

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buchser Middle School	43-69674-6101752	April 25, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Buchser Middle School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) 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 FRPM (free and reduced-price meals). 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. During the 2023-2024 school year, Buchser focused 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. Additionally, in the 23-24 school year, Buchser outlined for all students the "Together We R.O.A.R." PBIS program to support students in meeting the school wide expectations. R.O.A.R. stands for Responsible, Open Minded, Academic, Reflective. This PBIS intervention in conjunction with providing incentives for students to meet our expectations has contributed to a reduction of behavioral issues on campus. In the 2024-2025 school year, our school looks to capitalize on this experience and integrate our "Together We R.O.A.R." motto into all aspects of middle school life at Buchser. Additionally, this contributes to the District's LCAP goals of providing safe and conducive environments for student learning. During the 2024-2025 school year, Buchser Middle School will continue to commit to our focus on literacy across the curriculum. This includes aligning our departments and grade levels creating goals and aligning supports to meet the needs of our students through literacy. Examples of this focus include but are not limited to the use of instructional strategies such as sentence stems and frames, increased partner talk and close reading strategies.

Educational Partner Involvement

How, when, and with whom did your Buchser Middle 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 (SSC) 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.

At the April All Staff Meeting, the Buchser Middle School staff used post-its to review our goals from the prior year and identify where we found success. Additionally, in an effort to provide consistency with our goals, our staff worked in departments to identify how they will support each of the goals as well. This information is then condensed and placed in the appropriate goals of the SPSA for Site Council to review at the end of April. As a result, all stakeholders are represented in the building of our SPSA.

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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism (Orange) and Suspension Rate (Orange)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Buchser's "All Student" ELA Performance is at the Green Performance Level. Students with Disabilities, who are at the Orange performance level in ELA, are two or more performance levels below Green.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Students at Buchser are currently achieving below proficiency in Math and in English on statewide exams. A focus on these areas across the content area will support student achievement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Buchser Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.39%	0.14%	4	3	1
African American	3.1%	2.97%	2.94%	30	23	21
Asian	14.6%	12.65%	11.19%	141	98	80
Filipino	9.0%	6.97%	7.83%	87	54	56
Hispanic/Latino	42.8%	46.97%	47.41%	413	364	339
Pacific Islander	0.5%	0.65%	0.28%	5	5	2
White	23.8%	23.23%	22.94%	230	180	164
Multiple/No Response	5.7%	5.81%	6.71%	55	45	48
Total Enrollment				965	775	715

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. Buchser's largest student population is Hispanic/Latino (47%), while our lowest is Native American (0.14%). Additionally, Buchser has continued to experience a decline in student enrollment. Although not as large as the reduction seen between 2020-21 and 2021-22 (190 students), we had further reductions between 2021-22 and 2022-23 (60 students). These reductions are aligned with enrollment trends seen throughout California schools.
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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	139	145	5.2%	17.9%	20.3%

Conclusions based on this data:

1. Our English Learner population has slightly fluctuated over the last three years. The 2021-22 school year saw a 2.2% increase in the percent of English Learner students. However, this percentage decreased by 3.4% between 2021-222 and 2022-23. This result can in-part be attributed to an increase in English Learner students being reclassified as English language proficient (RFEP).
2. The number of students who are reclassified as "proficient" is increasing. Through our focus on English Language Learners in the integrated classes as well as specific ELD classes based on EL Level, our EL population has shown a dramatic increase in their proficiency levels.
3. Instructional shifts as well as designated ELD support classes have contributed to our students reclassifying.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	245	0	202	237	0	202	237	0.0	96.7	96.7
Grade 7	305	257	205	0	251	198	0	251	197	0.0	97.7	96.6
Grade 8	350	300	251	0	292	242	0	292	242	0.0	97.3	96.4
All Grades	939	766	701	0	745	677	0	745	676	0.0	97.3	96.6

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.	2535.		25.74	19.41		27.72	35.44		22.28	24.05		24.26	21.10
Grade 7		2539.	2550.		16.73	17.26		29.08	35.53		28.69	20.30		25.50	26.90
Grade 8		2548.	2558.		12.67	18.18		33.56	29.75		23.63	26.45		30.14	25.62
All Grades	N/A	N/A	N/A		17.58	18.34		30.47	33.43		24.97	23.82		26.98	24.41

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	19.83		52.48	57.81		27.23	22.36
Grade 7		17.93	18.37		56.57	60.20		25.50	21.43
Grade 8		17.12	17.36		54.11	54.55		28.77	28.10
All Grades		18.26	18.52		54.50	57.33		27.25	24.15

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	18.99		47.03	57.38		22.77	23.63
Grade 7		21.12	23.98		51.79	51.53		27.09	24.49
Grade 8		17.47	21.49		52.05	52.07		30.48	26.45
All Grades		22.15	21.33		50.60	53.78		27.25	24.89

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	16.88		68.81	73.00		15.35	10.13
Grade 7		11.16	14.80		76.49	69.90		12.35	15.31
Grade 8		12.33	14.88		71.58	69.42		16.10	15.70
All Grades		12.89	15.56		72.48	70.81		14.63	13.63

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	24.89		66.34	61.18		10.40	13.92
Grade 7		19.52	21.83		63.35	60.41		17.13	17.77
Grade 8		18.84	21.90		63.01	63.64		18.15	14.46
All Grades		20.27	22.93		64.03	61.83		15.70	15.24

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.

