9	
Social Science	26	3	8	2	27	2	8	3	20	5	6	1

\*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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

2017-18 to 2019-2020:

\*Teacher Induction: In partnership with Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credentials. Teachers receive staff development and mentor support from a credential teacher on special assignment to master the standards for the teaching profession and complete all induction requirements.

\*Our AVID teachers provide ongoing professional development on AVID strategies throughout the year.

All Grades reviewed essential components of Project Based Learning (PBL). Teachers received guided support to work collaboratively with grade level peers and departments to develop a PBL unit that is culturally relevant to the students/communities that we serve. The PBL incorporated the Global Citizenship standards to help students understand their role as global citizens who respect and value diversity, understanding social justice, work with others to make the world around them more equitable, and help students take responsibility for their actions.

2018-2019:

July 10-11th:

Teachers met for half a day to collaborate by grade level or department at least once a month. Teachers used cycles of inquiry to monitor student progress. Teachers also developed project-based learning units.

Discover the power of Language Dives, 3rd-5th-grade teachers. Language Dives empower students to analyze, understand, and use the language of academic sentences.

August 16th: Teachers in grades K-8 grade came together to review the new Math concept maps

August 17th:

All 3-5 grade teachers received a one-day training on how to implement the ALL Block. All Block is an essential component of the newly adopted English Language Arts curriculum. Teachers received additional support during the school year.

All 6-8 grade teachers received a one-day professional development on how to use Language Dives and Conversation Cues. The use of these strategies supports English language learners to deconstruct complex text in all subject areas and engage in collaborative discourse. Teachers received additional support during the school year.

January 24th: \*6th-8th Grade Leadership Team received training on Language Dives to be able to train the rest of the staff.

2019-2020

August 15 -16:

Kindergarten to Fifth-grade teachers reviewed the NGSS as grade level and identified key skills and big ideas. Teachers also identified the gaps within the currently adopted curriculum and identified supplementary material to address the NGSS for their grade level.

K-2 teachers received training on the new English Language Arts adopted curriculum

6-8 grade teachers received AVID training to implement AVID strategies across subject areas and schoolwide.

Throughout the 2019-20 school year:

Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

2020-2021

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

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

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

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

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

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

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

December 8, April 12 & June 9

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

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

Nearpod

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

Sports for Learning - PE & SEL

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

Edcite

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

#### Language Dives

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

#### Circled Up

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

#### Pathway to Equity Micro-Course: Valuing and Elevating Student (6th - 8th)

November 10, November 17, December 1, December 8, and December 15

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,308	\$50,574
Mid-Range Teacher Salary	\$80,684	\$76,649
Highest Teacher Salary	\$112,922	\$98,993
Average Principal Salary (ES)	\$135,186	\$125,150
Average Principal Salary (MS)	\$127,489	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$188,529	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	34.0
Administrative Salaries	10.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

\*MPAS- Mt. Pleasant After School Program

\*Bay Area Tutors

\*Silicon Valley Education Foundation-3rd grade Math Tutoring/Intervention

\*Virtual Summer School-SVEF (incoming 3rd through 8th grade)

#### 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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,488	\$3,808	\$8,680	\$75,067
District	N/A	N/A	\$9,770	\$80,797
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.8	-7.4
School Site/ State	11.3	-7.1

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