Buchser Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2023-24 School Contact Information

School Name	Buchser Middle School
Street	1111 Bellomy Stree
City, State, Zip	Santa Clara CA, 95050
Phone Number	(408) 423-3000
Principal	Justin Ponzio
Email Address	jponzio@scusd.net
School Website	https://buchser.santaclarausd.org/
County-District-School (CDS) Code	43-69674-6101752

2023-24 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2023-24 School Description and Mission Statement

Buchser Middle School is in the heart of downtown Santa Clara. The City of Santa Clara is situated in a choice central location in Santa Clara County with easy access to a variety of educational, cultural and recreational facilities. Buchser is located on 31.5 acres and two blocks from Santa Clara University. The Buchser campus is the site of one of the first high schools in the State of California.

This Bellomy Street site of the old Santa Clara High is the mother school of the district with an extremely rich history that goes back well over 100 years. Santa Clara Grammar School accommodated both high school and elementary students until 1905 when a new building was opened for the upper grades. The Bellomy Street school served the community as a high school until 1922 when the second Santa Clara High School opened. The building was razed in 1966 because it did not meet earthquake safety standards. The new Santa Clara High was opened in 1970 making it the newest/oldest school in the district.

Buchser Middle School is named for Emil R. Buchser, a long-time teacher, principal, and superintendent in Santa Clara Schools. Mr. Buchser was appointed principal and served in the dual role of principal and superintendent of Santa Clara Union High School and Elementary District in 1956. He retired in 1960.

Buchser Junior High School opened in September of 1981 with nearly 1900 seventh, eighth and ninth graders. Until then there had been four high schools in Santa Clara - Wilcox, Santa Clara, Buchser, and Peterson High Schools. Because of declining enrollment, two high schools were closed in 1981. Buchser High School was renamed Santa Clara High School. Santa Clara High became Buchser Junior High. In 1986 Buchser Junior High was renamed Buchser Middle School and became a traditional middle school with 6th, 7th, and 8th graders.

Mission Statement: Buchser Middle school is dedicated to creating contributing citizens who are lifelong learners.

2023-24 School Description and Mission Statement

Vision Statement
At Buchser Middle School, we strive to develop the Whole Child. We seek for students to be:
- Safe
- Healthy
- Engaged
- Challenged
- Supported

Additionally, during the 2023-2024 school year, Buchser Middle School rolled out the motto, "Together, We ROAR." Each letter of ROAR stands for a principle we aspire students to exemplify.
R stands for Responsible, O stands for Open Minded, A stands for Academic, and R stands for reflective.

Over the past 5 years, Buchser has focused on highlighting our efforts as a Whole Child school. This has allowed the school to hone in on the variety of students' needs, including social-emotional health, trauma-informed teachers, and teaching practices. We are finding that the Whole Child lens helps us to address each child as an individual. Does the student need social/emotional support? Is there a safety concern, especially regarding bullying, stress, or anxiety? Does the child need to be more challenged? More supported? How can we best engage all students, but most importantly, how do we engage students who might feel marginalized, especially our students of color, SPED students, or other abled? With the pillars of safe, healthy, engaged, challenged, and supported as our drivers of the Whole Child vision we have been more able to "see" all students and ask questions that are most germane to meet their learning needs.

Most recently, Buchser Middle School has specifically focused on addressing the needs of English Language Learners. This includes but is not limited to introducing instructional routines to meet their academic needs as well as identifying how to best serve English Language Learners from a Socio-Emotional lens as well. Buchser Middle School adjusted its Master Schedule to better support English Language Learners. For example, creating classes specific to EL levels and allowing students to level up throughout the year. This year, Buchser Middle School has placed an emphasis on CAASPP scores as they relate to math.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	252
Grade 7	202
Grade 8	261
Total Enrollment	715

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6%
Male	55.2%
American Indian or Alaska Native	0.1%
Asian	11.2%
Black or African American	2.9%
Filipino	7.8%
Hispanic or Latino	47.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.7%
White	22.9%
English Learners	20.7%
Homeless	0.4%
Migrant	0.1%
Socioeconomically Disadvantaged	56.6%
Students with Disabilities	19.2%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.50	89.46	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	3.41	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.40	20.70	2.75	12115.80	4.41
Unknown	3.30	6.71	56.70	7.52	18854.30	6.86
Total Teaching Positions	49.80	100.00	753.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.80	89.72	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	1.62	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	20.20	2.63	11953.10	4.28
Unknown	3.70	8.64	48.90	6.36	15831.90	5.67
Total Teaching Positions	43.30	100.00	770.60	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.70	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	0.70

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0

School Facility Conditions and Planned Improvements

General
Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair
SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance
SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects
SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings
Buchser was the site of one of the first high schools in California - Santa Clara Grammar and High School - which opened in 1905. As a former high school campus, we have large, extensive and well-developed school facilities. Each classroom is equipped with direct Internet access through at least two student computer stations and one teacher workstation. We have two computer labs for students for additional computer access in our multimedia center. Buchser has a large, well-equipped science facility, a technology lab, a culinary arts classroom, two gymnasiums, and extensive athletic fields. Modernization began in 2011; The administrative office, Library, and the B wing have been modernized. We are in phase three of this three-and-a-half-year project. In June of 2014 the existing A-wing, cafeteria, and multi-purpose room were razed and construction was completed in 2016. The most recent modernization project is the tennis and basketball courts, with the addition of an additional staff parking lot. The project is complete.