Buchser Middle School students have made progress toward proficiency as it relates to ELA CAASPP. In the 22-23 school year, Buchser Middle School students increased the percent of students Meeting and Exceeding ELA standards by 4 percentage points. The percent of our English Learners meeting and exceeding ELA standard in 2022-23 was 12.70%, which was an increase from 2021-22 of 5.5 percentage points. Furthermore, although many of Buchser Middle School's English Learners may not have yet met standard, 69.5% increased their performance from the prior year. This is a result of the instructional focus on English Language Learners.

While this growth is excellent, 48.2% of Buchser Middle School students are still not "Meeting" or "Exceeding" ELA standards.
- 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.

3. 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	245	0	205	242	0	205	241	0.0	98.1	98.8
Grade 7	305	256	205	0	250	198	0	250	198	0.0	97.7	96.6
Grade 8	350	300	251	0	294	244	0	294	244	0.0	98.0	97.2
All Grades	939	765	701	0	749	684	0	749	683	0.0	97.9	97.6

* 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.	2509.		18.05	18.26		18.05	17.01		28.29	28.22		35.61	36.51
Grade 7		2513.	2521.		14.40	18.69		16.00	21.21		28.40	23.23		41.20	36.87
Grade 8		2501.	2517.		10.54	14.75		12.59	15.16		24.15	20.49		52.72	49.59
All Grades	N/A	N/A	N/A		13.89	17.13		15.22	17.57		26.70	24.01		44.19	41.29

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	16.18		42.44	41.49		40.00	42.32
Grade 7		17.20	24.37		44.40	40.10		38.40	35.53
Grade 8		9.18	15.57		44.22	40.98		46.60	43.44
All Grades		14.15	18.33		43.79	40.91		42.06	40.76

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	14.11		51.71	52.70		34.15	33.20
Grade 7		13.60	15.66		55.60	53.54		30.80	30.81
Grade 8		12.59	15.57		56.12	49.59		31.29	34.84
All Grades		13.35	15.08		54.74	51.83		31.91	33.09

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	19.09		60.49	55.19		21.95	25.73
Grade 7		13.20	17.17		62.00	59.09		24.80	23.74
Grade 8		8.50	11.48		55.44	56.15		36.05	32.38
All Grades		12.55	15.81		59.01	56.66		28.44	27.53

Conclusions based on this data:

1. Buchser Middle School students have made progress toward proficiency as it relates to Math CAASPP. In the 22-23 school year, Buchser Middle School students increased the percent of students Meeting and Exceeding Math standards by 6 percentage points. Unfortunately, the percent of our English Learners meeting and exceeding Math standard in 2022-23 was 2.2%, which was a decrease from 2021-22 (2.6%). Although we are excited to see our overall Math performance increasing, 65% of Buchser students are not Meeting or Exceeding Math standards. Additionally, our English Language Learners, Latinx, and students who come from socio-economically disadvantaged backgrounds are achieving at lower rates than their Asian and Caucasian counterparts. Continued focus on what is being asked on CAASPP will support student growth in this area.
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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1531.6	1485.3	1510.3	1529.2	1504.1	1529.6	1533.7	56	43	52
7	1525.3	1523.9	1540.0	1524.0	1510.2	1536.6	1526.0	1537.0	1542.9	77	53	41
8	1523.5	1519.7	1575.4	1523.0	1508.6	1580.5	1523.6	1530.2	1569.8	75	60	46
All Grades										208	156	139

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	25.00	22.22	39.53	42.31	38.89	37.21	15.38	25.93	9.30	17.31	54	43	52
7	22.37	11.32	24.39	27.63	45.28	34.15	31.58	22.64	29.27	18.42	20.75	12.20	76	53	41
8	16.00	6.67	43.48	36.00	36.67	28.26	25.33	33.33	21.74	22.67	23.33	6.52	75	60	46
All Grades	17.56	10.26	30.94	29.27	40.38	35.25	31.22	30.77	21.58	21.95	18.59	12.23	205	156	139

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	51.92	37.04	46.51	26.92	24.07	23.26	7.69	22.22	6.98	13.46	54	43	52
7	32.89	20.75	29.27	34.21	47.17	48.78	21.05	13.21	12.20	11.84	18.87	9.76	76	53	41
8	24.00	10.00	45.65	41.33	45.00	34.78	14.67	26.67	15.22	20.00	18.33	4.35	75	60	46
All Grades	25.37	17.31	43.17	37.56	46.15	35.97	19.51	21.15	11.51	17.56	15.38	9.35	205	156	139

