

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buchser Middle School	43-69674-6101752	April 27, 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Buchser Middle School supports the LEA with goals for achievement in mathematics, literacy, and whole child learning. We also have a comprehensive goal for our Emergent Bilingual students, students receiving Special Education Services, and students who qualify for FARM. Our focus on the whole child supports the social-emotional component of adolescent growth, which provides a strong foundation of learning through strong social, emotional, and academic support. This year, 2023-2024, marks the continued focused work on equity, beginning with building staff awareness of systemic systems of inequity as well as addressing the student handbook to be in line with the SCUSD systems and adult portraits. Examples of the work that will take place will be staff involvement in Restorative Justice training as well as continued focus on instructional strategies to meet the needs of our Emergent Bilingual students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 22-23 school year, students, staff and our community participated in a range of surveys to identify how each group of stakeholders feels about Buchser Middle School. This year, Buchser Middle School focused primarily on school connectedness. To this end, survey were sent to families in multiple languages and the student body participated in surveys to identify where Buchser is succeeding and where we need to place more emphasis during the 23-24 school year. Additionally, the survey created by the staff took out the option of "neither agree nor disagree." The staff felt this was important as this would give us better data.

Areas of Strength and/or Growth (based on the staff created student connectedness survey):

Safety and Connection to School -

Over 80% of students stated they felt comfortable or safe on campus in class with their teachers. Additionally, over 90% stated they felt comfortable during passing period and lunch. These indicate that a super majority of students feel comfortable on campus. Additionally, when asked if they felt their opinions were taken seriously in class, over 75% of the students stated yes. Additionally, when students were asked if they felt like they "belonged" at Buchser, over 84% stated yes. This indicates an overwhelming majority of students feel a sense of belonging and comfort when on Buchser's campus. Lastly, over 92% of students stated they felt like they were respected at Buchser Middle School. As a result of this, we can glean that students feel safe, connected, and respected at Buchser Middle School.

58% of the surveyed students stated there was a caring adult at school. This is up a little less than 3% from the 20-21 school year.

School Involvement

68% of students report they have common interests with students at Buchser Middle School.
98% of students at Buchser have participated in at least one extra curricular or ASB activity.
79% of parent respondents stated they feel valued as a member of their student's educational team.
90% of parent respondents felt somewhat to very connected to Buchser Middle school
88% of parent respondents felt somewhat to very well communicated with by Buchser Middle School.

Effort is Noticed

91% of students report they felt the staff values their work.
94.9% of students report that when they need help, their teacher helps them.

Overall trends at Buchser show that students feel connected at school. Students state they feel safe overall, and they know the rules. Additionally, respondent families feel Buchser is attentive to their needs and they feel connected. An area of growth for Buchser is to seek out more families to respond to surveys as well as center on student engagement and helping students understand one another better. Teachers are looking at increasing student engagement as well as incorporating SEL

practices in the classroom. Moreover, professional development on equitable grading practices is occurring and will continue to be a focus.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Types and Frequency of Observations: All classroom teachers are accustomed to frequent walk-through observations by administration. Walk-throughs occur at least weekly, usually bi-weekly and they occur for all content areas and in all classrooms. In addition, formal observations occur according to contract timelines, with at least two formal observations and more typically, three formal observations for the purpose of evaluation. Other observations include content area walk-throughs, and grade-level walk-throughs. The duration of classroom observations varies from full class periods to 5-10 minute visits.

Summary of Findings: Walk-through observations reveal that teachers are using collaboration time to create aligned units of instruction in math, English-Language Arts, science, and some social science classrooms. Observations of physical education classes show a comprehensive program that adheres strictly to state standards. Observation data also indicates there is a very cohesive adherence to the Common Core State Standards, especially across grade levels in English-Language Arts. ELA teachers have developed a comprehensive reading and writing program that is aligned and progressive across grade levels. In addition, with the roll out of Next Generation Science Standards, some teachers are creating collaborative units that foster learning in both English and science, especially the development of college and career standards. Observations in mathematics reveal a progressive roll-out of Common Core math standards, with the most evident application of these new standards in 6th and 8th grade. The most consistent evidence of cohesion in math is across the eight math practices, which are taught and practiced across all grade levels. As of 2019-20 school year, all content areas are making connections to the 8 math practices as a way to reinforce concepts such as perseverance, use of models, and making use of structure.

The content area of math is focused on common assessments and data driven instruction. As a result, teachers are getting more in line with each other and thus offering a similar educational experience for all students. Additionally, all teachers are focusing their attention on CCSS and specifically the domains related to Reading, Writing, Speaking, and Listening. This is in line with the ELPAC assessment that all ELL students take once a year. Examples of observations in the classroom include but are not limited to the showcasing of Project Based Learning lessons and Grading for Equity initiatives.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. Buchser was identified for Additional Targeted Support and Improvement (ATSI) under ESSA in the 2019-2020 school year because of the high chronic absenteeism and high suspension rates of students with disabilities, as well as lack of academic progress (CAASPP ELA and Math) of students with disabilities during that school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Formative is frequently processed by teachers to monitor student learning and improve instruction. All staff need to routinely engage a data driven cycle of inquiry. The online learning tools teachers began using during the pandemic (2020-21) may prove to be an invaluable resource for prompt formative assessment information. Teachers also surveyed their students about which strategies they learned from and liked, shared this data in team meetings, and made adjustment to their instruction based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards. During 2020-21, teachers participated in 3 two-hours sessions of professional development on understanding issues of equity and race. This was a seminal moment for the staff - they will not be able to turn away from what they've learned, nor the challenges of creating a school rooted in equity.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups, as well as students who need more challenging work.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Beginning in August/September, Buchser's School Site Council begins review of the SPSA from the previous year. From September through February, School Site Council conducts a monthly review of each goal, with the associated actions and tasks. School Site Council reviews the data, asks questions, and considers adjustments in the SPSA to target and improve the outcomes for the following year. The final input will occur in March, after we administer Buchser's Wellness Survey. We have some baseline data for goal 5, Whole Child. Buchser relies on the California Healthy Kids Survey (CHKS) to gather baseline data on wellness.

The same process occurs with the English Language Advisory Council (ELAC). ELAC also meets monthly. They are given the main goals, shown the data, and surveyed for input about the actions and tasks they would like to see at Buchser. The Wellness data is shared with ELAC at the April meeting.

The staff reviews achievement data in January; this year, they reviewed the data from the Wellness Survey during the March faculty meeting. During April, each department works on one of the goals: the English department reviews and revises goal 1, Literacy; the math department reviews and revises goal 2, Mathematics; the social science and physical education departments split goal 3, English Language Learners and SED students; the science department reviews and revises goal 4, Professional Development; the entire staff reviewed the Wellness Survey data and made suggested adjustments.

During the SSC meeting in March, there was a review of one full cycle of inquiry, using data from a survey of students learning preferences during distance learning. Teachers looked at the data in teams, and made "next step" plans based on the data for their teams.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities, including chrome books, access to hot spots, and a quick turn-around time to replace worn/damaged chrome books. More resources will be allocated to multi-lingual texts.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	290	210	252
Grade 7	320	267	202
Grade 8	355	298	261
Total Enrollment	965	775	715

Conclusions based on this data:

1. The data in the columns for 19-20 shows the 20-21 data. Our largest population is Hispanic. Our lowest is Native American. Additionally, Buchser is declining in population due to the opening of a new school in the District as well as overall enrollment trends in California.
2. We need to increase the representation of Hispanic students' in leadership positions, especially ASB and WEBB.
3. Audit the current make up of ASB, and set a recruitment goal that more closely reflects the representation of Hispanic students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	211	187	148	21.90%	24.1%	20.7%
Fluent English Proficient (FEP)	206	161	168	21.30%	20.8%	23.5%
Reclassified Fluent English Proficient (RFEP)	11			5.2%		

Conclusions based on this data:

1. Our English learner population has been steadily increasing over the past 3 years, with a total increase of nearly 6%.
2. The number of students who are reclassified as "proficient" is steadily declining.
3. The root causes of that steady decline need to be analyzed.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	284	209		0	202		0	202		0.0	96.7	
Grade 7	305	257		0	251		0	251		0.0	97.7	
Grade 8	350	300		0	292		0	292		0.0	97.3	
All Grades	939	766		0	745		0	745		0.0	97.3	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2539.			25.74			27.72			22.28			24.26	
Grade 7		2539.			16.73			29.08			28.69			25.50	
Grade 8		2548.			12.67			33.56			23.63			30.14	
All Grades	N/A	N/A	N/A		17.58			30.47			24.97			26.98	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		20.30			52.48			27.23				
Grade 7		17.93			56.57			25.50				
Grade 8		17.12			54.11			28.77				
All Grades		18.26			54.50			27.25				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.20			47.03			22.77	
Grade 7		21.12			51.79			27.09	
Grade 8		17.47			52.05			30.48	
All Grades		22.15			50.60			27.25	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.84			68.81			15.35	
Grade 7		11.16			76.49			12.35	
Grade 8		12.33			71.58			16.10	
All Grades		12.89			72.48			14.63	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.27			66.34			10.40	
Grade 7		19.52			63.35			17.13	
Grade 8		18.84			63.01			18.15	
All Grades		20.27			64.03			15.70	

Conclusions based on this data:

- Santa Clara Unified School District made the determination to use iReady data in place of CAASPP for the 20-21 school year.

The average literacy achievement for all students shows that an overall average of 42% of Buchser students exceeded or met standard as measured by CAASP. 6th and 7th grade students show slightly lower scores than 8th graders, with 42% of the 6th graders meeting or exceeding standard, 39% of 7th graders meeting or exceeding standard, and 47% of 8th graders meeting or exceeding standard. An overall average of 56% of all students are nearly meeting or not meeting standard. 8th grade students have fewer students not meeting standard; they are performing slightly better than 6th and 7th grade students, with nearly twice as many students not meeting literacy standards. The slight increase in achievement among 8th grade students and the lower percentage of students in 8th grade who are below standard is a good indication that students' literacy skills are going in the right direction, improving gradually over time at Buchser.
- Reading scores for all grades show that nearly 16% of all students are at standard; an average of 48% of students are near standard; an average of 33% of all students are below standard in reading. Again, 8th grade students are performing slightly better than 7th and 8th grade students in reading.

Scores in writing are nearly identical across all grade levels, with an average of 19% of all students writing above standard, 54% writing at or near standard, and 25% writing below standard.

Overall, the data indicates that Buchser students are closer to standard in writing, listening, and research than they are close to standard in reading. This is true for all groups.
- On average, students are performing slightly better in listening and research skills, with 67% and 59% at or near standard overall as compared to 48% of all students are at or near standard in reading and 54% at or near standard in writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	284	209		0	205		0	205		0.0	98.1	
Grade 7	305	256		0	250		0	250		0.0	97.7	
Grade 8	350	300		0	294		0	294		0.0	98.0	
All Grades	939	765		0	749		0	749		0.0	97.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2507.			18.05			18.05			28.29			35.61	
Grade 7		2513.			14.40			16.00			28.40			41.20	
Grade 8		2501.			10.54			12.59			24.15			52.72	
All Grades	N/A	N/A	N/A		13.89			15.22			26.70			44.19	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.56			42.44			40.00	
Grade 7		17.20			44.40			38.40	
Grade 8		9.18			44.22			46.60	
All Grades		14.15			43.79			42.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.15			51.71			34.15	
Grade 7		13.60			55.60			30.80	
Grade 8		12.59			56.12			31.29	
All Grades		13.35			54.74			31.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.56			60.49			21.95	
Grade 7		13.20			62.00			24.80	
Grade 8		8.50			55.44			36.05	
All Grades		12.55			59.01			28.44	

Conclusions based on this data:

1. During the 2020-2021 school year, SCUSD did not partake in CAASPP. SCUSD used iReady.

The average scores in math during 19-20 shows that nearly 20% of all students exceeded or met the standard; 27% nearly met the standard, and 35% did not meet standard as measured by CAASP. In the aggregate, 63% of all students are not performing at standard in math. In addition, 7th grade students are performing slightly better than 6th and 8th grade students on the CAASP, with 37% of 7th graders meeting or exceeding standard, 28% of 6th graders meeting standard, and 32% of 8th graders meeting or exceeding standard. Overall, 63 % of the students are not at standard in math. The irregular pattern of achievement in math suggests that more study of the possible reasons is warranted. Are the assessment questions, the preparation, testing conditions, or some other factor contributing to the low overall math achievement scores?
2. Overall, a higher percentage of Buchser students are below standard in application of mathematic concepts and procedures as compared to problem solving with models and communication of mathematical reasoning. Here, 42% of all students are below standard in applying concepts and procedures; 29% are below standard in problem solving using models; 28% are below standard in communication of mathematical reasoning. It is possible the the shift in expectations in math, from an emphasis on procedures to an emphasis on the application of mathematical concepts, may contribute to the overall lower achievement levels. Overall, 7th grade students are performing better across almost all mathematical concepts and skills, with fewer students below standard in all categories. Class size reduction in 7th grade and math support classes may have contributed to the bump in overall performance.
3. On average, all students need more practice with problem solving and modeling/data analysis, and communicating reasoning skills in mathematics. Students would benefit from more instruction of applied mathematics. In addition, the 8 math practices are actually thinking practices; all teachers can highlight the use of thinking practices in their content areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1495.0	1520.1		1485.3	1510.3		1504.1	1529.6		56	43	
7	1525.3	1523.9		1524.0	1510.2		1526.0	1537.0		77	53	
8	1523.5	1519.7		1523.0	1508.6		1523.6	1530.2		75	60	
All Grades										208	156	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.96	13.95		22.22	39.53		38.89	37.21		25.93	9.30		54	43	
7	22.37	11.32		27.63	45.28		31.58	22.64		18.42	20.75		76	53	
8	16.00	6.67		36.00	36.67		25.33	33.33		22.67	23.33		75	60	
All Grades	17.56	10.26		29.27	40.38		31.22	30.77		21.95	18.59		205	156	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.67	23.26		37.04	46.51		24.07	23.26		22.22	6.98		54	43	
7	32.89	20.75		34.21	47.17		21.05	13.21		11.84	18.87		76	53	
8	24.00	10.00		41.33	45.00		14.67	26.67		20.00	18.33		75	60	
All Grades	25.37	17.31		37.56	46.15		19.51	21.15		17.56	15.38		205	156	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.41	4.65		20.37	25.58		40.74	51.16		31.48	18.60		54	43	
7	10.53	5.66		19.74	28.30		30.26	49.06		39.47	16.98		76	53	
8	9.33	3.33		25.33	20.00		24.00	43.33		41.33	33.33		75	60	
All Grades	9.27	4.49		21.95	24.36		30.73	47.44		38.05	23.72		205	156	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.96	16.28		55.56	65.12		31.48	18.60		54	43	
7	14.47	7.55		61.84	64.15		23.68	28.30		76	53	
8	22.67	5.00		54.67	73.33		22.67	21.67		75	60	
All Grades	17.07	8.97		57.56	67.95		25.37	23.08		205	156	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	37.04	38.10		42.59	52.38		20.37	9.52		54	42	
7	60.53	50.94		28.95	33.96		10.53	15.09		76	53	
8	47.95	18.33		31.51	65.00		20.55	16.67		73	60	
All Grades	49.75	34.84		33.50	50.97		16.75	14.19		203	155	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.96	13.95		24.07	39.53		62.96	46.51		54	43	
7	14.47	9.43		34.21	56.60		51.32	33.96		76	53	
8	25.33	8.33		25.33	36.67		49.33	55.00		75	60	
All Grades	18.05	10.26		28.29	44.23		53.66	45.51		205	156	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.26	6.98		70.37	86.05		20.37	6.98		54	43	
7	5.26	13.21		78.95	75.47		15.79	11.32		76	53	
8	2.70	0.00		75.68	85.00		21.62	15.00		74	60	
All Grades	5.39	6.41		75.49	82.05		19.12	11.54		204	156	