Year and month of the most recent FIT report	July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	51	59	59	47	46
Mathematics (grades 3-8 and 11)	29	34	47	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	717	693	96.65	3.35	50.87
Female	319	309	96.87	3.13	56.96
Male	396	383	96.72	3.28	45.81
American Indian or Alaska Native	--	--	--	--	--
Asian	80	76	95.00	5.00	69.74
Black or African American	22	22	100.00	0.00	40.91
Filipino	59	56	94.92	5.08	60.71
Hispanic or Latino	339	329	97.05	2.95	33.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100.00	0.00	69.23
White	162	156	96.30	3.70	70.97
English Learners	146	131	89.73	10.27	12.98
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	404	393	97.28	2.72	39.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	131	125	95.42	4.58	13.71

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	717	700	97.63	2.37	34.05
Female	319	311	97.49	2.51	32.15
Male	396	388	97.98	2.02	35.40
American Indian or Alaska Native	--	--	--	--	--
Asian	80	79	98.75	1.25	55.70
Black or African American	22	22	100.00	0.00	22.73
Filipino	59	59	100.00	0.00	42.37
Hispanic or Latino	339	330	97.35	2.65	17.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100.00	0.00	55.77
White	162	156	96.30	3.70	49.36
English Learners	146	141	96.58	3.42	2.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	404	398	98.51	1.49	21.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	131	122	93.13	6.87	12.30

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.19	32.24	45.03	42.09	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	258	252	97.67	2.33	31.75
Female	123	120	97.56	2.44	27.50
Male	133	131	98.50	1.50	35.11
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	45.83
Black or African American	--	--	--	--	--
Filipino	32	32	100.00	0.00	34.38
Hispanic or Latino	121	117	96.69	3.31	14.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	52.94
White	54	53	98.15	1.85	58.49
English Learners	50	48	96.00	4.00	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	143	99.31	0.69	21.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	42	93.33	6.67	9.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	90.9	95.2	88	93.8	96.7

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

The PTSA and School Site Council are integral parts of the Buchser School community. Communication between these groups and the school is excellent. Parents are encouraged to attend orientation programs, open houses, award programs, and other school activities. In addition, teachers are available for conferences. Parent volunteering and participation have played major roles in developing Buchser's positive school climate. Parents assist in classrooms with small group instruction. They help in the library and school activities. Buchser's Parent Music Boosters support the school music program, raising funds for music tutors and music field trips. Buchser Middle School also has a vibrant ELAC organization dedicated to supporting its English Language Learner families. This organization meets once a month as well. One member of the Buchser ELAC is also asked to represent Buchser at the District's DELAC.

Buchser Middle School families are invited to come onto campus the last Friday of every month to engage in an informal meeting with the principal. These informal meetings called "Principal's Coffee" allow families to engage with the principal over coffee and hear about what is happening on campus as well as ask general questions. Families with more in-depth questions are encouraged to reach out specifically to the principal for follow-up conversations.

Buchser created a formal School Compact and a Parent Involvement Policy in 2013. Moving forward into the 22-23, the school will need to review the School Compact and the Parent Involvement Policy.

A School Plan for Student Achievement is developed yearly at Buchser Middle School to provide focus and direction for staff. The SPSA has been evaluated each spring by School Site Council to determine its effectiveness and to indicate a new focus for the following year. SSC will evaluate the implementation of the SPSA according to the timeline set by the district. Buchser continues to work to streamline the SPSA, and by the end of the 20-21 school year, each goal will be formatted into a more usable form for teachers.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-3000. In addition, the Buchser PTSA sponsors events in coordination with the administration and SCPD. Examples include the Caregiver Connection events and Social Media trainings.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	758	745	139	18.7
Female	338	330	65	19.7
Male	418	413	74	17.9
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	85	81	5	6.2
Black or African American	24	23	3	13.0
Filipino	59	59	2	3.4
Hispanic or Latino	361	355	90	25.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	51	51	11	21.6
White	171	169	28	16.6
English Learners	168	164	42	25.6
Foster Youth	0	0	0	0.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	432	426	98	23.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	149	147	48	32.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	2.42	4.09	0.12	2.57	2.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.09	0
Female	3.25	0
Male	4.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.35	0
Black or African American	4.17	0
Filipino	1.69	0
Hispanic or Latino	6.37	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.34	0
English Learners	7.74	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.05	0

2023-24 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

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

The school safety plan is available for review in the school office and was approved by the School Site Council in 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	20	1
Mathematics	22	11	19	
Science	30		19	1
Social Science	27	3	17	2

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	18	
Mathematics	21	15	13	
Science	25	4	16	
Social Science	25	6	14	

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	14	0
Mathematics	21	9	11	2
Science	29	2	11	2
Social Science	25	5	10	2

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	238.33

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14193	0	14193	$129,643
District	N/A	N/A	$12,187	$122,976
Percent Difference - School Site and District	N/A	N/A	15.2	5.3
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	60.4	35.4

Fiscal Year 2022-23 Types of Services Funded

Targeted funds are received to serve socioeconomically disadvantaged students, foster youth, and English Language Learners. Buchser receives additional services for special education students as required.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$81,047	$55,550
Mid-Range Teacher Salary	$122,516	$84,645
Highest Teacher Salary	$145,248	$111,284
Average Principal Salary (Elementary)	$179,532	$139,860
Average Principal Salary (Middle)	$194,368	$146,440
Average Principal Salary (High)	$202,770	$158,447
Superintendent Salary	$298,733	$278,268
Percent of Budget for Teacher Salaries	34.74%	32.21%
Percent of Budget for Administrative Salaries	5.67%	4.89%

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4