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	5.77	20.37	25.58	36.54	40.74	51.16	34.62	31.48	18.60	23.08	54	43	52
7	10.53	5.66	17.07	19.74	28.30	26.83	30.26	49.06	31.71	39.47	16.98	24.39	76	53	41
8	9.33	3.33	30.43	25.33	20.00	19.57	24.00	43.33	30.43	41.33	33.33	19.57	75	60	46
All Grades	9.27	4.49	17.27	21.95	24.36	28.06	30.73	47.44	32.37	38.05	23.72	22.30	205	156	139

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	32.69	55.56	65.12	57.69	31.48	18.60	9.62	54	43	52
7	14.47	7.55	21.95	61.84	64.15	60.98	23.68	28.30	17.07	76	53	41
8	22.67	5.00	26.09	54.67	73.33	60.87	22.67	21.67	13.04	75	60	46
All Grades	17.07	8.97	27.34	57.56	67.95	59.71	25.37	23.08	12.95	205	156	139

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	57.69	42.59	52.38	28.85	20.37	9.52	13.46	54	42	52
7	60.53	50.94	43.90	28.95	33.96	43.90	10.53	15.09	12.20	76	53	41
8	47.95	18.33	76.09	31.51	65.00	15.22	20.55	16.67	8.70	73	60	46
All Grades	49.75	34.84	59.71	33.50	50.97	28.78	16.75	14.19	11.51	203	155	139

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	5.77	24.07	39.53	51.92	62.96	46.51	42.31	54	43	52
7	14.47	9.43	19.51	34.21	56.60	34.15	51.32	33.96	46.34	76	53	41
8	25.33	8.33	34.78	25.33	36.67	26.09	49.33	55.00	39.13	75	60	46
All Grades	18.05	10.26	19.42	28.29	44.23	38.13	53.66	45.51	42.45	205	156	139

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	36.54	70.37	86.05	50.00	20.37	6.98	13.46	54	43	52
7	5.26	13.21	24.39	78.95	75.47	63.41	15.79	11.32	12.20	76	53	41
8	2.70	0.00	23.91	75.68	85.00	67.39	21.62	15.00	8.70	74	60	46
All Grades	5.39	6.41	28.78	75.49	82.05	59.71	19.12	11.54	11.51	204	156	139

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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
715	56.6	20.7	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	20.7
Foster Youth		
Homeless	3	0.4
Socioeconomically Disadvantaged	405	56.6
Students with Disabilities	137	19.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.9
American Indian	1	0.1
Asian	80	11.2
Filipino	56	7.8
Hispanic	339	47.4
Two or More Races	48	6.7
Pacific Islander	2	0.3
White	164	22.9

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.
3. Curriculum, scheduling, and relevant content choices need to be responsive to these populations.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Buchser students struggle most with mathematics on the CAASP standardized test.
2. Suspension rates have increased from 21-22 to 22-23 and 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

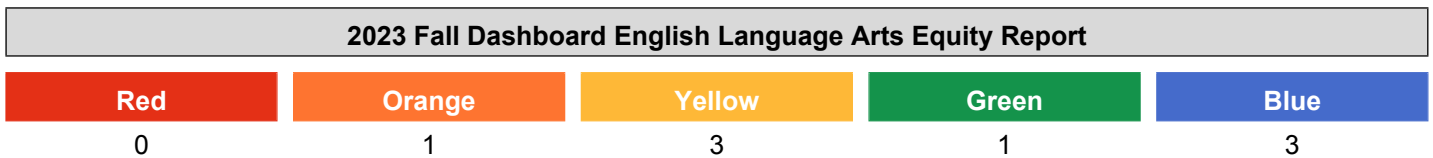
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
0.6 points below standard	51.9 points below standard	0 Students
Increased +4.9 points	Increased +6.4 points	
666 Students	200 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Orange
3 Students	29 points below standard	77.3 points below standard
	Increased +14.2 points	Increased +6.5 points
	374 Students	123 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
20.1 points below standard Decreased Significantly - 25.9 points 19 Students	Less than 11 Students 1 Student	 Blue 54.4 points above standard Increased +5.8 points 74 Students	 Blue 13.5 points above standard Increased Significantly +16.6 points 54 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.3 points below standard Increased +5.4 points 313 Students	 Blue 34.7 points above standard Increased Significantly +27.1 points 46 Students	Less than 11 Students 2 Students	 Green 43.7 points above standard Maintained +2 points 154 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.8 points below standard Decreased -13.8 points 87 Students	1.9 points below standard Decreased -3.3 points 113 Students	15.8 points above standard Increased +3.4 points 378 Students

Conclusions based on this data:

1. Buchser Middle School students have made progress toward proficiency as it relates to the CA School Dashboard. In the 22-23 school year, students gained an average 4.9 scale score points on the CAASPP ELA assessment. While this growth is excellent, Buchser Middle School students are still on average 0.6 scale score points below standard met in ELA. Furthermore, Latinx students make up 41% of the population and continue to under-perform in ELA when compared to white, Asian, Filipino, and mixed race populations.
2. Almost all subgroups either maintained or increased in performance with our socio-economically disadvantaged students increasing 14.2 points and our students who are two or more races increasing 27.1 points.
3. Our current English Language Learners decreased 13.8 points.

