

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 24, 2025	June 12, 2025

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 actively supports the Local Education Agency (LEA) goals for achievement in mathematics, literacy, and whole child learning. Specifically, the school has a comprehensive goal focused on Emergent Bilingual students, students receiving Special Education Services, and students who are Socioeconomically Disadvantaged. Consequently, Buchser Middle School places a strong emphasis on supporting its students furthest from opportunity. Additionally, the school's focus on the whole child promotes the social-emotional development of adolescents, providing a strong foundation for learning through robust social, emotional, and academic support.

During the 2024-2025 school year, Buchser Middle School dedicated significant collaboration time to student supports through the Positive Behavioral Interventions and Supports (PBIS) Model. The school has adopted the motto, "Together We R.O.A.R." This work establishes a foundation for addressing student needs at their individual levels and creating a learning environment characterized by high expectations and clear recognition of student success. Furthermore, through this initiative, students are explicitly taught the school's expectations in all aspects of campus life. Examples include defining how to be Responsible, Open-Minded, Academic, and Reflective in hallways, online environments, the cafeteria, and other settings. Moreover, this work focuses on providing equitable experiences for all students through a multi-tiered system of supports, including restructuring approaches to student behaviors in classrooms and by administration, incorporating specific classroom interventions, and adopting a more restorative approach to student support. Specific initiatives include staff participation in Restorative Justice training and a continued focus on instructional strategies to meet the needs of Emergent Bilingual students.

In the 2023-2024 school year, Buchser introduced the "Together We R.O.A.R." PBIS program to reinforce school-wide expectations. R.O.A.R. stands for Responsible, Open-Minded, Academic, and Reflective. This PBIS intervention, combined with incentives for students who meet expectations, contributed to a reduction in behavioral issues on campus. This initial rollout resulted in successful decreases in inappropriate student behaviors in class and during unstructured time (lunch, breaks, before and after school).

For the 2025-2026 school year, Buchser Middle School will rededicate itself to the school-wide expectations and work on a more comprehensive approach to student behaviors. Examples of this work include, but are not limited to, an adjustment of the Behavior Flow-Chart, the student behavior referral system, and updated classroom policies to reflect a more equitable experience in the classroom.

In the 2025-2026 school year, Buchser Middle School aims to build upon this experience and further integrate the "Together We R.O.A.R." motto into all aspects of school life. This effort contributes to the District's Local Control and Accountability Plan (LCAP) goals of providing safe and conducive environments for student learning.

During the 2025-2026 school year, Buchser Middle School will maintain its commitment to literacy across the curriculum. This includes aligning departments and grade levels, establishing goals, and coordinating supports to meet student literacy needs. Examples of this focus include the use of instructional strategies such as sentence stems and frames, increased partner talk, and close reading strategies.

Finally, Buchser Middle School is dedicated to data-driven decision-making. As a result, Buchser Middle School staff have developed strategies to support all students in informational text reading comprehension. This initiative, derived from the school's Problem of Practice, will be implemented across all departments to support all students. Examples of the data used to identify this goal come from student iReady diagnostic assessments as well as student success on the CAASPP exams.

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

Buchser Middle School employs a comprehensive and collaborative process to develop and refine its Single Plan for Student Achievement (SPSA). Beginning in August/September, the School Site Council (SSC) initiates a review of the previous year's SPSA. From September through February, the SSC conducts monthly reviews of each goal, associated actions, and tasks, analyzing data and considering adjustments to improve outcomes for the following year. In March,

the SSC incorporates final input after administering the Buchser Wellness Survey, utilizing the California Healthy Kids Survey (CHKS) as a baseline for Goal 5, Whole Child. A parallel process is followed by the English Language Advisory Council (ELAC), which meets six times annually to review goals, analyze data, and provide input on proposed actions and tasks. Wellness data is shared with ELAC at the April meeting.

On March 12, 2025, the Buchser Middle School staff engages in the process of identifying the Problem of Practice for the upcoming year, which guides the school-wide focus. Based on that conversation and feedback from both the School Leadership Team as well as the Whole Staff, Buchser Middle School has decided to continue with the Problem of Practice from the previous year. The Problem of Practice (POP) is the following: "Enhance meaningful literacy participation (reading, writing, speaking, listening) across all subjects and foster a safe, supportive campus environment (R.O.A.R.), we can empower all students to achieve academic success, excel on the ELPAC and CAASPP, and progress towards reclassification and proficiency."

After identifying the POP, Buchser administration solicits input from its community stakeholders. During the month of March, Buchser administration solicited feedback from the ELAC group on March 26, 2025, as well as the Site Council on March 20, 2025.

On April 9, 2025, the Buchser Middle School staff engaged in an activity where they identified strategies incorporated to support the SPSA goals during the 2024-2025 school year. After identifying how each goal was addressed, at the same meeting, Buchser Middle School Staff outlined strategies they believe will further support the SPSA goals in the 2025-2026 school year. This feedback has been collated and is represented, along with the input from ELAC and Site Council, in each of the goals. This will be presented to the Site Council on April 24, 2025.

