

August Boeger Middle School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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. Our Middle School fosters a safe, respectful, and responsible environment that promotes learning. August Boeger is a middle school offering 6th, 7th, and 8th grades with a student body of 422 students. The school is located near the foothills in east San Jose, California. It is the only traditional middle school in the Mount Pleasant Elementary School District. The staff is comprised of 1.5 administrators, a part-time psychologist, a part-time speech therapist, 2 part-time counselors, a part-time family case manager, 1 secretary, 1 health clerk, 23 certificated staff and a support staff of 6. In addition, the school has a library technician, and we have two campus supervisors.

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

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. Our teachers facilitate student learning with the goal that each student progressively master the

2023-24 School Description and Mission Statement

California Common Core State Standards as appropriate. We value the 4 C's of 21st Century Learning (collaboration, creativity, critical thinking and communication) and use the AVID strategies, beyond our elective course, school-wide to provide rigor and structure to our students' daily learning.

Curriculum and Instruction

Instructional Day

We have six periods with homeroom at the beginning of each day. Our 6th grade students are in Core classrooms (Science/Math & Language Arts/Social Studies/Physical Education) and are grouped for English Language Development (ELD) based on their language proficiencies or in our other electives, such as AVID, Research Based Projects, or Band. Our 7th and 8th grade students have Core for Language Arts and Social Studies and rotate classes for Mathematics, ELD or another Elective (AVID, Leadership, Band, Research Based Project, and Art), Physical Education, and Science. Each student is provided a Chromebook and a hotspot as needed.

Teaching and Learning

Through the implementation of the district-adopted standard-based 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 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. Formative and summative assessments are used 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 in need of further support, 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 respective 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 are provided additional support within classrooms. Besides providing targeted supports identified during the SST meetings, and providing support during the school day through ELD, AVID, homeroom, and inclusion classrooms, the school also offers additional academic support to identified students by providing extended day and extended year opportunities. Our school has identified students who need extra support, and have offered families the opportunity to enter their student into Students of Promise, which provides additional support after-school. The school also has a family case manager to support the students and families to access school and community resources. In addition, through partnerships with community agencies, we also provide college and career readiness support and additional counseling services.

Response to Intervention

We identify students at risk 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 respective 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.

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 school-wide 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. We take a restorative practice approach with discipline and also use research based practices. We promote a sense of school pride in all students by building positive relationships and 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 continuing to work on further developing our MTSS process as a District and as a school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	149
Grade 7	129
Grade 8	144
Total Enrollment	422

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.6%
Male	56.4%
Asian	16.1%
Black or African American	2.4%
Hispanic or Latino	73%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	2.4%
White	2.8%
English Learners	39.8%
Homeless	6.2%
Migrant	1.4%
Socioeconomically Disadvantaged	77.5%
Students with Disabilities	17.1%

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopted instructional materials are aligned to CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades 3-8th grade and Mathematics in K-8th grade. The district also adopted Amplify Science which is aligned to the Next Generation Science Standards. Our HSS curriculum is Studies Weekly.

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

Year and month in which the data were collected

January 2021

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

June 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	33	36	30	47	46
Mathematics (grades 3-8 and 11)	16	17	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	413	403	97.58	2.42	32.59
Female	179	175	97.77	2.23	36.57
Male	234	228	97.44	2.56	29.52
American Indian or Alaska Native	0	0	0	0	0
Asian	72	64	88.89	11.11	65.63
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0	0	0
Hispanic or Latino	295	293	99.32	0.68	25.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	27.78
White	12	12	100.00	0.00	50.00
English Learners	165	155	93.94	6.06	13.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	211	97.24	2.76	26.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	69	98.57	1.43	7.35

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	412	410	99.51	0.49	17.07
Female	178	176	98.88	1.12	18.18
Male	234	234	100.00	0.00	16.24
American Indian or Alaska Native	0	0	0	0	0
Asian	72	72	100.00	0.00	40.28
Black or African American	11	10	90.91	9.09	--
Filipino	0	0	0	0	0
Hispanic or Latino	294	293	99.66	0.34	11.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	16.67
White	12	12	100.00	0.00	16.67
English Learners	164	163	99.39	0.61	4.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	214	99.07	0.93	12.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	69	100.00	0.00	1.45

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.25	11.76	18.92	16.43	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	140	100.00	0.00	11.43
Female	53	53	100.00	0.00	13.21
Male	87	87	100.00	0.00	10.34
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	20.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	103	103	100.00	0.00	8.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	57	57	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	10.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

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

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

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

We have a part-time Family Case Manager who further assists in helping to connect families to our school community and needed resources.