School and Student Performance Data

Academic Performance Mathematics

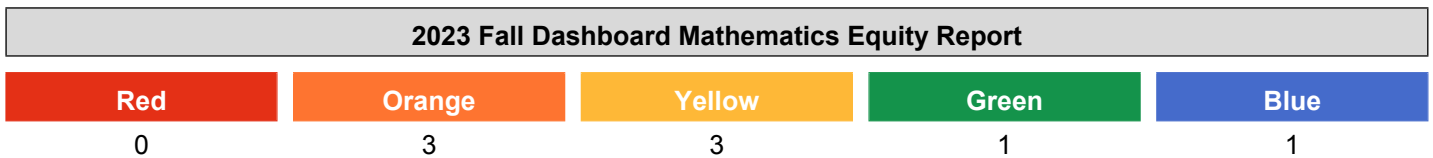
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 48.5 points below standard Increased +9.9 points 662 Students	<p>English Learners</p>  Orange 104.3 points below standard Increased +11.1 points 199 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 83.8 points below standard Increased Significantly +17.7 points 371 Students	<p>Students with Disabilities</p>  Orange 127.8 points below standard Increased Significantly +15.1 points 122 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>98.3 points below standard</p> <p>Decreased -12.5 points</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Blue</p> <p>35 points above standard</p> <p>Increased Significantly +32.9 points</p> <p>74 Students</p>	<p></p> <p>Yellow</p> <p>32.9 points below standard</p> <p>Increased Significantly +27.7 points</p> <p>54 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>95.4 points below standard</p> <p>Increased +9 points</p> <p>310 Students</p>	<p></p> <p>Green</p> <p>6.8 points below standard</p> <p>Increased Significantly +28.3 points</p> <p>46 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Yellow</p> <p>4.2 points below standard</p> <p>Maintained -2.2 points</p> <p>153 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>171.4 points below standard</p> <p>Decreased -11.6 points</p> <p>86 Students</p>	<p>53.1 points below standard</p> <p>Increased +3.4 points</p> <p>113 Students</p>	<p>31.9 points below standard</p> <p>Increased +7.8 points</p> <p>375 Students</p>

Conclusions based on this data:

1. Buchser Middle School students have made progress toward proficiency as it relates to the CA School Dashboard. In the 22-23 school year, students gained an average 9.9 scale score points on the CAASPP Math assessment. Almost all subgroups increased toward standard. Subgroups making the most increase are students that are two or more races (+28.3), Asian (+32.9), and Socio-economically disadvantages (+17.7). While we are pleased with these changes, Buchser Middle School students are still on average 48.5 scale score points below standard met in Math.
2. Socio-economically and students with disabilities made significant progress toward standard.
3. African American students and current English Learners represent the only sub-groups who decreased.

School and Student Performance Data

Academic Performance English Learner Progress

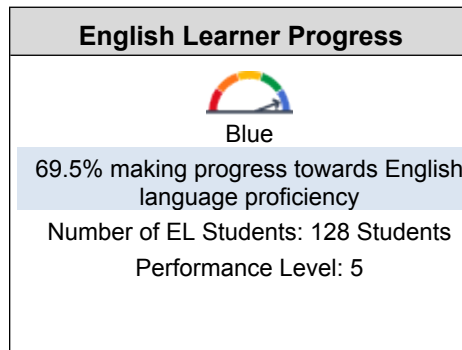
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
9	29	0	87

Conclusions based on this data:

- 69.5% of our ELL students progressed and 23% maintained their level. Less than ten students in total decreased their level.
- Students' progress in learning English is going in a positive direction.
- A focus on reclassification by 8th grade is important.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
18.7% Chronically Absent	25.6% Chronically Absent	0 Students
Maintained -0.2	Increased 1.7	
745 Students	164 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Red
6 Students	23% Chronically Absent	32.7% Chronically Absent
	Declined Significantly -4.8	Increased 3.8
	426 Students	147 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>13% Chronically Absent</p> <p>Declined -2.3</p> <p>23 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Green</p> <p>6.2% Chronically Absent</p> <p>Declined -0.8</p> <p>81 Students</p>	<p>Green</p> <p>3.4% Chronically Absent</p> <p>Declined -9.3</p> <p>59 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Red</p> <p>25.4% Chronically Absent</p> <p>Increased 1.6</p> <p>355 Students</p>	<p>Yellow</p> <p>20% Chronically Absent</p> <p>Declined -1.3</p> <p>55 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Yellow</p> <p>16.6% Chronically Absent</p> <p>Declined -0.7</p> <p>169 Students</p>