This process involves a review of the current SPSA and the identification of necessary strategy adjustments to meet school goals. The school's goals are specifically designed to support targeted student groups, including English Language Learners, Long-Term English Language Learners, students receiving Special Education Services, and students scoring two or more grade levels below standard on the CAASPP. The school believes that a focus on these targeted groups will ultimately benefit all students. During an April all-staff meeting, faculty members use post-it notes to review the prior year's goals, identify successes, and work within their departments to develop strategies to support each goal. This information is then compiled and integrated into the SPSA for SSC review at the end of April, ensuring stakeholder representation in the plan's development.

Staff members review achievement data in January, and the Wellness Survey data is reviewed during the March faculty meeting. In April, departments collaborate on specific goals: the English department focuses on Literacy, the math department on Mathematics, the social science and physical education departments on English Language Learners and students receiving Special Education Services, the science department on Professional Development, and the entire staff on the Wellness Survey data. The SSC also engages in data-driven inquiry, as demonstrated by their March review of student learning preferences data from distance learning, which led to team-based "next step" planning. This multi-faceted approach ensures that the SPSA is informed by data, collaborative input, and a focus on continuous improvement.

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.

Buchser Middle School does not have any state indicator that is in "Red" or "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" suspension rate is green. However Filipino students are in "Orange." Buchser's "All Student" ELA Performance is "Green", English Learners and SED are "Orange" and Students with Disabilities and LTELs are "Red." Buchser's "All Student" Math Performance is "Yellow." However, English Learners and LTELs are "Red."

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 Middle School are currently outperforming the statewide average for all students in Mathematics and English Language Arts. However, according to the California Dashboard, Buchser Middle School students are performing 39.6 points below standard in mathematics. Conversely, all students at Buchser Middle School are performing 6 points above standard in English Language Arts. A deeper analysis of our data reveals that students who receive Special Education Services and Long-Term English Language Learners are performing in the "red" (significantly below standard) in English Language Arts, and Long-Term English Learners and English Learners are performing in the "red" in mathematics. A focus on these areas across all content areas will support student achievement. Buchser Middle School is specifically focused on supporting student literacy through its agreed-upon Problem of Practice, as well as its emphasis on informational reading comprehension. Data collected from the iReady Diagnostic assessments has helped Buchser identify this need. Additionally, Buchser is continually focused on supporting students through PBIS to support our specific subgroups, as well as all students, in reducing suspension and truancy rates.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0.14%	0.43%	3	1	3
African American	2.97%	2.94%	2.46%	23	21	17
Asian	12.65%	11.19%	11.87%	98	80	82
Filipino	6.97%	7.83%	5.21%	54	56	36
Hispanic/Latino	46.97%	47.41%	48.77%	364	339	337
Pacific Islander	0.65%	0.28%	0.43%	5	2	3
White	23.23%	22.94%	22.29%	180	164	154
Multiple/No Response	5.81%	6.71%	7.81%	45	48	54
Total Enrollment				775	715	691

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	210	252	233
Grade 7	267	202	244
Grade 8	298	261	214
Total Enrollment	775	715	691

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. Bringing Dual Language Immersion to Buchser Middle School will hopefully stem the tide of a loss of student population.
2. Buchser Middle School needs to identify strategies on how to have a mirrored demographic representation in all classes and programs.
3. Audit the current make up of advanced math classes, special education case loads, student leadership, and other programs to identify the needs and develop a plan to support recruitment of under represented student groups.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	187	148	138	21.90%	24.1%	20.0%
Fluent English Proficient (FEP)	161	168	177	21.30%	20.8%	25.6%
Reclassified Fluent English Proficient (RFEP)	139	145	150	5.2%	17.9%	21.7%

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 2021-22 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' reclassification and English Learners' progress. The California Dashboard reports that during the 2023-2024 school year, over 77% of English Learners improved their ELPI level, while 3.3% of English Learners decreased. To put that data in perspective, in 2019, 31.4% decreased; in 2022, 15.2% decreased; and in 2023, 7.2% decreased. The journey of English Learners at Buchser over the past four years has been marked with success.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	209	245	236	202	237	226	202	237	225	96.7	96.7	95.8
Grade 7	257	205	240	251	198	229	251	197	229	97.7	96.6	95.4
Grade 8	300	251	211	292	242	195	292	242	195	97.3	96.4	92.4
All Grades	766	701	687	745	677	650	745	676	649	97.3	96.6	94.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2539.	2535.	2554.	25.74	19.41	26.22	27.72	35.44	36.44	22.28	24.05	21.33	24.26	21.10	16.00
Grade 7	2539.	2550.	2551.	16.73	17.26	20.96	29.08	35.53	32.75	28.69	20.30	18.78	25.50	26.90	27.51
Grade 8	2548.	2558.	2558.	12.67	18.18	17.95	33.56	29.75	34.87	23.63	26.45	20.51	30.14	25.62	26.67
All Grades	N/A	N/A	N/A	17.58	18.34	21.88	30.47	33.43	34.67	24.97	23.82	20.18	26.98	24.41	23.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.30	19.83	24.89	52.48	57.81	54.22	27.23	22.36	20.89
Grade 7	17.93	18.37	23.14	56.57	60.20	53.71	25.50	21.43	23.14
Grade 8	17.12	17.36	20.00	54.11	54.55	53.33	28.77	28.10	26.67
All Grades	18.26	18.52	22.80	54.50	57.33	53.78	27.25	24.15	23.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.20	18.99	24.44	47.03	57.38	55.56	22.77	23.63	20.00
Grade 7	21.12	23.98	24.56	51.79	51.53	47.81	27.09	24.49	27.63
Grade 8	17.47	21.49	22.56	52.05	52.07	49.74	30.48	26.45	27.69
All Grades	22.15	21.33	23.92	50.60	53.78	51.08	27.25	24.89	25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.84	16.88	17.33	68.81	73.00	75.56	15.35	10.13	7.11
Grade 7	11.16	14.80	15.72	76.49	69.90	66.38	12.35	15.31	17.90
Grade 8	12.33	14.88	11.28	71.58	69.42	71.79	16.10	15.70	16.92
All Grades	12.89	15.56	14.95	72.48	70.81	71.19	14.63	13.63	13.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	23.27	24.89	26.67	66.34	61.18	64.00	10.40	13.92	9.33
Grade 7	19.52	21.83	26.20	63.35	60.41	57.21	17.13	17.77	16.59
Grade 8	18.84	21.90	23.08	63.01	63.64	62.56	18.15	14.46	14.36
All Grades	20.27	22.93	25.42	64.03	61.83	61.17	15.70	15.24	13.41