Conclusions based on this data:

1. Students who are learning English at Buchser continue to acquire oral language at twice the rate of reading and writing skills.
2. Students acquire listening skills at a slightly lower rate than oral language, but more quickly than reading or writing. Most students (nearly 80%) are "somewhat/moderately" improving in writing; significantly fewer (37%) score "somewhat/moderately" improving in reading.

3. Learning English is challenging for students, especially when parents do not speak the language. We need to also address the problem with more family engagement, such as PIQUE. PIQUE was scheduled to begin, just before the pandemic hit. We believe this work should be revisited.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
775	37.3	24.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Buchser Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	24.1
Foster Youth		
Homeless	4	0.5
Socioeconomically Disadvantaged	289	37.3
Students with Disabilities	149	19.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	3.0
American Indian	3	0.4
Asian	98	12.6
Filipino	54	7.0
Hispanic	364	47.0
Two or More Races	45	5.8
Pacific Islander	5	0.6
White	180	23.2

Conclusions based on this data:

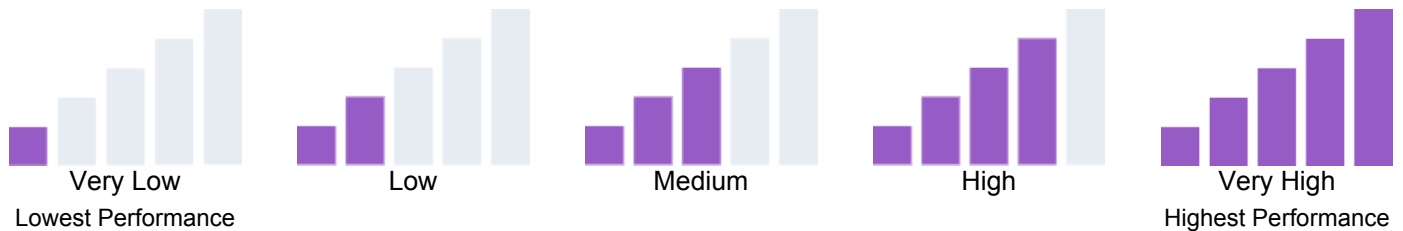
1. Buchser's largest population is SED. Our work on creating a whole child school, with trauma sensitive practices and social-emotional development (SED) is essential professional development.
2. Our largest ethnic population is Hispanic; the largest sub group is socioeconomically disadvantaged students. It is reasonable to assume these groups overlap as "double dippers."
3. Curriculum, scheduling, and relevant content choices need to be responsive to these populations.

School and Student Performance Data

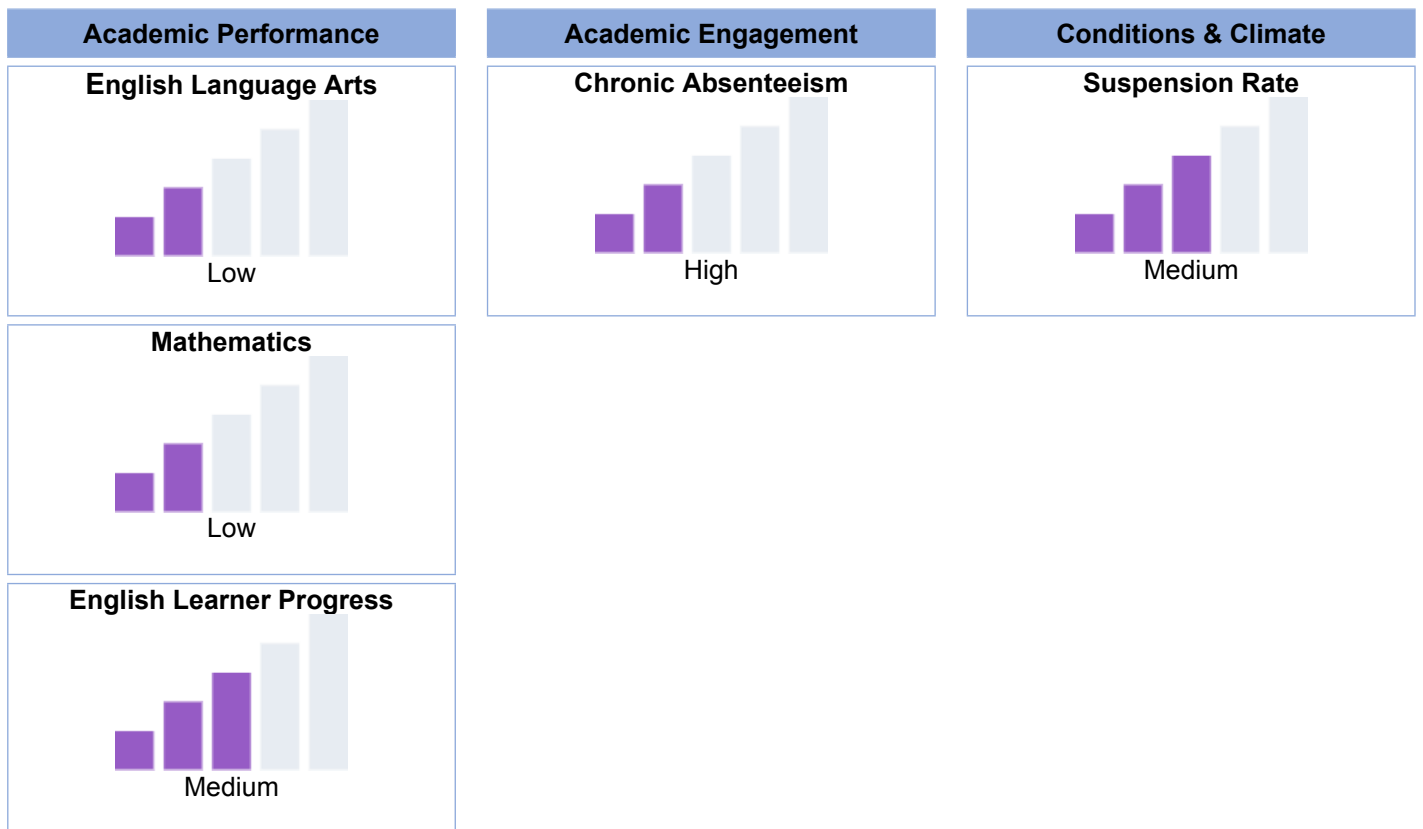
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Buchser students struggle most with mathematics on the CAASP standardized test.
2. Suspension rates have decreased during 2019-2-20 but were still above the County average.
3. Chronic Absenteeism is a concern and the SARB process continues to be ineffective.

School and Student Performance Data

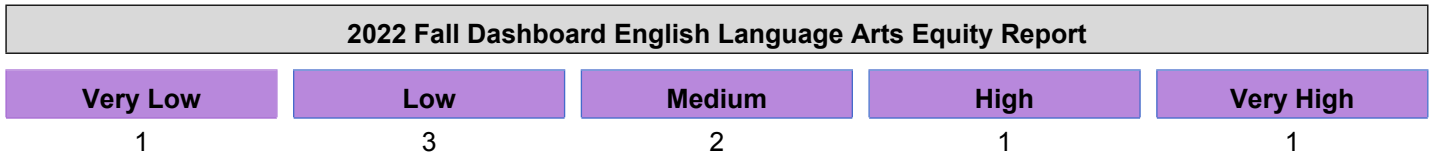
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

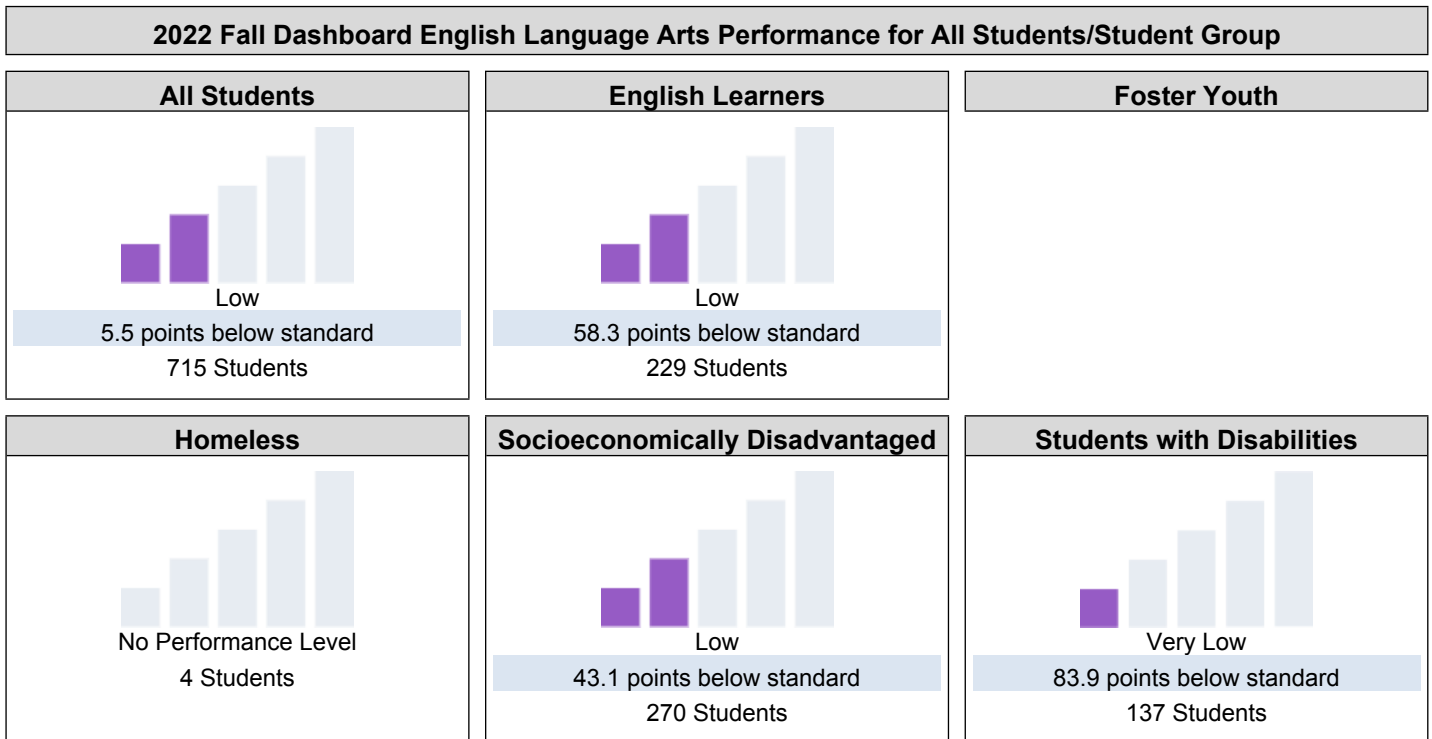
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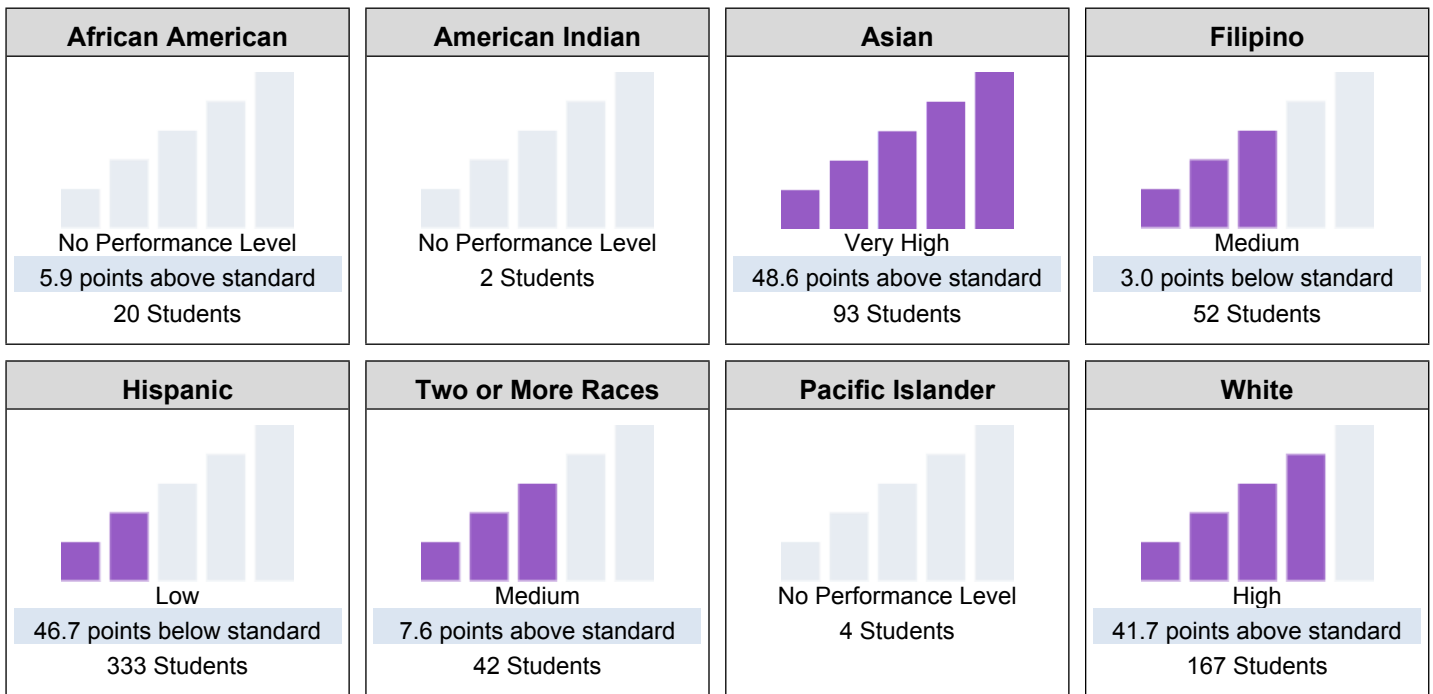
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>103.0 points below standard</p> <p>131 Students</p>	<p>1.4 points above standard</p> <p>98 Students</p>	<p>12.4 points above standard</p> <p>401 Students</p>