Conclusions based on this data:

1. African American students, students of two or more races, Asian students and White students all experienced declines in Chronic Absenteeism. Our Filipino students and Socioeconomically Disadvantaged students experienced the largest declines in Chronic Absenteeism, at 9.3% and 4.8%, respectively.
2. English Language Learners, Students with disabilities, and Latinx students increased their chronically absenteeism rates.
3. The root causes have not yet been determined.

School and Student Performance Data

Conditions & Climate Suspension Rate

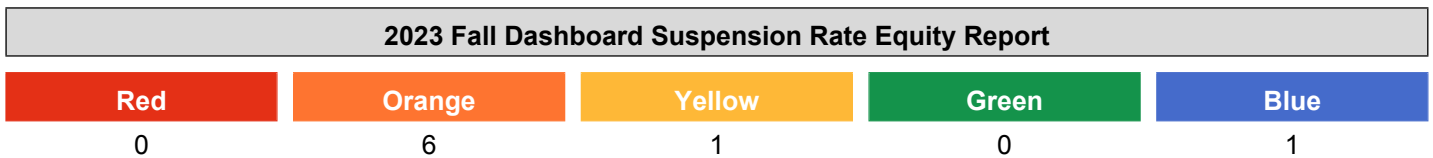
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 1.7 758 Students</p>	<p>English Learners</p> <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Increased Significantly 4.8 168 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 0.6 432 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>7.4% suspended at least one day</p> <p>Increased 1.3 149 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>4.2% suspended at least one day</p> <p>Increased 0.5 24 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 1.4 85 Students</p>	<p align="center"> Yellow</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 59 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>6.1% suspended at least one day</p> <p>Increased 2.3 361 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -2 55 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.8 171 Students</p>

Conclusions based on this data:

1. All subgroups except our students who are two or more races increased.
2. Work needs to be done to support our students.
3. Our work on R.O.A.R. this year has supported students this year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reading/Language Arts

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 2024-25. 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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 1

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal #2

All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal #3

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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) · 53% of all 8th graders scored proficient or above (1% decline 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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Alignment of instruction with content standards</p> <p>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.</p> <p>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 all departments to focus on and integrate the common core literacy standards and thus to integrate Common Core Standards into curriculum. Examples include the "flex" Wednesday's and early release Thursdays.</p> <p>1.3 English Language Learners: All Buchser teachers will support ELL students via providing instructional materials to support their levels and needs. Additionally, 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 underachieving sub-groups at Buchser. Examples include working with the District TOSA, working with the EL Steering Committee and training on site by outside consultants. Other examples include creating</p>	All students. Strategy 1.7 to specifically address students with special needs.	5,000 Targeted Allocation 4000-4999: Books And Supplies Instructional Materials

	<p>materials and subscribing to ed. tech programs to support students as well.</p> <p>1.4 Cycle of Inquiry: All 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.</p> <p>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.</p> <p>1.7 Interventions: ELA will support the implementation of reading interventions, including Read 180 and System 44, and "Sunday" classes. This "Sunday" class will specifically address students with special needs.</p> <p>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.</p> <p>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.</p> <p>1.10 Buchser will adopt a model of implementation to specifically address academic language use across the entire curriculum.</p> <p>1.11 Buchser will seek to provide support for students engaged in Project Based Learning experiences.</p>		
<p>1.2</p>	<p>Improvement of instructional strategies and materials</p> <p>2.1 Resources/Strategies: All teachers will continue to monitor the implementation of adopted materials</p>	<p>All students</p>	<p>2,000 Targeted Allocation 4000-4999: Books And Supplies</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.6 Sustain and increase the use of technology, especially tech tools that provides timely formative assessment</p> <p>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.</p> <p>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.</p> <p>2.9 All teachers will focus on increasing the student opportunities for answering DOK level 3 and 4 questions.</p>		<p>Library materials, hardware and software 9,000 Targeted Allocation 4000-4999: Books And Supplies Ed Tech 2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Creation of instructional materials</p>
<p>1.3</p>	<p>Extended learning time</p> <p>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</p>	<p>All students</p>	<p>500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Hourly Pay</p>