Conclusions based on this data:

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

Overall, Buchser Middle School is making steady progress in increasing student percentages above standard and decreasing student percentages below standard. However, the bulk of the students at Buchser Middle School (54%) are performing at standard (34.67%) or near standard (20.18%). As a result, creating strategies that support all student performance levels will have a dramatic impact on moving students from at standard to above and from nearly met to meets standard.
2. Specifically focusing on student reading comprehension with an informational reading comprehension focus will support all students as Buchser Middle School's reading scores have remained stagnant.
3. Listening and research/inquiry scores have identified where students have experienced more success. Less than 14% of Buchser Middle School students in both categories scored below standard.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	209	245	236	205	242	228	205	241	226	98.1	98.8	96.6
Grade 7	256	205	240	250	198	237	250	198	236	97.7	96.6	98.8
Grade 8	300	251	211	294	244	204	294	244	204	98.0	97.2	96.7
All Grades	765	701	687	749	684	669	749	683	666	97.9	97.6	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2507.	2509.	2528.	18.05	18.26	21.24	18.05	17.01	21.24	28.29	28.22	28.76	35.61	36.51	28.76
Grade 7	2513.	2521.	2524.	14.40	18.69	20.76	16.00	21.21	15.25	28.40	23.23	27.12	41.20	36.87	36.86
Grade 8	2501.	2517.	2526.	10.54	14.75	19.61	12.59	15.16	12.75	24.15	20.49	21.57	52.72	49.59	46.08
All Grades	N/A	N/A	N/A	13.89	17.13	20.57	15.22	17.57	16.52	26.70	24.01	25.98	44.19	41.29	36.94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.15	14.11	20.80	51.71	52.70	46.46	34.15	33.20	32.74
Grade 7	13.60	15.66	15.68	55.60	53.54	54.66	30.80	30.81	29.66
Grade 8	12.59	15.57	18.14	56.12	49.59	49.51	31.29	34.84	32.35
All Grades	13.35	15.08	18.17	54.74	51.83	50.30	31.91	33.09	31.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.56	19.09	19.91	60.49	55.19	60.18	21.95	25.73	19.91
Grade 7	13.20	17.17	20.34	62.00	59.09	55.51	24.80	23.74	24.15
Grade 8	8.50	11.48	16.18	55.44	56.15	55.39	36.05	32.38	28.43
All Grades	12.55	15.81	18.92	59.01	56.66	57.06	28.44	27.53	24.02

Conclusions based on this data:

1. Buchser Middle School students have made progress toward proficiency as it relates to Math CAASPP. Buchser Middle School students are not currently achieving at rates better than the state average. A deeper dive into the data reveals our two biggest categories are standard nearly met (25.98%) and Standard not Met (36.94%). As a result, over 60% of Buchser Middle School students are not meeting standard in math.
2. Buchser Middle School has experienced the biggest gains in students achieving above standard and has experienced the biggest reduction in students achieving below standard. A focus on our nearly met standard and met standard students will support all students in math.
3. The bulk of Buchser Middle School Students are in the at or near standard column in Demonstrating ability to support mathematical conclusions as well as using appropriate tools and strategies to solve real world and mathematical problems. As a result, it is clear that many Buchser Students are struggling to identify their reasoning in mathematics.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1520.1	1531.6	1534.0	1510.3	1529.2	1535.5	1529.6	1533.7	1532.1	43	52	52
7	1523.9	1540.0	1542.2	1510.2	1536.6	1542.4	1537.0	1542.9	1541.3	53	41	54
8	1519.7	1575.4	1534.8	1508.6	1580.5	1528.6	1530.2	1569.8	1540.5	60	46	42
All Grades										156	139	148