Conclusions based on this data:

1. Latinx students make up 41% of the population; they continue to under-perform in ELA when compared to white, Asian, Filipino, and mixed race populations. During 2019, ELA score increased by 3%.
2. Socioeconomically disadvantaged students continue to under perform in ELA compared to white, Asian, Filipino, and mixed race populations. However, they did show a 4.6 growth rate, landing them in the yellow band, which is just under the green, meeting-standard band.
3. Asian students are the highest performing subgroup on ELA standards; reclassified students showed the most gains, over 17% increase; all students improved by nearly 6%.

School and Student Performance Data

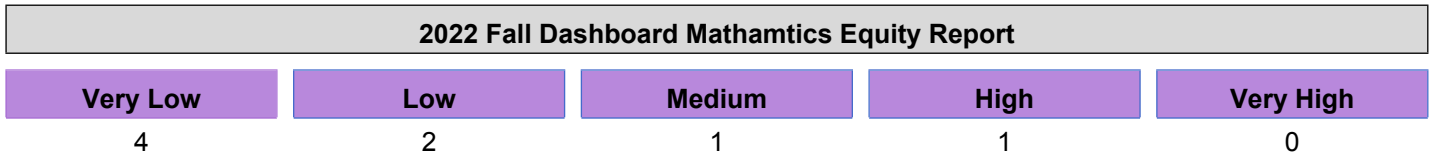
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

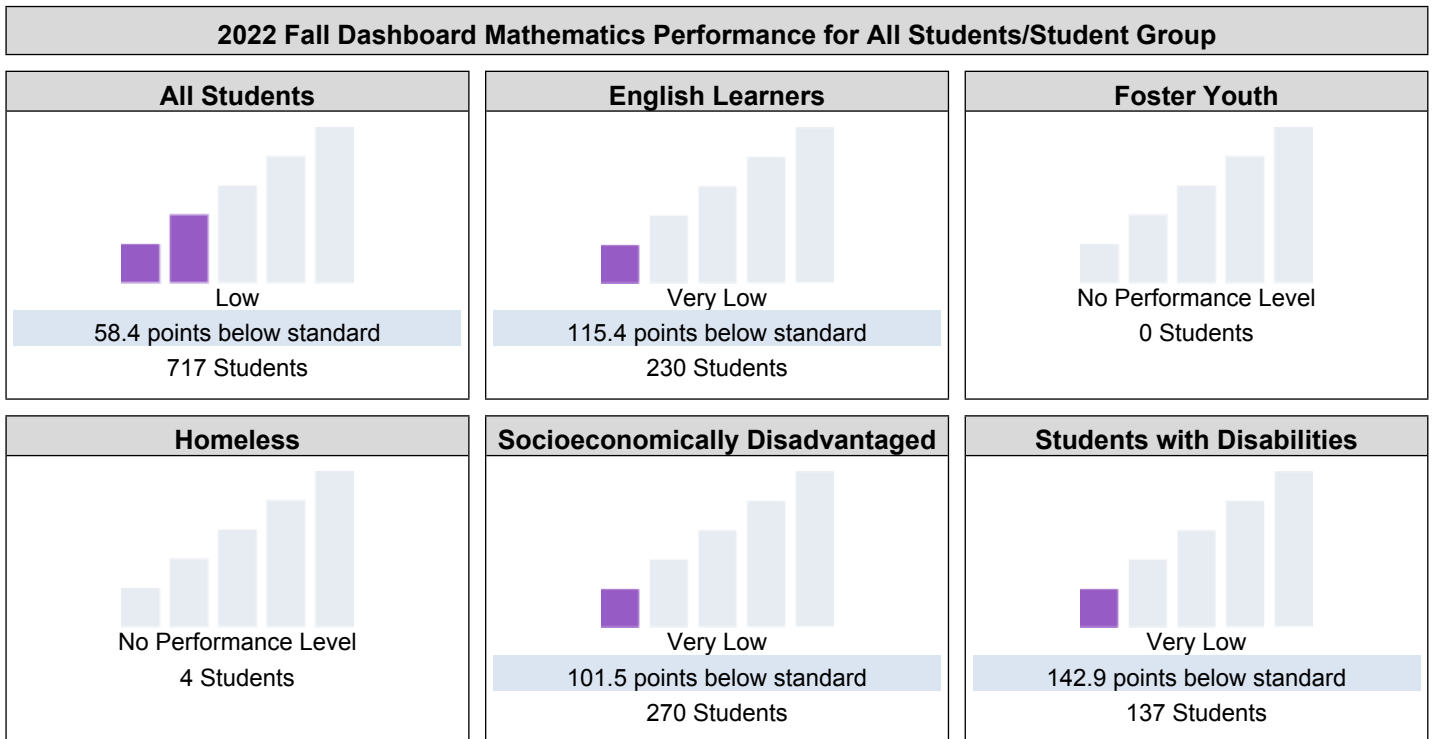
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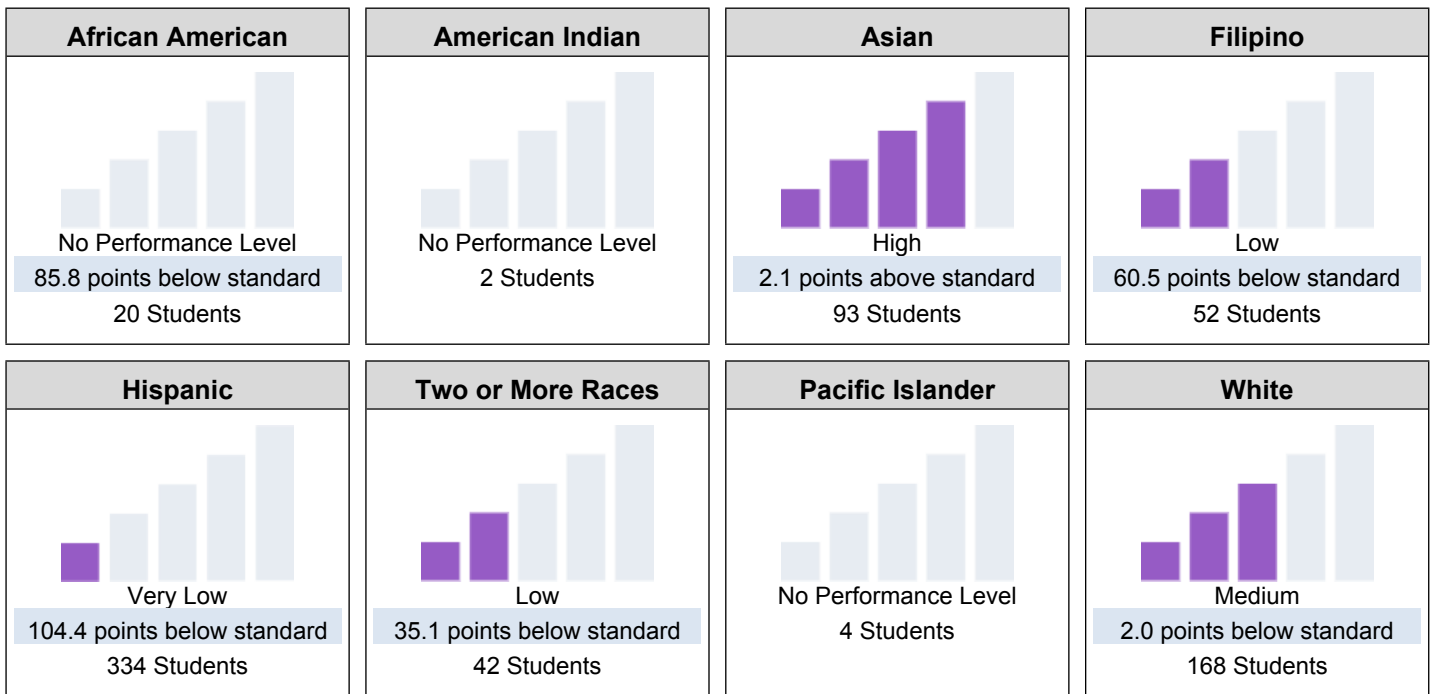
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>159.9 points below standard 131 Students</p>	<p>56.5 points below standard 99 Students</p>	<p>39.7 points below standard 402 Students</p>

Conclusions based on this data:

1. Buchser's two largest populations, 48% SED and 39% Hispanic, and both groups are struggling with mathematics; it is likely that the two groups overlap.
2. Buchser 's Asian, white, and mixed race students are performing at or above standard in mathematics. Reclassified students gained points, showing the largest gain.
3. Filipino students are under-performing in mathematics, but performing slightly better than Hispanic students.

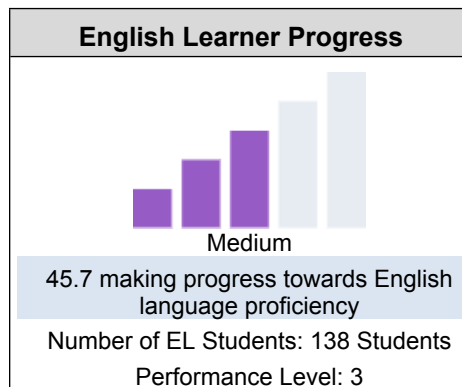
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.2%	39.1%	0.0%	45.7%

Conclusions based on this data:

1. A greater percentage of English Language Learners are scoring "maintained" and "progressed."
2. Students' progress in learning English is going in a positive direction.
3. A focus on reclassification by 8th grade is important.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

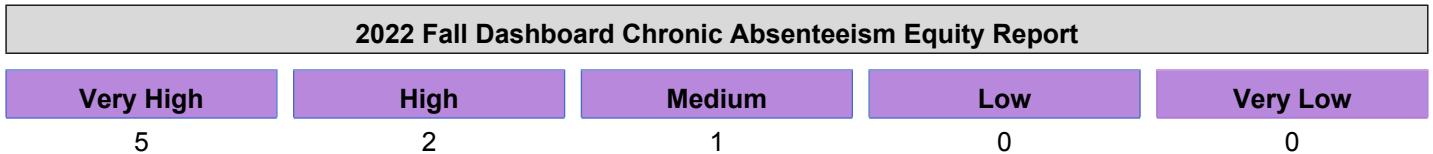
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