	<p>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.</p> <p>3.2 Extra-Curricular Opportunities: The administration and teachers will provide opportunities for students to attend field trips.</p> <p>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. Examples of this include the Student of the Month Luncheons, Together, We R.O.A.R. prizes and other opportunities to showcase student success and achievement.</p> <p>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."</p>		
<p>1.4</p>	<p>Increased educational opportunity</p> <p>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,</p> <p>4.2 Extra-Curricular Opportunities: Buchser will support sports programs, ALLERA Sports, WEBB, Theater and Drama programs, 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.</p> <p>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.</p> <p>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</p>	<p>All students</p>	<p>10,000 Targeted Allocation 4000-4999: Books And Supplies Purchase Library materials, including books for literature circles, reading for pleasure</p>

	interventions will be for all students but specifically for students with Special Needs.		
1.5	<p>Staff Development and Professional Collaboration</p> <p>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.</p> <p>5.2 Collaboration: Collaboration time will include working with other schools in the district to support English 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 as well as other strategies to support literacy.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>5.6 Share most effective strategies in team and department meetings.</p> <p>5.7 Staff will participate in District wide Professional Development that centers around Socio-emotional learning.</p>	All students	<p>1,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Hourly pay at the non- instructional rate for ad hoc committees 4,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Stipend SCC Coordinator/Awards 200 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Assessments for academic vocabulary and ELD strategies</p>

	5.8 Math department will work directly with the District's Math TOSA to address student need and learning strategies.		
1.6	<p>Involvement of staff, parents and administration.</p> <p>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.</p> <p>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.</p> <p>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 and interest-based survey to determine topics such as Common Core State Standards, Smarter Balance Assessment, Whole Child Education, and wellness.</p>	All students	1,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Reading Group 10,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures After school programs, Reward Programs, Materials 2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Parent Ed/Meetings and materials.

	<p>* 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.</p> <p>*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.</p> <p>* 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.</p> <p>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.</p>		
1.7	<p>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.</p> <p>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.</p> <p>7.3 Support for Wellness Center: * Provide money to support a position for an adult to supervise the wellness center.</p>	Socio-economically disadvantages students	<p>10,000 Targeted Allocation 4000-4999: Books And Supplies Student School Supplies. 5,000 Targeted Allocation 2000-2999: Classified Personnel Salaries</p>
1.8	<p>Monitoring program implementation and results</p> <p>8.1 Program Monitoring: Using data from the Reading Inventory, SBAC, PBA's and classroom assessments, and iReady,</p>	All students	

	<p>ELA teachers will monitor students' progress in English Language Arts, especially students' progress on literacy.</p> <p>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.</p> <p>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.</p> <p>ELA teachers will share assessment results in department and team meetings, as well as with the Leadership Team.</p> <p>8.2 Use Results:</p> <p>All teachers will utilize the cycle of inquiry to make curricular decisions during team, grade-level, and departmental collaboration time.</p> <p>Students will be acknowledged through rewards and awards for improvements in school.</p> <p>8.3 Reading Interventions:</p> <p>The administration will provide time and finances for teachers to evaluate data from reading intervention strategies such as Read 180 and System 44.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A focus on DOK level three and 4 questions will support student achievement both on the standardized tests as well as on their overall achievement.

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

The 24-25 school year will have a direct focus on student literacy across the curriculum. Departments and grade levels will create goals focused on student literacy.

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.

A clear focus on student literacy across all subject areas will support student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

School Goal 2: Mathematics

All students, including students in statistically significant sub-groups, will increase their proficiency levels on the state assessment by 10% in math overall by the end of 2024-2025

(reference LCAP Goals 1, 2, 3).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 1

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal #2

All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal #3

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Close the achievement gap in under performing sub groups. Examples include our Students with Special Needs and English Language Learners, and students from a socio-economically disadvantaged background.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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, by 10% to move from the yellow achievement band to the green and blue achievement bands.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>Alignment of instruction with content standards</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.7 Interventions: Math teachers will support the implementation of standards-based math interventions as approved by the district.</p> <p>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.</p> <p>1.9 Mat 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.</p>	<p>All students</p>	<p>2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries substitutes-release time</p>
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<p>1.2</p>	<p>Improvement of instructional strategies and materials</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>All students</p>	<p>8,000 Targeted Allocation 4000-4999: Books And Supplies Purchase Technology/materials</p>
<p>1.3</p>	<p>Extended learning time</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>All students</p>	<p>1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Paid time.</p>
<p>1.4</p>	<p>Increased educational opportunity</p> <p>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.</p> <p>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</p>	<p>All students</p>	<p>2,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Conference Training/Workshops 1,000 Targeted Allocation 4000-4999: Books And Supplies Math Programs and Materials.</p>

	<p>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.</p> <p>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.</p>		
<p>1.5</p>	<p>Staff development and professional collaboration</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>All students</p>	<p>500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay</p>