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.95	25.00	25.00	39.53	42.31	36.54	37.21	15.38	25.00	9.30	17.31	13.46	43	52	52
7	11.32	24.39	35.19	45.28	34.15	22.22	22.64	29.27	22.22	20.75	12.20	20.37	53	41	54
8	6.67	43.48	30.95	36.67	28.26	26.19	33.33	21.74	11.90	23.33	6.52	30.95	60	46	42
All Grades	10.26	30.94	30.41	40.38	35.25	28.38	30.77	21.58	20.27	18.59	12.23	20.95	156	139	148

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	23.26	51.92	44.23	46.51	26.92	34.62	23.26	7.69	7.69	6.98	13.46	13.46	43	52	52
7	20.75	29.27	46.30	47.17	48.78	24.07	13.21	12.20	9.26	18.87	9.76	20.37	53	41	54
8	10.00	45.65	35.71	45.00	34.78	28.57	26.67	15.22	7.14	18.33	4.35	28.57	60	46	42
All Grades	17.31	43.17	42.57	46.15	35.97	29.05	21.15	11.51	8.11	15.38	9.35	20.27	156	139	148

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.65	5.77	11.54	25.58	36.54	26.92	51.16	34.62	40.38	18.60	23.08	21.15	43	52	52
7	5.66	17.07	20.37	28.30	26.83	25.93	49.06	31.71	25.93	16.98	24.39	27.78	53	41	54
8	3.33	30.43	14.29	20.00	19.57	21.43	43.33	30.43	30.95	33.33	19.57	33.33	60	46	42
All Grades	4.49	17.27	15.54	24.36	28.06	25.00	47.44	32.37	32.43	23.72	22.30	27.03	156	139	148

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	16.28	32.69	32.69	65.12	57.69	44.23	18.60	9.62	23.08	43	52	52
7	7.55	21.95	24.07	64.15	60.98	50.00	28.30	17.07	25.93	53	41	54
8	5.00	26.09	28.57	73.33	60.87	40.48	21.67	13.04	30.95	60	46	42
All Grades	8.97	27.34	28.38	67.95	59.71	45.27	23.08	12.95	26.35	156	139	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	38.10	57.69	63.46	52.38	28.85	23.08	9.52	13.46	13.46	42	52	52
7	50.94	43.90	62.96	33.96	43.90	14.81	15.09	12.20	22.22	53	41	54
8	18.33	76.09	59.52	65.00	15.22	11.90	16.67	8.70	28.57	60	46	42
All Grades	34.84	59.71	62.16	50.97	28.78	16.89	14.19	11.51	20.95	155	139	148

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.95	5.77	11.54	39.53	51.92	38.46	46.51	42.31	50.00	43	52	52
7	9.43	19.51	16.67	56.60	34.15	44.44	33.96	46.34	38.89	53	41	54
8	8.33	34.78	19.05	36.67	26.09	35.71	55.00	39.13	45.24	60	46	42
All Grades	10.26	19.42	15.54	44.23	38.13	39.86	45.51	42.45	44.59	156	139	148

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	6.98	36.54	28.85	86.05	50.00	55.77	6.98	13.46	15.38	43	52	52
7	13.21	24.39	24.07	75.47	63.41	57.41	11.32	12.20	18.52	53	41	54
8	0.00	23.91	11.90	85.00	67.39	59.52	15.00	8.70	28.57	60	46	42
All Grades	6.41	28.78	22.30	82.05	59.71	57.43	11.54	11.51	20.27	156	139	148

Conclusions based on this data:

1. Students who are learning English at Buchser continue to acquire oral language (Level 4 - 46.15% and Level 3 - 29.05%) at higher rates than other sub categories.
2. More Buchser Middle School students are at levels 3 and 4 than at levels 1 and 2 indicating progress over time and a focus on student reclassification.
3. Buchser Middle School's continued focus on English Language Learners is supporting student learning.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
691	35.7%	20%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	138	20%
Foster Youth	0	0.0%
Homeless	6	0.9%
Socioeconomically Disadvantaged	247	35.7%
Students with Disabilities	133	19.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.5%
American Indian	3	0.4%
Asian	82	11.9%
Filipino	36	5.2%
Hispanic	337	48.8%
Two or More Races	54	7.8%
Pacific Islander	3	0.4%
White	154	22.3%

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. Continued support of our PBIS Model will further support our targeted students and all students as well.
2. Our largest ethnic population is Hispanic; the largest sub group is socioeconomically disadvantaged students. Building services and systems to support our targeted students is vital to the overall success of our student body.
3. Buchser Middle School's two largest subgroups are students who are socioeconomically disadvantaged (35.5%) and our English Language Learner students (20%).

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Buchser students struggle most with mathematics on the CAASPP standardized test.
- Suspension rates have decreased.
- Buchser Middle School English Learners are making significant progress and are our only indicator in Blue.