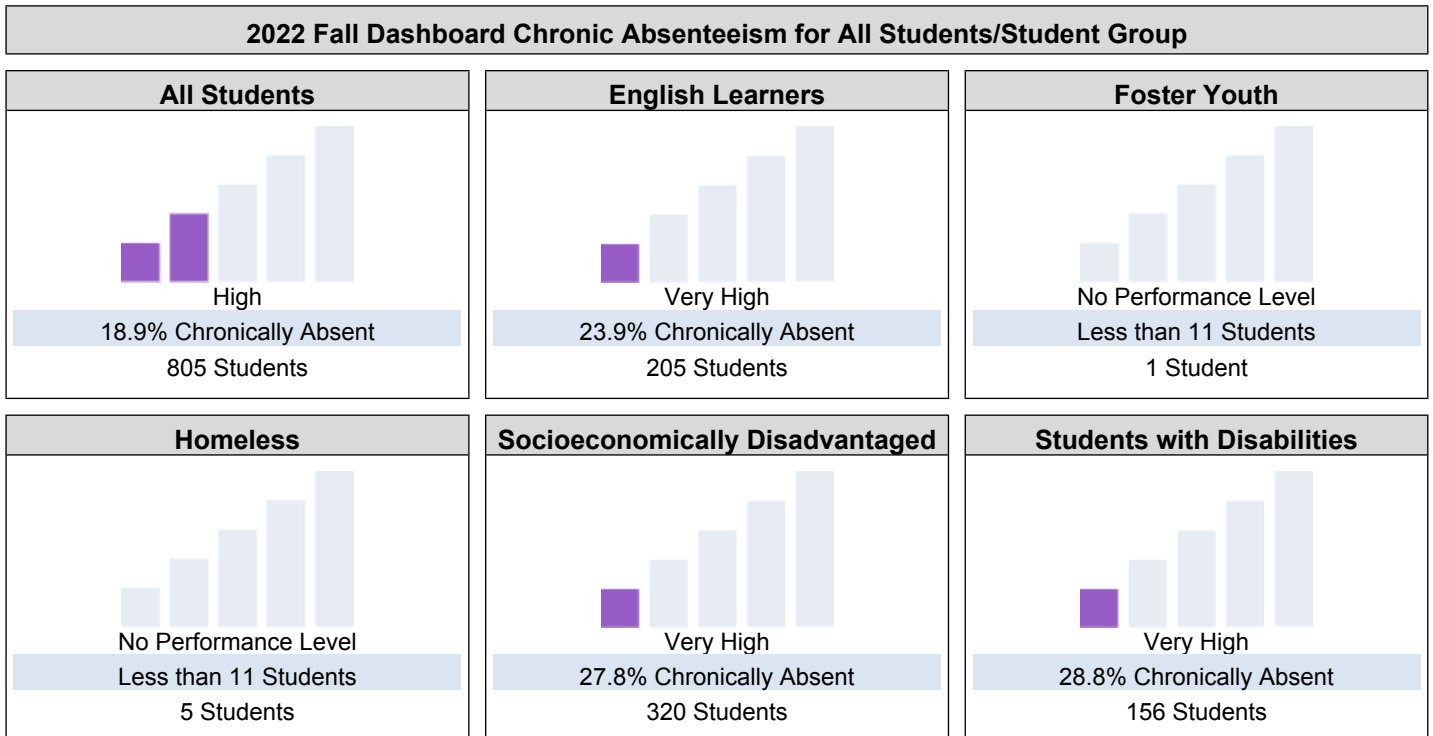
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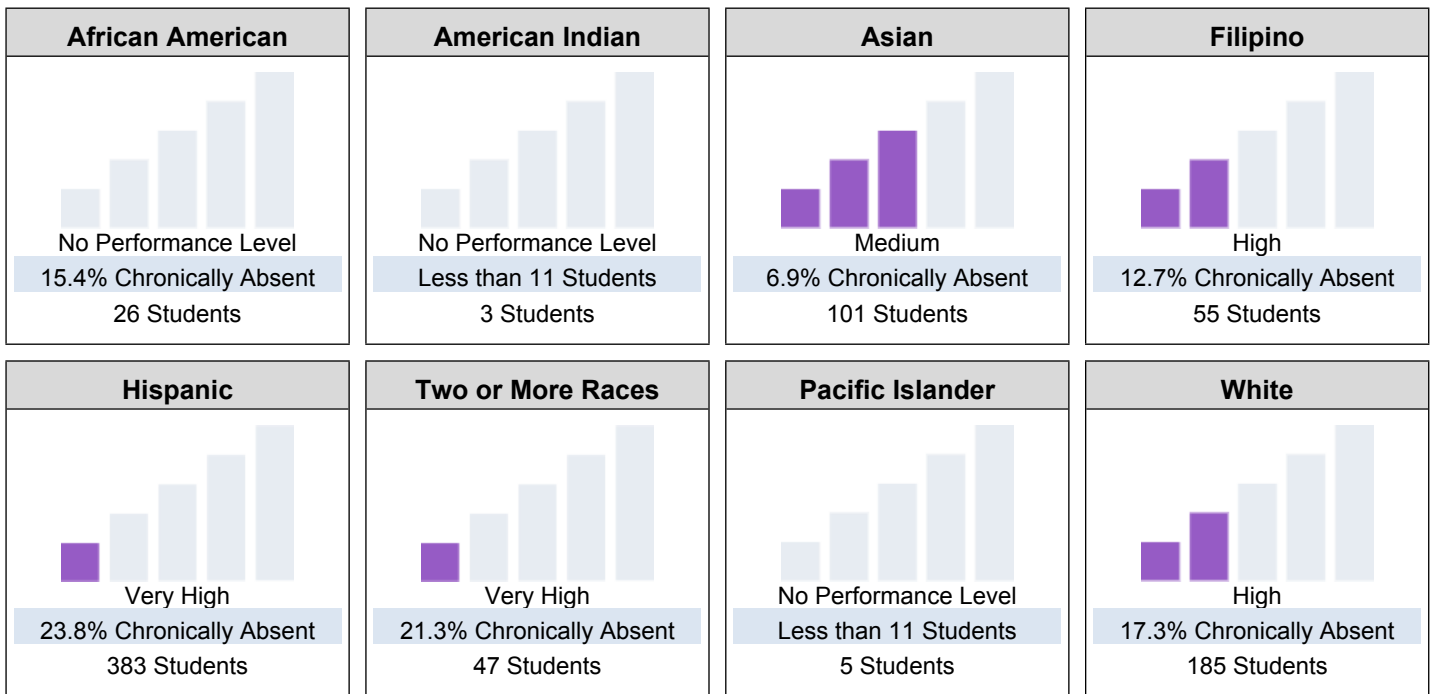
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. African American students and students of two or more races showed a decline in absenteeism.
2. Asian, Filipino, Hispanic, and white students all showed a slight increase in absenteeism.
3. Hispanic students maintained the same rate of absenteeism; the rate of absenteeism continues to be highest among Hispanic students and socioeconomically disadvantaged students; again, there is likely an overlap with these two sub-groups. The root causes have not yet been determined.

School and Student Performance Data

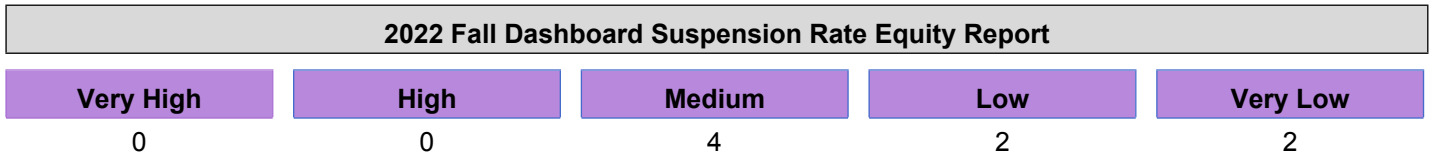
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

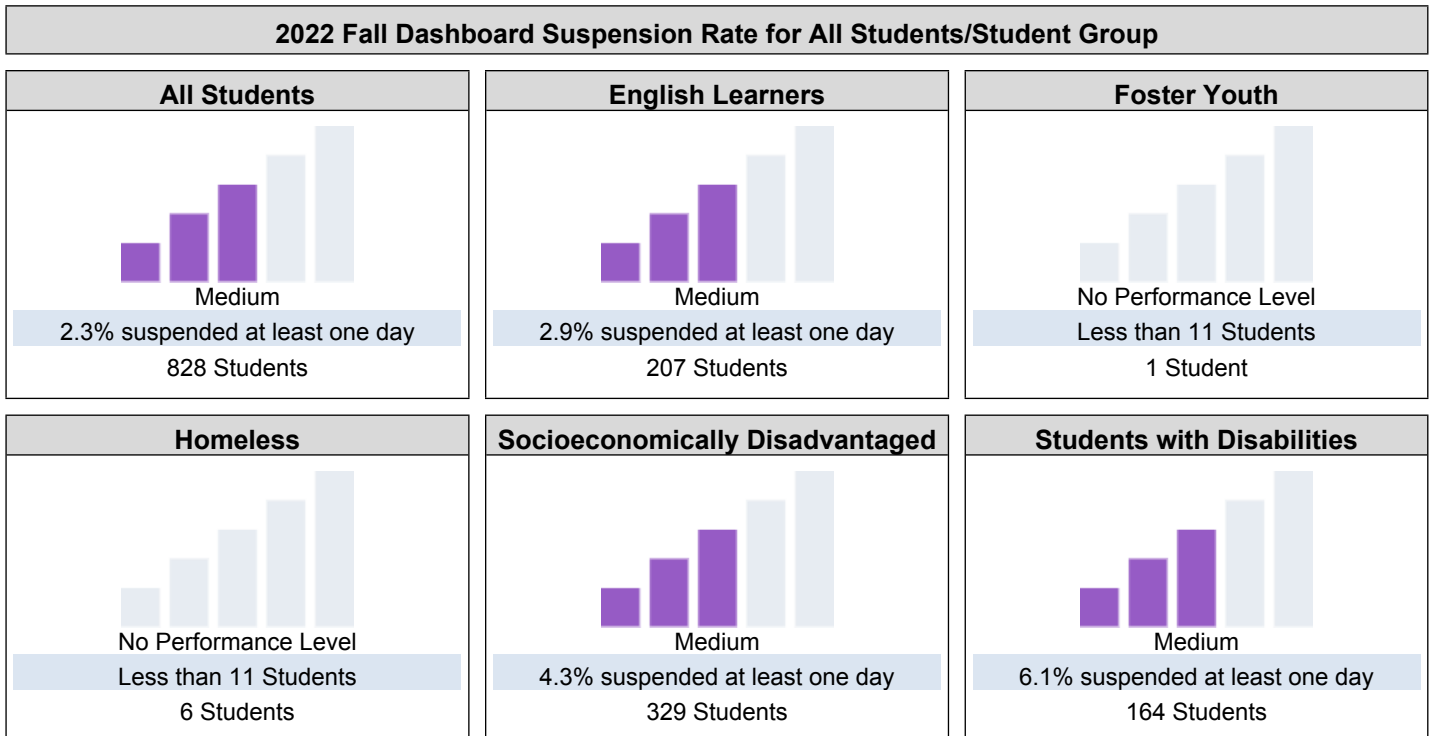
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



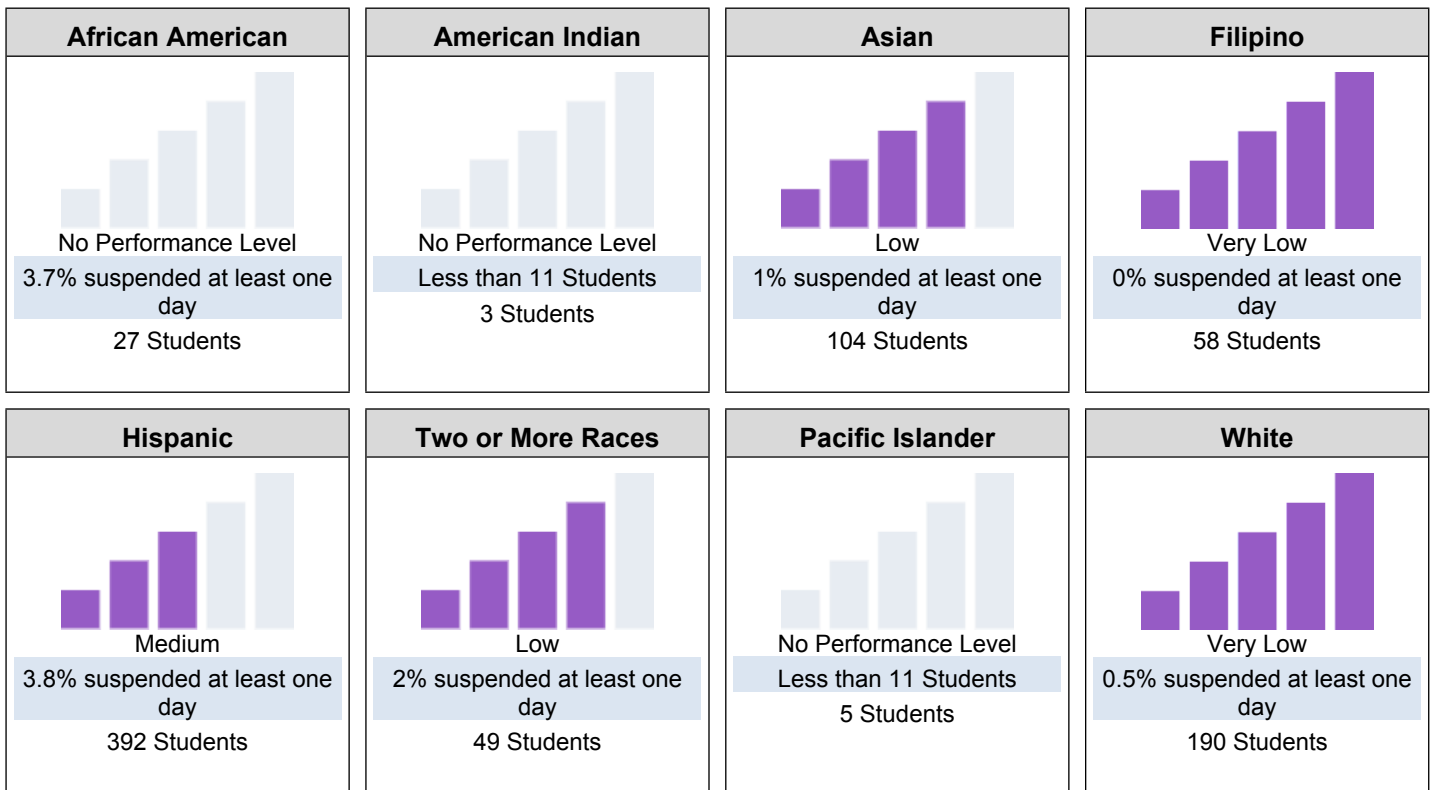
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Among the 9 subgroups, two showed a slight increase in suspensions, Hispanic and Mixed Race; suspensions of white increased by 1.4.
2. The largest decline in rates of suspension was with SED, homeless, African Americans, and English Language Learners
3. Mixed race students have the highest rates of suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reading/Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

School Goal : Literacy

Goal: Goal: All students, including students in statistically significant sub-groups, will increase their proficiency levels on the state assessment by 15% by the end of 2023-24. In addition, all students will demonstrate an average reading growth of 70 lexile points by the end of the 2023-24 school year as measured by iReady Assessments that are given three times a year. In addition, 100% of the students will know, understand, and monitor their lexile level as determined by formal and/or informal assessments given in ELA classes (reference LCAP Goals 1,2,3)

Identified Need

75% of our students are reading at grade level. We need to have literacy supports for 25% of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
52.6% of all Buchser Middle School students are proficient or above on the state assessment in English Language Arts. This a statistically decline from last year where 56% of all students were proficient in ELA. 2016-17 proficiency levels by grade are as follows: <ul style="list-style-type: none"> · 51% of all 6th graders scored proficient or above (compared to 54% last year) · 54% of all 7th graders scored proficient or above (3% growth from last year) 	Baseline data shows that just over 14% of the students met standard in ELA.	We expect all students to grow in ELA, with an average rate of 10% growth, moving us close to the green band on Data Zone.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
53% of all 8th graders scored proficient or above (1% decline from last year)		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students. Strategy 1.7 to specifically address students with special needs.