	5.6 Teachers from all disciplines will be encouraged to participate in the new PBLWorks initiative, which encourages interdisciplinary practices.		
1.6	<p>Involvement of staff, parents and community</p> <p>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.</p> <p>6.2 Parent Involvement: Counselors and administration will continue to meet with parents to inform about the multiple paths to success in mathematics</p> <p>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.</p>	All students	
1.7	<p>Auxiliary services for students and parents</p> <p>7.1 Auxiliary Services for Students:</p> <ul style="list-style-type: none"> · 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. <p>7.2 Auxiliary Services for Parents:</p> <ul style="list-style-type: none"> · The administration and counseling staff will inform parents about possible math pathways available to students. 	All students	1,000 Targeted Allocation 2000-2999: Classified Personnel Salaries late bus transportation
1.8	<p>Monitoring program implementation and results</p> <p>8.1 Program Monitoring:</p> <ul style="list-style-type: none"> • 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. <p>8.2 Using Results:</p>	All students	500 Targeted Allocation 4000-4999: Books And Supplies Rewards/Awards and incentives

	<ul style="list-style-type: none"> • 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. <p>8.3 Math Interventions:</p> <ul style="list-style-type: none"> • Math teachers will pilot intervention materials and determine the most effective interventions to target students' learning gaps. 		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Consistent time to collaborate and identify how to build and create common assessments will allow all students to increase their achievement.

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

Math will have a specific focus on increasing student literacy across the content.

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.

A focus on CAASPP and DOK questions will support student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development

School Goal 3: ELL & SED. 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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 1

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal #2

All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal #3

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Alignment of instruction with content standards</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	All students, especially SED students; Hispanic students; SPED students	<p>3,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay 4,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration for targeted students in math and ELA 1,500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs for Collaboration 7,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Help students obtain English.</p>
1.2	<p>Improvement of instructional strategies and materials</p> <p>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.</p> <p>2.2 Content-Area Strategies/Materials: Math teachers will identify and use a variety of strategies and supplemental materials, including but not limited</p>	All students, especially SED students; Hispanic students; SPED students	<p>2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay 6,000 Targeted Allocation 4000-4999: Books And Supplies</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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</p>		<p>Reading Intervention/Supplemental Materials 20,000 Targeted Allocation 4000-4999: Books And Supplies Technology, Supplies and materials for all academic areas to support ELL Students.</p>
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	<p>scaffold the common core and NGSS standards to meet the specific learning needs of identified subgroups.</p> <p>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.</p>		
1.3	<p>Extended learning time</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.12 Rewards and Incentives: Administrators and teachers will provide positive incentives, including public recognition, assemblies, and awards to help motivate all identified subgroups.</p>	All students, especially SED students; Hispanic students; SPED students	3,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries After school tutoring and support for extra curricular.

<p>1.4</p>	<p>Increased educational opportunity</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>All students, especially SED students; Hispanic students; SPED students</p>	<p>16,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Supplement the ELSAT Position (4.7), incl. EL assistants 1,500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Extracurricular activities/fieldtrips 1,000 Targeted Allocation 4000-4999: Books And Supplies Performing Arts</p>
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<p>1.5</p>	<p>Staff development and professional collaboration</p> <p>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.</p> <p>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.</p> <p>5.3 Cycle of Inquiry: Teachers and administration will use collaboration time, early release days, and meetings to review and implement SPSA goals.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>All students, especially SED students; Hispanic students; SPED students</p>	<p>20,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Training/Conferences</p>
<p>1.6</p>	<p>Involvement of staff, parents and community</p> <p>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</p>	<p>All students, especially SED students; Hispanic students; SPED students</p>	<p>3,500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Translation services/Equipment 1,000</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.5 Interventions: All staff will continue to support counseling and therapy services for at-risk students.</p>		Targeted Allocation 4000-4999: Books And Supplies PLC Reading Material and restorative justice
1.7	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	All students, especially SED students; Hispanic students; SPED students	4,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures

	<p>ELL, migrant, foster youth and socio-economically disadvantaged students.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7.7 The parent group known as PIQUE will be contracted to target families who would benefit from instruction in English.</p>		<p>Field trips & awards 5,000 Targeted Allocation 2000-2999: Classified Personnel Salaries academic tutors before and after school 5,000 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, and learning centers to support learning 6,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries CYO counselor</p>
<p>1.8</p>	<p>Monitoring program and implementation results</p> <p>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.</p> <p>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).</p>	<p>All students, especially SED students; Hispanic students; SPED students</p>	<p>1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute release time for Collaboration</p>

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

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Use of sentence frames and stems as well as student voice strategies supports student achievement.

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

A clear focus on literacy will support all students.