School and Student Performance Data

Academic Performance English Language Arts

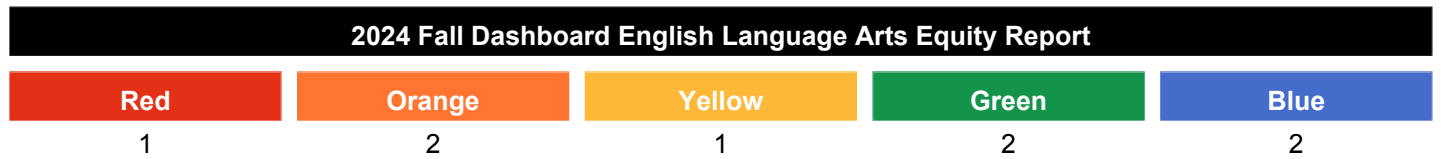
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 6.0 points above standard Increased 6.6 points 640 Students	English Learners  Orange 59.6 points below standard Declined 7.7 points 192 Students	Long-Term English Learners  Red 99.8 points below standard Declined 22.5 points 52 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Orange 37.9 points below standard Declined 8.9 points 243 Students

Students with Disabilities  Red 77.0 points below standard Maintained 0.4 points 121 Students	African American  No Performance Color 50.4 points below standard Declined 30.4 points 16 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Blue 76.6 points above standard Increased 22.2 points 79 Students	Filipino  Green 19.3 points above standard Increased 5.7 points 34 Students	Hispanic  Yellow 34.1 points below standard Increased 7.2 points 307 Students
Two or More Races  Blue 60.3 points above standard Increased 25.6 points 53 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Green 34.2 points above standard Declined 9.5 points 142 Students

Conclusions based on this data:

1. Significant gaps in student performance exist between our Long Term English Learners (99.8 points below standard) and Students with Disabilities (77 points below standard) and our Asian (76.6 points above standard) and students from two or more races (60.3 points above standard).
2. LTEL, EL, SED, and white students declined while our Asian, Filipino, two or more races, and hispanic students increased in proficiency.
3. Our largest decline were our LTEL students. Our largest increase were our students from two or more races.

School and Student Performance Data

Academic Performance Mathematics

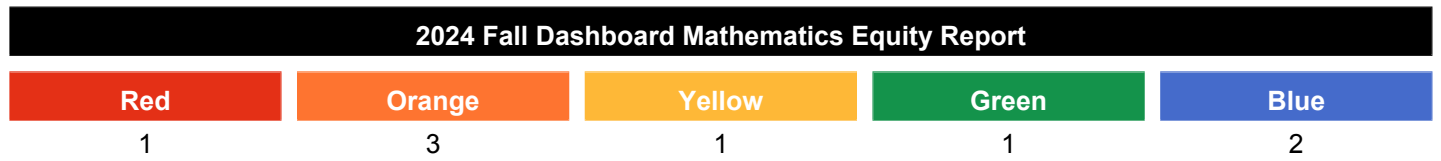
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 39.6 points below standard Increased 8.9 points 648 Students	English Learners  Red 114.6 points below standard Declined 10.4 points 202 Students	Long-Term English Learners  Red 157.5 points below standard Declined 16.7 points 52 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Orange 94.6 points below standard Declined 10.8 points 248 Students

Students with Disabilities  Orange 118.1 points below standard Increased 9.7 points 121 Students	African American  No Performance Color 69.6 points below standard Increased 28.7 points 16 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Blue 54.7 points above standard Increased 19.7 points 81 Students	Filipino  Green 7.6 points below standard Increased 25.2 points 34 Students	Hispanic  Orange 93.6 points below standard Maintained 1.8 points 311 Students
Two or More Races  Blue 14.0 points above standard Increased 20.8 points 53 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 1.6 points below standard Maintained 2.6 points 143 Students

Conclusions based on this data:

1. Buchser Middle School students have made progress toward proficiency as it relates to the CA School Dashboard. However, achievement gaps continue to exist. Specifically, EL and LTEL students are performing at rates far below all students.
2. EL, SED, and LTEL students decreased in performance. All other subgroups wither maintained or increased in performance with our African American students increasing the most (28.7 Points).
3. While many sub groups increased in performance, Buchser Middle School studnets are still not achieving at rates equal to the state.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
77.6% making progress.	76.9% making progress.
Number Students: 125 Students	Number Students: 52 Students

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.

2024 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
3.2%	18.4%	0.8%	76%

Conclusions based on this data:

- Buchser Middle School students are making significant progress toward reclassification.
- Less than 4% of students at Buchser Middle School decreased one ELPI Level.
- Far more students progressed than decreased or maintained.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 15.8% Chronically Absent Declined 2.9 722 Students	English Learners  Orange 22.8% Chronically Absent Declined 2.8 162 Students	Long-Term English Learners  Orange 22% Chronically Absent Declined 6 59 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Yellow 19.4% Chronically Absent Declined 3.6 283 Students

Students with Disabilities  Orange 22.6% Chronically Absent Declined 10 137 Students	African American  No Performance Color 11.1% Chronically Absent Declined 1.9 18 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Orange 6.9% Chronically Absent Increased 0.7 87 Students	Filipino  Orange 8.1% Chronically Absent Increased 4.7 37 Students	Hispanic  Yellow 21.2% Chronically Absent Declined 4.1 358 Students
Two or More Races  Yellow 11.7% Chronically Absent Declined 8.3 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 11.5% Chronically Absent Declined 5 156 Students

Conclusions based on this data:

1. Chronic Absenteeism has steadily declined but still above pre-pandemic levels.
2. Asian and Filipino students are the only groups who increased their chronic absenteeism rate.
3. The root causes have not yet been determined.