Strategy/Activity

Alignment of instruction with content standards

1.1 Common Core State Standards: ELA teachers will continue to learn and implement Common Core State Standards in English Language Arts using the scope and sequence, curriculum maps and adopted materials, and by participating in site-based district-wide professional development. Teachers at Buchser will engage in district committees to create these materials to then deploy them to Buchser in a meaningful way.

1.2 Department Collaboration Time: Teachers will engage in a PLC focused on data review of common assessments that are created by departments. Additionally, opportunities for professional development and release days will be supported for English Language Arts teachers to integrate Common Core Standards into curriculum. Examples include the "flex" Wednesday's and early release Thursdays.

1.3 English Language Learners: ELA teachers will participate in district wide ELL initiatives to better understand and use the new ELD standards to help ELL students, underachieving students, and especially under-achieving sub-groups at Buchser. Examples include working with the District TOSA, working with the EL Stearing Committee and training on site by outside consultants.

1.4 Cycle of Inquiry: ELA teachers will use Data Zone, PBA’s, iReady, and other assessments in the cycle of inquiry to evaluate data to inform instruction, and to make informed decisions regarding student needs and placements. ELA teachers will also continue to improve writing tests (PBA's) and test results during early release time and district-supported professional development. Teachers will also use iReady data to adjust instruction as well. The Buchser Leadership team was purchased the book “Learning by Doing” in order to better formalize this process.

1.6 Exemplars: During grade-level, department and team meetings/collaboration, each grade level will produce exemplars of student work that demonstrate high, medium, and low qualities of student work for content standards and the PBA’s, especially for written responses. The principal will provide release time with substitutes for teachers to do this work and to monitor student growth. Examples include reviewing the Reading Intervention assessment and then addressing student needs based on data collected.

1.7 Interventions: ELA will support the implementation of reading interventions, including Read 180 and System 44, and "Sonday" classes. This "Sonday" class will specifically address students with special needs.

1.8 Cross-Curricular Collaboration: ELA, history-social studies, math, science, special education, and physical education teachers will continue to target the instructional needs of ELA/ELD students by aligning instruction whenever possible and by using core academic vocabulary.

1.9 Teachers will engage in using instructional strategies where students respond to visuals in class verbally and in written form using common sentence stems. This is directly serving the needs of our English Language Learners because fifty percent of the ELPAC (the assessment that determines reclassification) is speaking. Students in English, Math, Social Studies, and Math will be provided sentence stems and frames so they can access the content in a meaningful manner. The reasoning behind this is to specifically address English Language Learners and Students with Disabilities.

1.10 Buchser will adopt a model of implementation to specifically address academic language use across the entire curriculum.

1.11 Buchser will seek to provide support for students engaged in Project Based Learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Targeted Allocation

Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improvement of instructional strategies and materials

2.1 Resources/Strategies: ELA teachers will continue to monitor the implementation of adopted materials and curriculum maps, including: textbook training, differentiated instructional strategies, ELL strategies, reader's and writer's workshop, academic discussion language, note-taking skills, most specifically, Cornell note-taking.

2.2 Content-Area Strategies/Materials: ELA will focus specifically on key content area literacy strategies such as setting a purpose for reading, the think aloud strategy, PBA concepts such as central idea and evidence-based support, and summarizing. ELA teachers also will work with the librarian and district media coordinator to increase the availability of supplemental, leveled novels and expository text sets, and literacy circles

2.3 Technology: Teachers will improve their use of technology in the classroom in order to help student learning; the purchase and maintenance/upgrades of existing technology will support their technology efforts. Additionally, technology resources will be used specifically to address student need in English. Examples of technology that is purchased is NoRedInk. This program offers grammar lessons for students.

2.4 Library Resources: Library, technology and department materials will be purchased based on library and Common Core State Standards, student demographics, circulation and collection data (Aligned with SCUSD Board Approved Library Plan). The Library System will be maintained/updated and automated.

2.5 Purchase materials to sustain/improve teachers repertoire, especially in multicultural resources. The librarian is to engage in an "equity audit" to identify how we can purchase a collection of fiction books that mirror the demographic of Buchser Middle School.

2.6 Sustain and increase the use of technology, especially tech tools that provides timely formative assessment

2.7 Site based license for ed tech included but not limited to NoRedInk.com. This is to be used in all classes to improve grammar. This can also be used at home for enrichment purposes. This can be used by all students as all teachers have access to the program. This can be used specifically in Special Education classes as well as ELD classes.

2.8 Buchser staff will create graphic organizers or other instructional tools to scaffold student learning in all classes. Examples of these instructional tools include "academic placemats." When appropriate, these materials will be provided to families as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Targeted Allocation Library materials, hardware and software
9,000	Targeted Allocation Ed Tech
2,000	Targeted Allocation Creation of instructional materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extended learning time

3.1 After School Support: Buchser will continue to utilize "Before, during, and after school Interventions," including, Homework Clubs and Soaring to Success. Our after school YMCA program will be aligned to the overall instructional plan at Buchser. The administration will allocate funding for an after school English tutorial class for ELL learners at least two days per week and possibly three, with the addition of one more after school bus if needed. Further, teachers who participate in home visits will be compensated at the non-instructional hourly rate.

3.2 Extra-Curricular Opportunities: The administration and teachers will provide opportunities for students to attend field trips, including trips to the high school, and the Wildlife Associates in Half Moon Bay, Levi Stadium, the Tech Museum, the Egyptian Museum, and plays as they become available.

3.3 Incentives: Administrators and teachers will support incentive programs, including public recognition, assemblies and rewards to promote student achievement. In addition, the administration will support bringing motivational speakers to Buchser.

3.4 Classroom Supports: All teachers will continue to implement rigorous standards, note-taking and organization skills, and other relevant strategies to help students learn content. Examples of note taking strategies include but are not limited to "Cornell Notes."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Targeted Allocation

Hourly Pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased educational opportunity

4.1 Strategies: Teachers will use strategies to support students in learning Common Core State Standards. They will also use differentiated instruction, ELD strategies, reading interventions, and readers and writers workshop to help our diverse student population. Teachers will also use strategies they learn from conferences and seminars, as finances are available, including Common Core State Standards, SBAC, new textbook training,

4.2 Extra-Curricular Opportunities: Buchser will support sports programs, ALLERA Sports, WEBB, Geography Bee, and Tech Challenge, to motivate under-performing students and extend opportunities to students who are ready for a challenge. Funding will be provided for students to attend plays and other events that have a cost attached. Finally, Buchser will provide funding for the school play/musical.

4.3 Literacy: Administration and all teachers will support library activities, such as reading nights, book talks, Teen Read Week, the production of READ! posters, and all activities that draw students to the library for learning. Teachers will work with the district to implement options for reading assessments and strategies.

4.4 Reading Interventions: Administration will support reading interventions including Read 180, Read 180 Universal and System 44 by purchasing and maintaining necessary materials and equipment. The administration will also provide funding for reading center supplies in the reading intervention classes, audiobooks, and a broad spectrum of leveled reading resources. These interventions will be for all students but specifically for students with Special Needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Targeted Allocation

Purchase Library materials, including books for literature circles, reading for pleasure

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Development and Professional Collaboration

5.1 Staff Development: The administration will support professional development for literacy and literacy interventions. This will be a multi-year project with the end goal that all teachers feel responsible for and participate in the comprehensive literacy development of all students.

In addition, teachers will attend district-sponsored professional development, including but not limited to new teacher support, textbook adoption, and professional development in instructional strategies. Teachers and staff will participate in staff development specifically designed to meet the needs of English Language Learners.

Finally, teachers will participate in professional development to understand the dense reading demands on state assessments, to articulate with elementary and high school teachers, and to become proficient teachers of content-area reading.

5.2 Collaboration: Collaboration time will include working with other schools in the district to support Language Arts, Science, and History/Social Science. Teachers and administration will also use collaboration time to share, evaluate, and refine strategies that target under achieving sub-groups, including measures of achievement on Common Core State Standards in reading and writing, most specifically standards on summarizing, identifying main idea, and evidence-based writing.

Administration will support staff by paying for substitutes for planning time and to free teachers up to implement reading intervention assessments.

5.3 SPSA Review/Revision: Teachers and administration will use collaboration time, early release days, meetings to review the implemented SPSA goals, help review and revise our school plan.

Additionally, Buchser will fund an awards coordinator which includes but is not limited to, the weekly and monthly award programs, and the awards night in the spring.

5.4 Ad Hoc Committees: Funds will be provided to support ad hoc committees, especially committees that support the new Site Learning Team and school event committees (Turkey Trot, etc).

5.5 Assessment Supports: EL teachers will learn to use reading assessments, iReady, RI and PBA data to inform instruction; they will also use targeted assessments to assess and improve students' use of academic vocabulary and EL strategies to monitor student achievement. Finally, teachers will be supported in the work of learning to use Data Zone to increase the use of data to inform instruction.

5.6 Share most effective strategies in team and department meetings.

5.7 Staff will participate in District wide Professional Development that centers around Socio-emotional learning.

5.8 Math department will work directly with the District's Math TOSA to address student need and learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Targeted Allocation Hourly pay at the non-instructional rate for ad hoc committees
4,000	Targeted Allocation Stipend SCC Coordinator/Awards
200.00	Targeted Allocation Assessments for academic vocabulary and ELD strategies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Involvement of staff, parents and administration.

6.1 Teacher Involvement:

Teachers can participate in professional reading groups to better understand topics such as fair grading practices, classroom questioning strategies, student motivation, essential questions, and social/emotional health for learning.

The reading materials will be purchased by the administration. In addition, teachers can have release time to investigate various grading policies throughout the district. Specifically, all members of the site leadership team were purchased the book "Learning by Doing." This book is central in creating vibrant Professional Learning Communities (PLCs) focused on data driven instruction. All staff will use the book "Learning by Doing" to follow the PLC protocol in departments and course alike meetings.

6.2 Staff Involvement:

Teachers and administrators will support after-school and reward programs in order to motivate students for higher achievement, including the B.E.S.T. Club (Basic Education Skills Tutorial). Counselors will meet at least quarterly with students who are falling behind in their classes to motivate them, using data to help them understand how the grading system works; counselors will prepare data reports.

The English Language Learner Technician will assist all staff with available translation services to improve communication between home and school in primary languages, particularly in Spanish. District office and administration will provide professional development to staff to make better use of data from School City, especially to evaluate and enhance instruction.

Teachers will continue to use Arupe students from Santa Clara University to support both teachers and students in various classrooms. Teachers will also provide cooperating teacher support to student teachers from various universities.

All staff will continue to support counseling and therapy services for "at-risk" students, and especially the wellness center.

6.3 Community Involvement:

- * Stakeholders will continue to be informed about student achievement and attendance through Aeries, the principal's quarterly letters, and the school newsletter
- * San Jose State and Santa Clara University students in the credential programs will have opportunities to collaborate with staff, especially as student teachers.
- * Parent education workshops will be provided, using an interest-based survey to determine topics such as Common Core State Standards, Smarter Balance Assessment, Whole Child Education, and wellness.
- * A parent night for in-coming 5th grade parents will be provided each year to share the programs at Buchser Middle School. There will also be two daytime events, allowing parents who are new to Buchser to tour the school and talk to the principal.
- * The principal will host a monthly "Principal's Coffee" where families can come and visit with the principal and discuss issues in an informal manner.
- * Buchser will host parent nights for the parents and stakeholders whose students are struggling with middle school demands. These information sessions will be virtual until we are able to conduct them in person.

6.4 Buchser will work with the District to host a parent Webinar focused on iReady data. This webinar will provide information to families on how to read the iReady data and how to best help their student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Targeted Allocation Reading Group
10,000	Targeted Allocation After school programs, Reward Programs, Materials
2000	Targeted Allocation Parent Ed/Meetings and materials.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-economically disadvantages students

Strategy/Activity

7.1 Auxiliary Services for Students:

A late bus will be provided for students in homework clubs and other after school activities, specifically to support extra time for students to learn essential concepts.
Materials and school supplies such as binders for students who need them and are unable to make such purchases.

Funds will be allocated for field trips, assemblies, and speakers to promote a safe, positive school climate focused on the achievement of Common Core Standards.

After-school and lunch-time activities to enhance students' involvement in school, including ABC Club and Queer Club.

Funding will be provided to support counseling services for at risk students. More specifically, Buchser will use academic counseling, wellness therapy, and small groups to support “at-risk” students.

The California Youth Outreach counselor will be provided for student who are entangled in the riskiest behaviors.

7.2 Auxiliary Services for Parents:

- * The administration and counseling staff will inform parents about reading interventions that are available to students.

- * Communication between home and school will be supported with agendas, newsletters and Principal Newsletter updates.

- * Provide instructional materials via parent communication outlets to support students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

Targeted Allocation

Student School Supplies.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program implementation and results

8.1 Program Monitoring:

Using data from the Reading Inventory, SBAC, PBA’s and classroom assessments, and iReady, ELA teachers will monitor students’ progress in English Language Arts, especially students’ progress on literacy.