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 goal is that 100% of all ELD and SPED students make progress on ELPAC and state assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Development

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 literacy strategies to meet the needs of the 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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 1

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal #2

All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal #3

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Alignment of instruction with content standards</p> <p>1.1 Staff will analyze data to determine areas of growth and/or need to better align instruction with content standards.</p> <p>1.2 Staff will use results to align instruction to standards and revise on-going surveys and practices.</p> <p>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.</p> <p>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.</p> <p>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.</p>	All Students	<p>2,000</p> <p>Targeted Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitute/Paid Time</p>
1.2	<p>Improvement of instructional strategies and materials</p> <p>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.</p> <p>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.</p> <p>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.</p>	All Students	<p>1,000</p> <p>Targeted Allocation</p> <p>4000-4999: Books And Supplies</p> <p>Purchase materials</p>

<p>1.3</p>	<p>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.</p>	<p>All Students</p>	<p>1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Release time for substitutes</p>
<p>1.4</p>	<p>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.</p>	<p>All Students</p>	
<p>1.5</p>	<p>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</p>		<p>2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes for release time 1,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Conferences</p>

	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.		
1.6	<p>Involvement of staff, parents and community</p> <p>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.</p> <p>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.</p>	All Students	1,200 Targeted Allocation 4000-4999: Books And Supplies mailings, phones & technology
1.7	<p>Auxiliary services for students and parents</p> <p>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.</p> <p>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.</p>	All Students	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries paid time
1.8	<p>Monitoring program implementation and results</p> <p>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..</p>	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Focused PD on how to incorporate literacy into all content areas will be our focus.

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

Creating conducive environments that meet the needs of all students from a socio-emotional lens will support student achievement and safety.

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.

Clear outlines of how literacy is infused into content areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2

All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal #3

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students benefit from best practices for social-emotional well-being. A well-regulated 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Foster School Engagement and Support</p> <p>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.</p> <p>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.</p> <p>1.3 Teachers and administration will support the exploration of college and career readiness through CTE field trips, the career fair, and other opportunities for students to explore college/career options.</p> <p>1.4 All staff will use the language of growth mindset, and set positive climate for rigorous, achievable goals.</p> <p>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.</p> <p>1.6 Staff will consistently reward positive student behaviors in a variety of manners.</p>	All Students	<p>1,000 Targeted Allocation</p> <p>5000-5999: Services And Other Operating Expenditures Career and College Support Programs.</p>

	1.6 A committee will continue to monitor student and discipline data to support these positive interventions.		
1.2	<p>Promote Safe Choices</p> <p>2.1 Provide support for activities promoted by WEBB and Leadership, including release days for planning and materials for students.</p> <p>2.2 Support activities that occur during Multicultural Week and Pride Week, including materials, training, and release days for planning.</p> <p>2.3 Invite speakers to promote anti-bullying messages, especially anti-cyber bullying, safe choices for appropriate relationships, and body image issues.</p> <p>2.4 All staff will have professional development focused on trauma informed practices for the school and the classroom.</p> <p>2.5 Collect and analyze discipline data for the purposes of reducing suspensions</p> <p>2.6 Increased supervision for on campus events.</p>	All Students	<p>10,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Support for WEBB</p> <p>5,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Extracurricular</p>
1.3	<p>Promote a Positive, Equitable School Climate</p> <p>3.1 Schedule assemblies that celebrate achievement, especially achievement that occurs due to a growth mindset.</p> <p>3.2 Purchase and display posters with positive messages about learning and achievement.</p> <p>3.3 Adjust school policies such as the official handbook, dress code, etc to create more equity.</p> <p>3.4 Identify, collect, and analyze "positivity" data</p> <p>3.5 Support staff who are interested in learning more about social-emotional learning and trauma-informed practices including funding for materials and programs.</p> <p>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</p> <p>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.</p> <p>3.8 Identify and provide resources to an "All Gender" Locker room.</p> <p>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.</p> <p>3.10 Increased student supervision at on campus events.</p>		<p>2,000 Targeted Allocation 4000-4999: Books And Supplies Supplies for the "All Gender Locker Room.</p> <p>25000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Equity work, SEL Programs.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Creating an environment that is safe and conducive to learning for all students through PBIS strategies will support students.

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

A specific focus on providing a positive environment for all students through a systematic MTSS and PBIS approach will support achievement.

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.

Using scientifically proven strategies to support the whole child and reviewing attendance, discipline, and student support data.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$240,400.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$240,400.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$240,400.00

Total of federal, state, and/or local funds for this school: \$240,400.00

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	240,400.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	240,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,000.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	82,700.00
5000-5999: Services And Other Operating Expenditures	45,500.00
5800: Professional/Consulting Services And Operating Expenditures	48,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	37,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	27,000.00
4000-4999: Books And Supplies	Targeted Allocation	82,700.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	45,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	48,200.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
61,700.00
16,000.00
110,500.00
9,200.00
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
Dana Pollock	Classroom Teacher
Sonnet Sparacino	Classroom Teacher
Linda Nunes	Parent or Community Member
Tom Ostrander	Parent or Community Member
Mark Heflin	Parent or Community Member
Jennifer Rezeppa	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 4-25-24.

Attested:

	Principal, Justin Ponzio on 4-25-24
	SSC Chairperson, Dana Pollock on 4-25-24