School and Student Performance Data

Conditions & Climate Suspension Rate

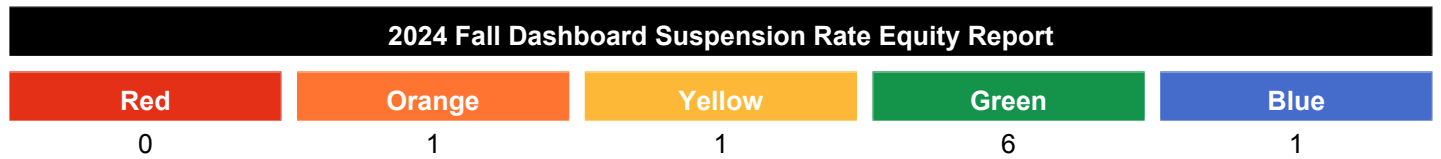
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2% suspended at least one day Declined 1.9% 742 Students	English Learners  Green 3.6% suspended at least one day Declined 4.1% 166 Students	Long-Term English Learners  Green 5.1% suspended at least one day Declined 5.4% 59 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 18.2% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Green 3.1% suspended at least one day Declined 1.8% 293 Students

Students with Disabilities  Green 5.7% suspended at least one day Declined 1.7% 141 Students	African American  No Performance Color 5.6% suspended at least one day Increased 1.4% 18 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Declined 2.4% 91 Students	Filipino  Orange 5.1% suspended at least one day Increased 3.4% 39 Students	Hispanic  Green 2.7% suspended at least one day Declined 3.4% 367 Students
Two or More Races  Yellow 1.6% suspended at least one day Increased 1.6% 61 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Green 0.6% suspended at least one day Declined 1.7% 160 Students

Conclusions based on this data:

1. Buchser Middle School's suspension rate declined by almost two percentage points.
2. African American and Filipino student groups experienced an increase of suspension rates. All other subgroups declined.
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: 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 2024-25 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 reduce the achievement gap between student groups.

LCAP Goal #2

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

LCAP Goal #3

SCUSD will partner with family, business and community educational partners to ensure that all students make progress in elements of the Graduate Portrait.

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.

56.55% of all Buchser students met or exceeded standard on CAASPP. A deeper dive into the data shows significant achievement gaps exist between our subgroups of 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
56.65% of all Buchser Middle School students are proficient or above on the state assessment in English Language Arts. This is a return to pre-pandemic levels of success of all students at Buchser Middle School.	Baseline data shows that 43% of Buchser Middle School students nearly met or did not meet standard.	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	Alignment of instruction with content standards 1.1 Common Core State Standards: ELA teachers will continue to learn and implement Common Core State Standards in English Language Arts using the scope and sequence, curriculum maps and adopted materials, and by participating in site-based district-wide professional development. Teachers at Buchser will engage in district committees to create these materials to then deploy them to Buchser in a meaningful way. 1.2 Department Collaboration Time: Teachers will engage in a PLC focused on data review of common assessments that are created by departments. Additionally, opportunities for professional development and release days will be supported for 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. 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 under-achieving 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 materials and subscribing to ed. tech programs to support students as well. 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. 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	LTEL and EL students as well as students receiving Special Education Services as well as all other student groups. Strategy 1.7 to specifically address students with special needs.	5,000 Targeted Allocation 4000-4999: Books And Supplies Instructional Materials

	Intervention assessment and then addressing student needs based on data collected. 1.7 Interventions: The "Sonday" class will specifically address students with special needs. 1.8 Cross-Curricular Collaboration: ELA, history-social studies, math, science, special education, and physical education teachers will continue to target the instructional needs of ELA/ELD students by aligning instruction whenever possible and by using core academic vocabulary. Examples include but not limited to students reading a science based novel in English and conducting science labs. 1.9 Teachers will engage in using instructional strategies where students respond to visuals in class verbally and in written form using common sentence stems. This is directly serving the needs of our English Language Learners because fifty percent of the ELPAC (the assessment that determines reclassification) is speaking. Students in English, Math, Social Studies, and Math will be provided sentence stems and frames so they can access the content in a meaningful manner. The reasoning behind this is to specifically address English Language Learners and Students with Disabilities. 1.10 Buchser will adopt a model of implementation to specifically address academic language use across the entire curriculum. 1.11 Buchser will seek to provide support for students engaged in Project Based Learning experiences. 1.12 Buchser Middle School will set a primary focus of supporting student reading comprehension of informational text.		
1.2	Improvement of instructional strategies and materials 2.1 Resources/Strategies: All teachers will continue to monitor the implementation of adopted materials and curriculum maps, including: textbook training, differentiated instructional strategies, ELL strategies, reader's and writer's workshop, academic discussion language, note-taking skills, most specifically, Cornell note-taking. 2.2 Content-Area Strategies/Materials: ELA will focus specifically on key content area literacy strategies such as setting a purpose for reading, the think aloud strategy, PBA concepts such as central idea and evidence-based support, and summarizing. ELA teachers also will work with the librarian and district media coordinator to increase the availability of supplemental, leveled novels and expository text sets, and literacy circles. 2.3 Technology: Teachers will improve their use of technology in the classroom in order to help student learning; the purchase and maintenance/upgrades of existing technology will support their technology efforts. Additionally, technology resources will be used specifically to address student need in English. Examples of technology that is purchased is	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	2,000 Targeted Allocation 4000-4999: Books And Supplies 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