Teachers will work with the district to evaluate pre-and post-tests in reading and writing to inform instruction. All teachers will use department, collaboration and release time to share and evaluate the effectiveness of various formative assessment strategies.

Using collaboration and release time, teachers will create grade level assessments of students' to monitor growth with Common Core State Standards.

ELA teachers will evaluate student work and assessment results to make informed decisions about next steps in instruction.

ELA teachers will share assessment results in department and team meetings, as well as with the Leadership Team.

8.2 Use Results:

All teachers will utilize the cycle of inquiry to make curricular decisions during team, grade-level, and departmental collaboration time.

Students will be acknowledged through rewards and awards for improvements in school.

8.3 Reading Interventions:

The administration will provide time and finances for teachers to evaluate data from reading intervention strategies such as Read 180 and System 44.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Literacy is a goal across the entire school and does not land on just one department. As a result, all staff are charged with working with our students to increase literacy scores. Moreover, incorporating specific strategies to address and increase student academic language will allow all students to consistently hear academic language across all classes. Moreover, when students are able to communicate reasoning in math, science, and other departments, it will in turn support student learning in the humanities. Finally, the goal is for students to showcase consistent improvement via the assessments that are given three times a year using the iReady platform as well as CAASPP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget is to cover professional development that are on site, as well as the creation and implementation of instructional materials. Moreover, the cost of additional reading materials to increase the titles available to interest students reading.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The metrics we will be using to identify success of this goal will be the three iReady assessments as well as CAASPP scores.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

School Goal 2: Mathematics

All students, including students in statistically significant sub-groups, will increase their proficiency levels on the state assessment by 3%-5% in math overall by the end of 2023-2024.
(reference LCAP Goals 1, 2, 3).

Identified Need

Close the achievement gap in under performing sub groups. Examples include our Students with Special Needs and English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
30% of students are at or above standard in mathematics.	The baseline shows a very low percentage of students who met standard, with less than 10% at or above standard.	We expect all of the students to growth in their math skills, at minimum of 3-5% to move from the orange achievement band to the yellow and green achievement bands.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Alignment of instruction with content standards

1.1 Common Core State Standards: Math teachers will continue to implement the Common Core State Standards in math, using the scope and sequence, curriculum maps and adopted materials,

and by participating in site-based district-wide professional development. Teachers will also participate in District wide committees focused on the new Math Framework.

1.2 Department Collaboration Time: Opportunities for professional development and release days, will be supported for math teachers to integrate Common Core Standards into curriculum as well as the creation of common assessments. Additionally, a focus on literacy in math via sentence stems will be created.

1.3 English Language Learners: Math teachers will participate in district wide ELL initiatives to better understand and use the new ELD standards to help ELL students, underachieving students, and especially under-achieving sub-groups at Buchser.

1.4 Cycle of Inquiry: Math teachers will use Data Zone, math benchmarks and other assessments in the cycle of inquiry to evaluate data to continue to align standards to instruction, and to make informed decisions regarding student needs and placements. Math teachers will engage in the PLC process as outlined in the "Learning by Doing" book. Math teachers will also continue to improve benchmark assessment and test results during early release time and district-supported professional development.

1.5 Resources/Strategies: Math teachers will continue to monitor the implementation of adopted materials and curriculum maps. In addition, math teachers will begin to implement the school wide note-taking plan (such as Cornell Note taking) as well as an academic language initiative.

1.6 Exemplars: During grade-level, department and team meetings/collaboration, each grade level will produce exemplars of student work that demonstrate high, medium, and low qualities of student work, especially for constructed response items on common assessments. The principal will provide release time with substitutes for teachers to do this work and to monitor student growth. Additionally, the inclusion of early release Thursday's can be time for this to occur as well.

1.7 Interventions: Math teachers will support the implementation of standards-based math interventions as approved by the district.

1.8 Cross-Curricular Collaboration: ELA, history-social studies, math, science, special education, electives, and physical education teachers will continue to highlight where the 8 standards of math practices are included in their own content area to support the acquisition of specific learning skills.

1.9 Math teachers will create a scope and sequence for both general education and students enrolled in the SAI Math classes as well. These documents will be standards based.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Targeted Allocation

substitutes-release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improvement of instructional strategies and materials

2.1 Resources/Strategies: Math teachers will continue to monitor the implementation of adopted materials and curriculum maps, including: textbooks, backward planning, differentiated instructional strategies, ELL strategies, note-taking skills, most specifically, Cornell note taking.

2.2 Content-Area Strategies/Materials: Math teachers will use differentiated instruction to meet the various skill levels in the classroom and to help students learn multiple approaches to solving math problems; likewise, math teachers will actively engage students to be critical thinkers in class who can clearly explain their mathematical reasoning. In addition, math teachers will increase the use of student manipulatives to help students understand math concepts.

2.3 Technology: Math teachers will continue to implement interventions into to remediate and accelerate student learning. Math teachers will increase the use of technology in the classroom in order to support student learning. Examples of the technology used is a program called Gizmos.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

Targeted Allocation

Purchase Technology/materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extended learning time

3.1 After School Support: Teachers will continue to utilize before and after school interventions, including homework clubs, lunch time tutoring, and Soar to Success.

3.2 Inclusion of YMCA: YMCA staff will have access to homework clubs to reinforce strategies and practices that teachers use in the regular, daily math classes.

3.3 Incentives: Math teachers will provide positive incentives including public recognition, awards and assemblies to encourage all students to use extended learning time to help them acquire math concepts and skills.

3.4 Classroom Supports: All teachers will continue to implement rigorous standards, note-taking and organization skills, and they will highlight the 8 math practices in their classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Targeted Allocation

	Paid time.
	Targeted Allocation
	Targeted Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased educational opportunity

4.1 Strategies: Teachers will use strategies to support students in learning Common Core State Standards in math. Further, math teachers will continue to implement growth mindset strategies with students, and they will be supported to learn strategies to better integrate mindset thinking into lessons. Teachers will also have the opportunity to attend conferences focused on differentiation and brain research to learn strategies that optimize adolescent learning and to reach the educationally disadvantaged students.

4.2 Math Literacy: Funds will be available for math teachers who want to increase the use of literacy strategies to help students understand mathematics, especially with word problems and problems that require students to explain their answers. Teachers are working on adding additional opportunities to regularly use writing in math class, including added opportunities for students to practice writing in math class using the math writing rubric to self-evaluate and provide peer feedback. Specifically, literacy in math will focus on how students can communicate reasoning from visuals. Teachers and staff will also participate in the academic language initiative.

4.3 Math Interventions: Math and SPED teachers will implement the new math support materials in math support and/or grade-level math classes to increase student’s opportunities to be successful in math. In addition, funds will be allocated to purchase of programs and materials to support a the intervention class where students are placed who are multiple grade levels behind their counterparts. This intervention class is in the middle of the day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Targeted Allocation Conference Training/Workshops
1000	Targeted Allocation Math Programs and Materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff development and professional collaboration

5.1 Staff Development: Teachers will participate in staff development to increase their knowledge and use of technology in the classroom, including the use of computers, distance learning tools, smart boards, and document cameras. Professional development for math literacy will also be supported, especially PD that helps teachers understand the dense reading demands on state assessments. In addition, teachers will attend district-sponsored professional development, including but not limited to new teacher support, textbook adoption, and professional development in instructional strategies.

5.2 Collaboration: Teachers will use collaboration time to work with colleagues at other schools, within the district to implement common core state standards in math, new math curriculum and the new supplemental materials, and to monitor student achievement data, specifically, constructed response, district common assessments, and formative assessment data from classroom assessments.

5.3 SPSA Review/Revision: Teachers and administration will use collaboration time, early release days, meetings to review the implemented SPSA goals, help review and revise our school plan.

5.4 Ad Hoc Committees: The administration will allocate funding to support teachers with time to analyze assessment data constructed response, and formative assessment data from classroom assessments.

5.5 Assessment Supports: ELD teachers will learn to use math benchmark assessments and PBA data to inform instruction; they will also use targeted assessments to assess and improve students' use of academic vocabulary and other math strategies to monitor student achievement. Finally, teachers will be supported in the work of learning to use Data Zone to increase the use of data to inform instruction.

5.6 Teachers from all disciplines will be encouraged to participate in the new PBLWorks initiative, which encourages interdisciplinary practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Targeted Allocation

Hourly Pay

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Involvement of staff, parents and community

- 6.1 Staff Involvement: All staff will be invited to participate in the work from the Grading for Equity initiative, which aims to address inequities that are built into the current grading practices.
- 6.2 Parent Involvement: Counselors and administration will continue to meet with parents to inform about the multiple paths to success in mathematics
- 6.3 Community Involvement: Instructional materials and the math scope and sequences will be made available to all community members via the website and Principal's Newsletter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Auxiliary services for students and parents

7.1 Auxiliary Services for Students:

- A late bus will be provided for students in homework clubs and other after school activities, specifically to support extra time for students to learn essential concepts.
- Materials and school supplies such as binders for students who need them and are unable to make such purchases.
- Funds will be allocated for field trips, assemblies, and speakers to promote a safe, positive school climate focused on the achievement of Common Core Standards.
- After-school and lunch-time programs to enhance students' involvement in school.

7.2 Auxiliary Services for Parents:

- The administration and counseling staff will inform parents about possible math pathways available to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1000

Targeted Allocation

late bus transportation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program implementation and results

8.1 Program Monitoring:

- Teachers will gather data from performance-based assessments, including but not limited to: SBAC, MDTP, and district common assessments such as iReady assessments to monitor progress of the math program and to drive instruction.
- Teachers will create grade level common assessments and monitor effectiveness of those assessments by analyzing student achievement data.
- Teachers will use data to modify instruction and to monitor student achievement data, including the achievement of IEP goals.
- Teachers will utilize collaboration time to look at the language on math tests to determine if there is a vocabulary issue that needs to be targeted with instruction.

8.2 Using Results:

- All teachers will utilize the cycle of inquiry to make curricular decisions during team, grade-level, and departmental collaboration time.
- Students will be acknowledged through rewards and awards for improvements in school.
- With achievement results in mind, teachers will explore research-based strategies in math to address areas of students' greatest need and to monitor the effectiveness of those strategies, particularly on target students.

8.3 Math Interventions:

- Math teachers will pilot intervention materials and determine the most effective interventions to target students' learning gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Targeted Allocation

Rewards/Awards and incentives

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The math department has been at the forefront of data analysis and common assessment implementation at Buchser Middle School. The implementation of academic placemats to support student reasoning, academic language, as well as incorporating the CAASPP Interim Assessments showcases the drive for the math department to help students succeed. As a result, to continue on the trajectory of more and more students working at grade level in math, the math department is

creating materials designed to support students with Fundamental Math Skills as well as a Mathematics Reading book. This will allow math students to continue to thrive.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of writing and reading strategies requires the allocation of funds to create these materials. Additionally, based on the success of the implementation of the "Academic Placemats," the creation of materials is well worth the cost. Additionally, with the implementation of the PLC process into the department meetings means a consistent review of data that will drive instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes occurred with this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

School Goal 3: ELL & ED. DISADVANTAGED

Goal Statement

Buchser Middle School target students in identified subgroups including, English Language Learners, foster youth, socio-economically disadvantaged, students receiving special education services and other populations, to improve their proficiency levels in the core content areas by at least 10% as measured by grade level benchmarks, and district-approved assessments by the spring of 2023-2024 school year. In addition, students receiving special education services at Buchser Middle School will make similar improvements in their proficiency levels on the same assessments as well as attaining their IEP goals. 80% of the students will demonstrate reading levels within two years of their current grade level, and 100% of the students will experience growth from their baseline performance on RI scores and math benchmark tests by the spring of 2024 school year. Finally, long term ELL students who have been 2 on the ELPAC assessment will be reading at grade level as measured by the RI assessment by the end of the 2021-2022. (reference LCAP Goals 1, 2, 3)

Identified Need

Academic growth for three main sub-groups: English Language Learners, Socioeconomically Disadvantaged Students, and Special Education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELL students need to gain 40 points in ELA and 75 points in math to be at standard in these two academic areas.	The baseline data has remained relatively unchanged, in spite of support classes in reading and math, and the EL tutorial program.	We expect that our outcomes will improve in both content areas with an increased focus on family engagement.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Alignment of instruction with content standards

1.1 Teachers will participate in professional development to continue learning best practices for implementation of Common Core State Standards and NGSS, especially as they relate to ELL, foster, socio-economically disadvantaged students, and other at risk populations. Common Core State Standards: All teachers will continue to learn and implement Common Core State Standards and Next-Generation Science Standards (NGSS) by participating in site-based and district-wide professional development and through appropriate professional development opportunities as they arise from the implementation of Common Core State Standards.

1.2 Collaboration Time: Buchser will provide collaboration time for all teachers to continue to study and implement Common Core State Standards and NGSS. In addition, content area teachers will continue to meet and collaborate to target the instructional needs of migrant and ELL students by sharing and using key academic vocabulary.

1.3 Cycle of Inquiry: All teachers will continue to improve their use of ongoing and formative assessments during team and department meetings, early release time, and district supported professional development. Teachers will participate in a PLC to review data and support students.

1.4 Interventions: ELA will support the implementation of reading interventions, including Read 180, after school English tutorial for EL learners, BEST Club, and homework clubs/SOAR.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Targeted Allocation Hourly Pay
4000	Targeted Allocation Collaboration for targeted students in math and ELA
1500	Targeted Allocation Subs for Collaboration
7000	Targeted Allocation Help students obtain English.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Improvement of instructional strategies and materials

2.1 Collaboration on Effective Strategies: Teachers will identify and share key strategies to meet the learning needs of target students, especially for ELL, migrant, foster youth, socio-economically disadvantaged students, and other at risk populations.