In addition, we encourage parents to support as part of PTSA during our school site events and activities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	437	110	25.2
Female	192	191	43	22.5
Male	249	246	67	27.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	74	73	7	9.6
Black or African American	11	11	1	9.1
Filipino	0	0	0	0.0
Hispanic or Latino	319	316	91	28.8
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	11	11	5	45.5
White	12	12	2	16.7
English Learners	185	184	44	23.9
Foster Youth	0	0	0	0.0
Homeless	28	28	7	25.0
Socioeconomically Disadvantaged	349	347	97	28.0
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	75	74	26	35.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.22	8.39	0.00	2.15	2.70	0.20	3.17	3.60
Expulsions	0.00	0.22	0.45	0.00	0.06	0.11	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.39	0.45
Female	5.73	0
Male	10.44	0.8
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.35	0
Black or African American	27.27	0
Filipino	0	0
Hispanic or Latino	9.4	0.63
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	8.33	0
English Learners	11.35	0
Foster Youth	0	0
Homeless	14.29	0
Socioeconomically Disadvantaged	9.46	0.57
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.33	0

2023-24 School Safety Plan

August Boeger staff has been trained in the PeaceBuilder Program and BEST Positive Behavior Interventions and Supports (PBIS). These programs promote personal and community respect, responsibility and safety. The staff continues to receive trainings in positive behavior strategies and interventions throughout the year. The BEST Committee, composed of classified and certificated staff members, meets monthly to look at data and make recommendations to improve school climate. The school is working to incorporate more restorative justice practices, where students learn more self awareness and become more responsible for their actions and so that all students take ownership of our shared school community. To work on these practices, we are incorporating EL Education's Crew. Crew allows for deep relationships between students and the teacher. A school wide reward system and classroom reward systems are in place to increase student motivation and positive behaviors.

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

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 bullying, gang and drug awareness, as well as participation on various school committees and meeting opportunities.

August Boeger is a closed campus. Campus Supervisors, Teachers, and staff assist in supervising the campus and supporting students. The facility is surveyed daily for any safety concerns including graffiti and issues are promptly addressed. Emergency drills are held monthly to ensure students know and can use safety procedures in case of an intruder on campus, a fire or an

2023-24 School Safety Plan

earthquake.

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

Our Comprehensive School Safety Plan was last approved by the board on 02/13/2023.

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	10	0
Mathematics	20	8	7	0
Science	18	8	7	0
Social Science	20	6	8	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	703.33

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,030	\$5,305	\$11,725	\$88,284
District	N/A	N/A	\$12,264	\$93,016
Percent Difference - School Site and District	N/A	N/A	-4.5	-5.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	42.6	0.0

Fiscal Year 2022-23 Types of Services Funded

- *MPAS- Mt. Pleasant After School Program
- *Sunrise Club - Early morning enrichment before the school day
- *ELOP - Extended Learning Opportunity Program - After school tutoring for targeted students
- *Summer Session (6th-8th)
- *SVEF Elevate (incoming 6th/7th/8th graders and includes 9th grade math for incoming 8th graders taking high school level math)
- *Student of Promise Tutoring for 8th graders to increase student performance

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,559	\$54,046
Mid-Range Teacher Salary	\$92,610	\$84,515
Highest Teacher Salary	\$119,217	\$110,867
Average Principal Salary (Elementary)	\$146,786	\$136,841
Average Principal Salary (Middle)	\$148,818	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$196,000	\$217,473
Percent of Budget for Teacher Salaries	30.11%	32.43%
Percent of Budget for Administrative Salaries	6.23%	5.62%

Professional Development

The Mt. Pleasant School District and its schools has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past years, the professional development for teachers has focused on increasing curriculum capacity for implementation of newly adopted English Language Arts and Mathematics curriculum and on increasing capacity in other areas of need. Below are examples of the professional development that the

Professional Development

district and schools have provided in the past three years and what will be provided in the 2023-2024 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

2021-2022

August 6, 2021 - SEL with Ronnie for Management

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

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

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

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

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

October 21, 2021 - Edcite 3-5

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

Professional Development

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

East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):
September 24, October 19, November 9, December 14, January 18, February 15, March 15, April 12, & May 17

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):
November 9, December 7, January 25, April 12 & May 10

2022-2023

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

August 16, 2022 - Crew Support TK-8

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

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

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

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

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

2023-2024

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

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

August 3 Annual Math Summit 2023 (OPTIONAL)

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

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

CREW- Student Voice and Reflection (K-8)

EL Education Self Paced Modules(3-8)

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

September 7, 2023 - CREW Cohorts

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

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

November 2, 2023 iReady (K-8)

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

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

January 24, 2024 - iReady (6-8)

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

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

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

Professional Development

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

ADDITIONAL OPTIONAL WEBINAR, TRAINING and RESOURCE OPPORTUNITIES:

Wilson's Just Words (6-8 SDC)

Epic! ~ On Demand

EL Education Resources/Collections

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3