	NoRedInk. This program offers grammar lessons for students. 2.4 Library Resources: Library, technology and department materials will be purchased based on library and Common Core State Standards, student demographics, circulation and collection data (Aligned with SCUSD Board Approved Library Plan). The Library System will be maintained/updated and automated. 2.5 Purchase materials to sustain/improve teachers repertoire, especially in multicultural resources. The librarian is to engage in an "equity audit" to identify how we can purchase a collection of fiction books that mirror the demographic of Buchser Middle School. 2.6 Sustain and increase the use of technology, especially tech tools that provides timely formative assessment 2.7 Site based license for ed tech included but not limited to NoRedInk.com. This is to be used in all classes to improve grammar. This can also be used at home for enrichment purposes. This can be used by all students as all teachers have access to the program. This can be used specifically in Special Education classes as well as ELD classes. 2.8 Buchser staff will create graphic organizers or other instructional tools to scaffold student learning in all classes. Examples of these instructional tools include "academic placemats." When appropriate, these materials will be provided to families as well. 2.9 All teachers will focus on increasing the student opportunities for answering DOK level 3 and 4 questions. 2.10: Teachers will monitor instructional shifts in support of the POP and LCAP Goals to identify what supports are moving students closer to proficiency. Examples of monitoring are the SMART Goals created in departments, grade levels, and committees.		
1.3	Extended learning time 3.1 After School Support: Buchser will continue to utilize "Before, during, and after school Interventions," including, Homework Clubs and Soaring to Success. Our after school YMCA program will be aligned to the overall instructional plan at Buchser. The administration will allocate funding for an after school English tutorial class for ELL learners at least two days per week and possibly three, with the addition of one more after school bus if needed. Further, teachers who participate in home visits will be compensated at the non-instructional hourly rate. 3.2 Extra-Curricular Opportunities: The administration and teachers will provide opportunities for students to attend field trips. 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	SED students enrolled in 500 ELOP as well as LTEL Targeted Allocation and EL students and by 5000-5999: Services And extension all students at Other Operating Expenditures Buchser Middle School. Hourly Pay	

	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. 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."		
1.4	Increased educational opportunity 4.1 Strategies: Teachers will use strategies to support students in learning Common Core State Standards. They will also use differentiated instruction, ELD strategies, reading interventions, and readers and writers workshop to help our diverse student population. Teachers will also use strategies they learn from conferences and seminars, as finances are available, including Common Core State Standards, SBAC, new textbook training, 4.2 Extra-Curricular Opportunities: Buchser will support sports programs, ALLERA Sports, WEBB, 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. 4.3 Literacy: Administration and all teachers will support library activities, such as reading nights, book talks, Teen Read Week, the production of READ! posters, and all activities that draw students to the library for learning. Teachers will work with the district to implement options for reading assessments and strategies. 4.4 Reading Interventions: Administration will support reading interventions including Read 180, Read 180 Universal and System 44 by purchasing and maintaining necessary materials and equipment. The administration will also provide funding for reading center supplies in the reading intervention classes, audiobooks, and a broad spectrum of leveled reading resources. These interventions will be for all students but specifically for students with Special Needs.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	10,000 Targeted Allocation 4000-4999: Books And Supplies Purchase Library materials, including books for literature circles, reading for pleasure
1.5	Staff Development and Professional Collaboration 5.1 Staff Development: The administration will support professional development for literacy and literacy interventions. This will be a multi-year project with the end goal that all teachers feel responsible for and participate in the comprehensive literacy development of all students. In addition, teachers will attend district-sponsored professional development, including but not limited to new teacher support, textbook adoption, and professional development in instructional strategies. Teachers and staff will participate in staff	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	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

	development specifically designed to meet the needs of English Language Learners. Finally, teachers will participate in professional development to understand the dense reading demands on state assessments, to articulate with elementary and high school teachers, and to become proficient teachers of content-area reading. 5.2 Collaboration: Collaboration time will include working with other schools in the district to support 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. 5.3 SPSA Review/Revision: Teachers and administration will use collaboration time, early release days, meetings to review the implemented SPSA goals, help review and revise our school plan. Additionally, Buchser will fund an awards coordinator which includes but is not limited to, the weekly and monthly award programs, and the awards night in the spring. 5.4 Ad Hoc Committees: Funds will be provided to support ad hoc committees, especially committees that support the new Site Learning Team and school event committees (Turkey Trot, etc). 5.5 Assessment Supports: EL teachers will learn to use reading assessments, iReady, RI and PBA data to inform instruction; they will also use targeted assessments to assess and improve students' use of academic vocabulary and EL strategies to monitor student achievement. Finally, teachers will be supported in the work of learning to use Data Zone to increase the use of data to inform instruction. 5.6 Share most effective strategies in team and department meetings. 5.7 Staff will participate in District wide Professional Development that centers around Socio-emotional learning. 5.8 Math department will work directly with the District's Math TOSA to address student need and learning strategies.		Stipend SCC Coordinator/Awards 200 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Assessments for academic vocabulary and ELD strategies
1.6	Involvement of staff, parents and administration. 6.1 Teacher Involvement: Teachers can participate in professional reading groups to better understand topics such as fair grading practices, classroom questioning strategies, student motivation, essential questions, and social/emotional health for learning. The reading materials will be purchased by the administration. In addition, teachers can have release time to investigate various grading policies throughout the district. Specifically, all members of	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	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