2.2 Content-Area Strategies/Materials: Math teachers will identify and use a variety of strategies and supplemental materials, including but not limited to for example Mangahigh, TI calculators, and reading and math interventions to enhance learning for migrants, ELL, foster youth, socio-economically disadvantaged students, and other at risk populations. All content area teachers will continue a school-wide note taking system, including strategies such as Cornell note taking.

2.3 Resources/Strategies: Content area teachers will incorporate textbooks and/or open source, backwards planning, instructional strategies, and ELL strategies into unit design. Further, content teachers will utilize the cycle of inquiry to make curricular decisions during team and departmental collaboration, focusing specifically on key content literacy strategies such as setting a purpose for reading and the think aloud strategy. All content areas will implement options for ongoing and formative assessments strategies. Resources include but are not limited to "placemats" with sentence stems as well as online tools such as NoRedInk.

2.4 Library Resources: ELA teachers will work with the librarian and district media coordinator to increase the availability of supplemental, leveled novels and expository sets, specifically targeting our ELL, migrant, foster youth and socio-economically disadvantaged students. Also, library and department materials will be purchased to meet library and Common Core State Standards, and to target student demographics and collect circulation data, which is aligned to the SCUSD board approved library plan.

2.5 Technology: All teachers will improve the use of technology in the classroom to better target the multiple learning modalities of ELL, migrant, foster youth, socio-economically disadvantaged students, and other at risk populations. Teachers will also make use of collaboration and/or training opportunities to increase their skills with available technologies; upgrades and maintenance of existing technology will also be supported by the administration.

2.6 Literacy Strategies: Math teachers will increase the use of literacy strategies to help students learn to clearly explain their mathematical thinking and to support their thinking with specific examples. Literacy circles will be supported to increase student engagement in literacy and to improve reading comprehension and to target ELL, migrant, foster youth and socio-economically disadvantaged students.

2.7 Resources for Physical Education and Electives: Supplies and materials will be purchased for physical education and elective courses to support the learning and enrichment of all students, especially students in targeted groups (ELL, SED, Foster, SPED, At-Risk).

2.8 Professional Development: Teachers will take part in professional development opportunities to learn more about effective, research-based strategies, continue to collaborate with all content areas to align instruction, and to ensure teachers scaffold the common core and NGSS standards to meet the specific learning needs of identified subgroups.

2.9 Resources: Buchser will purchase materials to support the development of a STEM/engineering lab for all students to access during all classes, and especially science classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Targeted Allocation Hourly Pay
6000	Targeted Allocation Reading Intervention/Supplemental Materials
20,000	Targeted Allocation Technology, Supplies and materials for all academic areas to support ELL Students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Extended learning time

3.1 English Language Learners: Buchser will continue to offer concentrated language instruction for EL students who are 1's and 2's in the ELL program. In addition, Buchser will continue to offer an ELL after school tutorial to students and their families who are interested in accelerating their acquisition of English; we will offer this opportunity at least two days per week, and possibly three, with the addition of one more after school bus as needed.

3.2 After School Support: Teachers will offer after school homework clubs for ELL, migrant, foster youth and socio-economically disadvantaged students. Teachers will also support the YMCA, BEST Club, soar to success, and homework clubs for after school programs that promote achievement for all identified subgroups.

3.3 Extra-Curricular Opportunities//Fieldtrips: Buchser will also provide extended learning options for ELL, migrant, foster youth, socioeconomically disadvantaged students, and other at risk populations, including Tech Challenge, Math Counts, Geography Club, Geography Bee, Drama Club, Queer Club, and ABC Club, and math enrichment. The administration and teachers will provide opportunities for students to attend field trips, including but not limited to field trips to The Wildlife Refuge in Half Moon Bay.

3.5 Interventions: Teachers will evaluate the use of interventions, including Read 180, math support classes, and tutorial classes, specifically to target all identified subgroups. In addition, Buchser will use the California Youth Outreach worker and counseling and therapy services, to provide support for at risk students, with the purpose of augmenting instruction with personalized interventions and targeted support.

3.6 Collaboration: All teachers will use collaboration time and staff development days, release time, and extended work time (time cards) to develop Common Core and NGSS based curriculum that promote academic inquiry and research. Teachers will also use the same planning time opportunities to review the new EL standards and to incorporate these new standards into existing Common Core and NGSS aligned curriculum units, as well as new units that are being developed. Finally, teachers will share ideas for implementing content related strategies.

3.12 Rewards and Incentives: Administrators and teachers will provide positive incentives, including public recognition, assemblies, and awards to help motivate all identified subgroups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Targeted Allocation

After school tutoring and support for extra curricular.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Increased educational opportunity

4.1 Professional Development: Buchser will continue to offer development opportunities, using both in-house PD and district-level PD on skills such as differentiated instruction, ELD strategies, new teacher support, reading interventions, reading and writing workshops, math support classes, Common Core State Standards, NGSS, SBAC assessment training, new textbook training, and inclusion models to reach our diverse population.

4.2 Extra-Curricular Opportunities: Buchser will continue to support extra-curricular activities, including sports programs, Tech Challenge, Geography Club, Geography Bee, Buchser's music program, after school drama club, school musicals/productions, WEBB, GAINS, and math enrichment, and We-Day activities, with a specific effort on motivating ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups to become more involved in extracurricular activities. This includes the purchase of light snacks and water, plus paid time for teachers and other authorized support staff who are running these programs. Likewise, teachers will promote and encourage all students from identified subgroups to take an active role in Student Council.

4.3 Rewards and Incentives: Administration and all teachers will support reading and library activities such as Multicultural potluck, Family Sports Night, reading nights, book talks, teen read week, production of READ! posters, and all activities that draw students to the library for learning.

4.4 Common Core State Standards: All teachers will continue implementing Common Core Standards and NGSS through instruction, cross curricular alignment, and with the development of both formative and summative assessments.

4.5 Before, During, and After School Support: The administration will support staffing for before school, lunchtime, and after school homework clubs, including SOAR to success.

4.6 Interventions: Reading interventions, especially Read 180, will be supported by purchasing and maintaining all necessary materials and equipment. Funding will also support further training of teachers in the Read 180 curriculum to add classes as needed.

4.7 English Language Learners: Buchser will supplement the district ELSAT position by funding an additional 7.5 hours per week, making the position full time. In addition, we add EL instructional assistants, when/if funding allows them back into the general education classrooms to support migrant and EL students, specifically level 2 students to help them reach proficiency. The ELSAT position will conduct outreach to families. Examples of this outreach include but are not limited to a School Loop signup drive and messaging to families about important events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000	Targeted Allocation Supplement the ELSAT Position (4.7), incl. EL assistants
1,500	Targeted Allocation Extracurricular activities/fieldtrips
1,000	Targeted Allocation Performing Arts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Staff development and professional collaboration

5.1 Collaboration Time: Teachers will attend district-sponsored seminars, including but not limited to new teacher support, textbook adoption, and professional development in instructional strategies.

5.2 English Language Learners: With support from an ELL facilitator (as allowed by funding), teachers and administrators will use scheduled collaboration time to support migrant and ELL student achievement in ELA, math, science, and history/social science. All teachers will use collaboration time to target achievement for ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups. The ELL facilitator will also teachers and administration will use collaboration time to share, evaluate, and refine strategies that target our under-achieving subgroups, most specifically all identified subgroups.

5.3 Cycle of Inquiry: Teachers and administration will use collaboration time, early release days, and meetings to review and implement SPSA goals.

5.4 Rewards and Incentives Buchser will allocate funding to pay the School Site Council Coordinator to: run School Site Council, facilitate weekly and monthly award programs and plan professional development days.

5.5 Content Area Literacy: Buchser staff will learn how to help students with reading in the content area, receive training in the newest ELD strategies, and how to use SRI data to guide and improve instruction. Further, the administration will support staff by paying for substitutes in order to free teachers up to evaluate reading intervention assessments, specifically assessments of students in all identified subgroups. The EL facilitator will provide migrant and EL data to use during the release time so that teachers can set target growth goals, as well as identify specific students who are and are not making sufficient progress.

5.6 Interventions: Buchser will allocate funding to pay for outside consultants to specifically target the learning needs of students in all identified subgroups. An EL facilitator will be involved in the

planning of that consulted support time, including the Parent Institute for Quality Education (PIQUE).

5.7 Professional Development: Buchser will allocate funding for teachers to learn more about relevant research-based learning related to recent brain research on how to optimize learning, particularly for students who struggle with school due to various risk factors. This includes but is not limited to issues related to poverty and other traumas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,000

Targeted Allocation

Training/Conferences

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Involvement of staff, parents and community

6.1 Professional Development: Teachers will participate in professional learning groups (PLC's) to better understand topics such as fair grading practices, classroom questioning strategies, student motivation, essential questions, and social/emotional health for learning. Any reading materials that are needed will be purchased by the administration. Further, staff will provide collaboration opportunities for San Jose State University and Santa Clara University students in credential programs. Specifically, the leadership team will engage in learning how to create effective Professional Learning Communities (PLCs). This will be how the teachers use data to inform decision making.

6.2 Interventions: Buchser will support parent involvement in the tutorial program for all students in all content areas. Teachers will continue to use ARRUPE students from Santa Clara University to support both teachers and students in various classrooms.

6.3 Family Support:

Buchser will increase parent involvement at meetings including ELAC, DLAC, SSC, and PTA, including but not limited to meetings and academic nights.

To increase parent involvement and to support Buchser's rewards/incentives programs, a School Site Council Coordinator will be compensated the hourly rate.

All staff will use available translation services to improve communication and Buchser will provide translation equipment to improve communication between home and school in primary languages, particularly in Spanish.

In addition, Buchser will provide online notifications to all stakeholders regarding student achievement and attendance (School Loop).

For incoming families, Buchser will host a parent night for incoming fifth grade parents and all stakeholders to share the programs at Buchser.

Buchser will also host a parent night for the parents and stakeholders whose students are struggling with middle school demands, specifically focused on helping students with achievement of the common core standards and NGSS.

Buchser will host Family Nights for parents and all stakeholders to build community connections and strengthen students' connection to school.

English Language Learners: An ELAC coordinator will be compensated at the hourly rate to recruit members, run the meetings, maintain records, and arrange for translators.

6.4 Cycle of Inquiry: The administration will continue to provide professional development to staff to make better use of the data from Data Zone, especially to evaluate and enhance instruction and to use relevant data from migrant, ELL, foster youth, socio-economically disadvantaged students, and all identified subgroups.

6.5 Interventions: All staff will continue to support counseling and therapy services for at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Targeted Allocation Translation services/Equipment
1000	Targeted Allocation PLC Reading Material and restorative justice

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Auxiliary services for students and parents

7.1 After School Support: Buchser will provide an after school bus for transportation to support extended learning time for all students, especially ELL, migrant, foster youth and socio-economically disadvantaged students.

7.2 Interventions: Buchser will provide financial support for school-wide counseling of at risk students, including the counselor from California Youth Outreach (CYO) services.

7.3 After School Support: Administrators and teachers will investigate after school programs that enhance student involvement, particularly among ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups. Buchser will also provide funding to support tutoring after school, especially for BEST Club.

7.4 Cycle of Inquiry: Teachers who do home visits to support their struggling/target students will have substitutes for release time to analyze achievement data for these target students.

7.5 Rewards and Incentives: The administration will support student awards, incentives and field trips, including pay for teachers to help coordinate these awards and incentives.

7.6 Resources and Materials: The administration will support the varied learning needs of all students, and targeted students in particular, by purchasing materials, supplies, and learning center options to support learning and academic success.

7.7 The parent group known as PIQUE will be contracted to target families who would benefit from instruction in English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Targeted Allocation Field trips & awards
5000	Targeted Allocation academic tutors before and after school
5000	Targeted Allocation Materials, supplies, and learning centers to support learning
6000	Targeted Allocation CYO counselor

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially SED students; Hispanic students; SPED students

Strategy/Activity

Monitoring program and implementation results

8.1 English Language Learners: Administrators and teachers will develop a system of multiple measures to assess the effectiveness of students transitioning from the ELL classes to mainstream content area classes. All teachers will collect and use data to drive instruction, monitor the progress of their students, and to measure student achievement.

8.2 Cycle of Inquiry:

The administration will provide time for teachers to participate in ongoing learning on how to use data management systems and assessments.

The data will come from multiple assessments, including but not limited to PBA's for writing, and state- and district-based assessments.

Teachers will create grade level assessments to monitor students' growth with Common Core State Standards and NGSS.

Teachers will use student work and assessment results to engage in the cycle of inquiry to make informed decisions about instruction.

Teachers will use data to modify instruction and assessments, and they will share the results of these modifications in department and team meetings.

The administration will provide time and allocate resources for teachers to evaluate the data from Read 180, math support classes, ELL and intervention classes, including Middle School Matters (MSM).

Content area teachers will use data from lesson study to measure the effectiveness of lesson design on student achievement of the CCSS and NGSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Targeted Allocation

Substitute release time for Collaboration

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All teachers across Buchser Middle School are addressing the needs of our Emergent Bilingual Students, students receiving special education services, as well as our other subgroups through their instructional practices focused on the four domains of Reading, Writing, Speaking, and Listening. Teachers consistently engage students in getting students to communicate reasoning via sentence stems and frames as well as the incorporation of getting students to speak based on visuals presented in their classes. This is specifically related to the ELPAC assessment as well as the CAASPP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation of strategies to engage all learners falls short of specificity for Hispanic families and socioeconomically disadvantaged students. The budgeted allotment needs to target these sub groups specifically.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The plan includes the addition of funds for PIQUE for families who would benefit from learning English.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Professional Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

School Goal : Professional Development

Goal: Buchser staff will provide collaborative opportunities for professional development and attend professional development seminars in and outside of the district, as funds are available, to implement Common Core State Standards, Next Generation Science Standards (NGSS), new math standards, and to better address the achievement gap among all subgroups of our school. The staff will develop and improve the implementation of the Common Core State Standards and NGSS; they will continue to collaborate for better alignment within and between content areas, and to develop interdisciplinary units and assignments/projects; teachers will continue to take an in-depth look at understanding of formative assessment practices and strategies; teachers will continue to learn about and implement research-based practices that promote a Growth Mindset in all students. In addition, Buchser will inform the community about the results on CAASP and NGSS assessments. Moving forward after the pandemic, Buchser teachers will participate in professional development on equitable grading practices; as teachers progress in their understandings of equitable grading, there will be opportunities during staff, team, and department meetings to share the new learning. (reference LCAP Goals 1, 2, 3)

Identified Need

Teachers need access to the most up-to-date professional development to meet the high needs of our diverse population, and to sustain a high caliber of teaching strategies, rigorous and engaging content, as well as the latest research-based teaching methods.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The amount of targeted monies used for professional development.	The allocated amount far exceeded the use of money for professional development. The allocation will be the same, and a strategic plan for PD will be developed for 2020-2021	We expect that teachers will make greater use of the funds allocated for PD.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Alignment of instruction with content standards

1.1 Staff will analyze data to determine areas of growth and/or need to better align instruction with content standards.

1.2 Staff will use results to align instruction to standards and revise on-going surveys and practices.

1.3 Staff will use release time to discuss strategies for sub groups, particularly migrant, ELL, foster youth, socio-economically disadvantaged students, and other at-risk populations.

1.4 Staff will use faculty meetings, team meetings and department time to discuss strategies to support and implement the alignment of standards into content areas. In addition, teachers can use release days to develop interdisciplinary units and assignments/projects.

1.5 Staff will use data from PBA's, MDTP, iReady, and classroom assessments to inform instruction and plan for future assessments, particularly formative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Targeted Allocation

Substitute/Paid Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improvement of instructional strategies and materials

2.1 Collaboration Time: Teachers will share what they have learned with other staff members through collaboration notes and during meetings. More specifically, staff will collaborate to address the gaps and redundancies in teaching Growth Mindset language and actions to students.

2.2 Content-Area Strategies/Materials: Funding will be allocated to purchase materials and to pay for professional development on research-based strategies that support instruction of all students, especially students of underachieving and at-risk subgroups.

2.3 Release Time/Collaboration: Teachers will use release days to improve instructional strategies. Teachers will also have substitutes available for release time to meet with the ELL Tech, review data from the ELPAC, and collaborate to adjust instruction to target learning gaps with improved units of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Targeted Allocation

Purchase materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended learning time
3.1 Collaboration Time: Teachers will collaborate to develop units of instruction that use research-based strategies focused on closing the achievement gap.
3.2 Release Time/Standards: Teachers will have release time to look at Common Core State Standards, NGSS, curriculum maps and strategies to support all students and specific subgroups, including migrant, ELL, foster youth, socio-economically disadvantaged students, and other at-risk populations.
3.3 Interventions: Teachers will use reading and math intervention strategies, particularly for migrant, ELL, foster youth, socio-economically disadvantaged students, and other at-risk populations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Targeted Allocation

Release time for substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased educational opportunity

- 4.1 Interventions: Staff will attend professional development to learn how to better serve and instruct all our students, including the under-performing subgroups, migrant, foster youth, socio-economically disadvantaged students, foster youth, and other at-risk populations.
- 4.2 English Language Learners: Staff will participate in release day study sessions to learn about increasing opportunities for our migrant and ELL, especially those who are socio-economically disadvantaged. In addition, the staff will learn more about the brain and learning, particularly how to optimize the learning opportunities for students, especially students who come from chronically stressed or at-risk environments.
- 4.3 All staff will have the opportunity to provide after-school support to ELL students specifically, and be paid on a timecard at the instructional rate.
- 4.3 Each content area will choose one SEL strategy to implement as a department; department chairs will report baseline and growth data at 3 Leadership Team meetings and 1 staff meeting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Staff development and professional collaboration

- 5.1 Collaboration Time: Teachers will participate in collaboration within Buchser, with other middle schools in SCUSD to discuss curriculum and strategies to support instruction focused on Common Core State Standards and NGSS, especially to target under-achieving sub-groups.
- 5.2 Release Time: Staff will have the opportunity for release days to observe and collaborate with other teachers. Teachers will also attend release time activities to learn strategies to support ELL, under-achieving sub-groups, and for professional development in ELA and math.
- 5.4 Strategies Buchser will allocate funding for teachers to learn more about relevant research-based teaching strategies, especially research related to recent brain research that optimizes learning.
- 5.5 Professional Development: The administration will look for PD opportunities for PLC's during the school year, which will be helpful to teachers who are learning to use the cycle of inquiry. In addition, the administration will look for professional development options to promote positive collaboration among staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2,000

Targeted Allocation

	Substitutes for release time
1,000	Targeted Allocation
	Conferences

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Involvement of staff, parents and community

6.1 Collaboration Time: On early release days, teachers will offer and communicate professional development opportunities for other teachers and support staff. Notes/minutes from these meetings will be submitted to the principal for the collaboration folder in Google drive.

6.2 Communication:

Buchser staff will communicate to the parents and community about professional development that is happening at Buchser, through PTA, School Site Council and Parent Nights.

Staff will pursue avenues to improve communication to parents through use of School Loop, phone calls and emails.

Parents from PTA, School Site Council, and ELAC will review the Parent Involvement Policy and the Parent Compact for revisions that target the needs of the larger parent community. In addition, these same parents will take a short survey about their level of satisfaction with their opportunities of involvement at Buchser.

Buchser will host a parent night to get feedback/input regarding grading practices, including grading practices that are effective and grading practices that are confusing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	Targeted Allocation
	mailings, phones & technology

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Auxiliary services for students and parents

7.1 Interventions/After School Support: Teachers will host homework clubs, "Before and After School Intervention", after school clubs, SOAR, lunch time homework clubs, including BEST Club and reading interventions such as Read 180, plus programs such as Tech Challenge, Math

Enrichment, Geography Bee, YMCA, GAINS, drama club, FCCLA, Yearbook, and other after school enrichment activities.

7.2 Extra-Curricular Opportunities: In addition, other club options will be explored by the staff. Teachers and administration will support YMCA as support staff during SOAR, BEST and homework clubs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Targeted Allocation

paid time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitoring program implementation and results

8.1 Staff will collaborate during prep periods, team and department meetings, early release days regarding data and strategies to support instruction PBA, summary assessment, MDTP, and RI scores for all students..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional development is ongoing at Buchser Middle School. This is an especially poignant goal given the needs to address our Emergent Bilingual Students. Teachers from all content areas have multiple opportunities to collaborate within departments, grade levels, teams, and cross-curricular.

Teachers can also access professional development from research-based options to improve their skills in curriculum, content, and strategies. The effectiveness of this goal is that teachers stay up-to-date on best practices and implement instructional strategies focused on student populations furthest from opportunity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The specific professional development as it relates to meeting the needs of our Emergent Bilingual Students will be focused more onsite than conferences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The allocation will decrease slightly to reflect actual use of funds.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social-Emotional Learning

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 5

School Goal : Develop the Whole Child and implement Restorative Practices and Social-Emotional Learning practices in the classroom

Goal 5: Whole Child Learning

Buchser will continue to use the vision for a Whole Child school to improve students' academic and social experiences in middle school. Decisions about safety, health/well-being, engagement, appropriate learning challenges, and essential support for students will be made through the standard of a Whole Child lens. By the end of 2024, Buchser's Wellness Survey will show 5% growth in each of the main four categories listed below. In addition to these tenets of a Whole Child School, Buchser is committed to continuing equity work, including gaining additional foundational knowledge about systemic racism, as well as concrete ways to dismantle biased systems and institute equitable systems for the success of all children. In addition to address the Whole Child, Buchser Middle School certificated, classified, and administrative staff will work to implement restorative practices.

Areas of Strength and/or Growth (based on the new BMS Wellness survey):

Areas of Strength and/or Growth (based on the 19-20 BMS Wellness survey):

Safety and Connectedness

53% of students feel safe at school; 33.2 responded with neutral, suggesting that 87% of all students feel reasonably safe at school

65% of students feel they are cared about at Buchser Middle School; 28.4 responded feeling neutral suggesting that 93.4% of students feel reasonably cared about at BMS.

55.3% of all students find BMS to be a supportive and inviting place to learn, and 89.2% find BMS to be a reasonably supportive and inviting place to learn, if the neutral responses are included.

School Engagement

60% of the students believe there are a lot of ways to get involved at BMS, and 91% believe so, if the neutral responses are included.

67.7% of students believe BMS encourages them to be good school representatives, and 92.8% of students believe they are encouraged to be good school representatives, if the neutral responses are included. (This particular metric seems to indicate that students believe they are held accountable for their conduct.)

Effort is Noticed (Supported)

33.7% of students report that they are praised for their efforts at BMS, and 73.4% of students feel praised for their efforts, when the neutral responses are included.

48% of students say their efforts are noticed by teachers; with the neutral responses included, 82.4% of students say their efforts are noticed by teachers.
 Growth Mindset (Challenged and Supported)
 42.5% of students value learning about Growth Mindset; if we include the students who selected neutral 78.6% of students find some value in learning about GMS. One trend is that, as students progress through the grades, the number of neutral responses increases by nearly 20%.
 35.2 % of students feel safe taking academic risks, and 67.6% feel safe taking academic risks if the neutral responses are included.
 Overall, the Growth Mindset data shows we need a “booster” with GMS learning.

Identified Need

All students benefit from best practices for social-emotional well-being. A well-regulate student is best situated to gain and sustain engagement in learning. In addition, students who learn to self-monitor and re-regulate are best situated to get back on track with learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Survey	Baseline data shows that 87% of students feel reasonable safe at school.	The goal is for 90% of all students to feel safe or very safe at school.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Foster School Engagement and Support
 1.1 Staff will highlight opportunities for school connectedness through announcements about clubs, sports, and other school activities that help students feel a sense of belonging.
 1.2 Staff will continue to build units of instruction that motivate all students to aim high academically. Teachers can request pull out days to plan engaging and/or integrated units of instruction.
 1.3 Teachers and administration will support the exploration of college and career readiness through Naviance, CTE field trips, the career fair, and other opportunities for students to explore college/career options.
 1.4 All staff will use the language of growth mindset, and set positive climate for rigorous, achievable goals.
 1.5 Each department will choose one SEL strategy, develop a clear plan for implementation and measurable outcomes, which will be analyzed and shared with the Leadership Team and the staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Targeted Allocation Career and College Support Programs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote Safe Choices
 2.1 Provide support for activities promoted by WEBB and Leadership, including release days for planning and materials for students.
 2.2 Support activities that occur during Multicultural Week and Pride Week, including materials, training, and release days for planning.
 2.3 Invite speakers to promote anti-bullying messages, especially anti-cyber bullying, safe choices for appropriate relationships, and body image issues.
 2.4 All staff will have professional development focused on trauma informed practices for the school and the classroom.
 2.5 Collect and analyze discipline data for the purposes of reducing suspensions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Targeted Allocation Support for WEBB
5,000	Targeted Allocation Extracurricular

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Promote a Positive, Equitable School Climate
 3.1 Schedule assemblies that celebrate achievement, especially achievement that occurs due to a growth mindset.
 3.2 Purchase and display posters with positive messages about learning and achievement.

- 3.3 Adjust school policies such as the official handbook, dress code, etc to create more equity.
- 3.4 Identify, collect, and analyze “positivity” data
- 3.5 Support staff who are interested in learning more about social-emotional learning and trauma-informed practices including funding for materials and programs.
- 3.6 Appoint a representative to the Leadership Team; this representative will promote a Whole Child school as well as be the rep from the school Equity Team
- 3.7 Equity training for whole staff and leadership team. Contracting with an outside agency to provide equity work with the task to create a more equitable experience for all students. A specific outcome will be the revamping of the Buchser Student Handbook.
- 3.8 Identify and provide resources to an "All Gender" Locker room.
- 3.9 Specific training on how to actively support our students of highest need and most vulnerable. Examples include our students who identify as LGBTQ+ and Black students as in line with our School Board policies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Targeted Allocation Supplies for the "All Gender Locker Room.
25000	Targeted Allocation Equity work, SEL Programs.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Whole Child goal is new as of 2019-2020. Our initial efforts have been to broadcast all the whole child efforts that already exist at Buchser. We also implemented a Wellness Survey, which was tailored to our students and school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We used targeted monies to send a team to the Trauma-Informed conference this year and learned about Social-Emotional Learning or SEL, which we shared with the staff in a professional development. We will continue to share and implement what we learned. We will also revise our survey - while it gave us very useful information, it needs some adjustments to give clearer data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to this goal will be found mainly within Goal 5; a few changes might occur in Goal 4, Professional Development. The main changes will be to continue broadcasting Buchser as a Whole Child school. We also have a group of teachers who are interested in piloting SEL curriculum with their students and sharing the results with the staff in the Spring.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,400.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$235,400.00

Subtotal of state or local funds included for this school: \$235,400.00

Total of federal, state, and/or local funds for this school: \$235,400.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	25,6228	20,828.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	235,400.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	235,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,700.00
Goal 2	16,000.00
Goal 3	110,500.00
Goal 4	9,200.00
Goal 5	43,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Justin Ponzio	Principal
Ally Tomaz	Classroom Teacher
Kim Fischer	Classroom Teacher
Linda Pascoal	Parent or Community Member
Thomas Stuckey	Parent or Community Member
Shana Dobrowski	Parent or Community Member
Jennifer Rezeppa Clayton	Parent or Community Member
Jill Lipari	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
X	English Learner Advisory Committee
X	Special Education Advisory Committee
X	District/School Liaison Team for schools in Program Improvement
X	Compensatory Education Advisory Committee
X	Departmental Advisory Committee
X	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4-27-23.

Attested:

	Principal, Justin Ponzio on 4-27-23
	SSC Chairperson, Ally Tomaz on 4-27-23