the site leadership team were purchased the book "Learning by Doing." This book is central in creating vibrant Professional Learning Communities (PLCs) focused on data driven instruction. All staff will use the book "Learning by Doing" to follow the PLC protocol in departments and course alike meetings. 6.2 Staff Involvement: Teachers and administrators will support after-school and reward programs in order to motivate students for higher achievement, including the B.E.S.T. Club (Basic Education Skills Tutorial). Counselors will meet at least quarterly with students who are falling behind in their classes to motivate them, using data to help them understand how the grading system works; counselors will prepare data reports. The English Language Learner Technician will assist all staff with available translation services to improve communication between home and school in primary languages, particularly in Spanish. District office and administration will provide professional development to staff to make better use of data from School City, especially to evaluate and enhance instruction. Teachers will continue to use Arupe students from Santa Clara University to support both teachers and students in various classrooms. Teachers will also provide cooperating teacher support to student teachers from various universities. All staff will continue to support counseling and therapy services for "at-risk" students, and especially the wellness center. 6.3 Community Involvement: * Stakeholders will continue to be informed about student achievement and attendance through Aeries, the principal's quarterly letters, and the school newsletter * San Jose State and Santa Clara University students in the credential programs will have opportunities to collaborate with staff, especially as student teachers. * Parent education workshops will be provided, using an interest-based survey to determine topics such as Common Core State Standards, Smarter Balance Assessment, Whole Child Education, and wellness. * A parent night for in-coming 5th grade parents will be provided each year to share the programs at Buchser Middle School. There will also be two daytime events, allowing parents who are new to Buchser to tour the school and talk to the principal. *The principal will host a monthly "Principal's Coffee" where families can come and visit with the principal and discuss issues in an informal manner. * Buchser will host parent nights for the parents and stakeholders whose students are struggling with middle school demands. These information sessions will be virtual until we are able to conduct them in person. 6.4 Buchser will work with the District to host a parent Webinar focused on iReady data. This		2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Parent Ed/Meetings and materials.
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	webinar will provide information to families on how to read the iReady data and how to best help their student. 6.5 Latina Noche event specifically geared toward our EL students and families. 6.6 Sports Night		
1.7	7.1 Auxiliary Services for Students: A late bus will be provided for students in homework clubs and other after school activities, specifically to support extra time for students to learn essential concepts. Materials and school supplies such as binders for students who need them and are unable to make such purchases. Funds will be allocated for field trips, assemblies, and speakers to promote a safe, positive school climate focused on the achievement of Common Core Standards. After-school and lunch-time activities to enhance students' involvement in school, including ABC Club and Queer Club. Funding will be provided to support counseling services for at risk students. More specifically, Buchser will use academic counseling, wellness therapy, and small groups to support "at-risk" students. The California Youth Outreach counselor will be provided for student who are entangled in the riskiest behaviors. 7.2 Auxiliary Services for Parents: * The administration and counseling staff will inform parents about reading interventions that are available to students. * Communication between home and school will be supported with agendas, newsletters and Principal Newsletter updates. * Provide instructional materials via parent communication outlets to support students at home. 7.3 Support for Wellness Center: 7.4 Allocate funds to support the Calming Center in the Wellness Center.	Socio-economically disadvantaged students, EL, LTEL students along with all students.	10,000 Targeted Allocation 4000-4999: Books And Supplies Student School Supplies. 5,000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.8	Monitoring program implementation and results 8.1 Program Monitoring: Using data from the Reading Inventory, SBAC, PBA's and classroom assessments, and iReady, ELA teachers will monitor students' progress in English Language Arts, especially students' progress on literacy. Teachers will work with the district to evaluate pre-and post-tests in reading and writing to inform instruction. All teachers will use department, collaboration and release time to share and evaluate the effectiveness of various formative assessment strategies. Using collaboration and release time, teachers will create grade level assessments of students' to monitor growth with Common Core State Standards.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	

	ELA teachers will evaluate student work and assessment results to make informed decisions about next steps in instruction. ELA teachers will share assessment results in department and team meetings, as well as with the Leadership Team. 8.2 Use Results: All teachers will utilize the cycle of inquiry to make curricular decisions during team, grade-level, and departmental collaboration time. Students will be acknowledged through rewards and awards for improvements in school. 8.3 Reading Interventions: The administration will provide time and finances for teachers to evaluate data from reading intervention strategies such as Sonday.		
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Annual Review

SPSA Year Reviewed: 2024-25

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. Additionally, a focus on informational text reading comprehension is our goal.

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

The 25-26 school year will have a direct focus on student literacy as it relates to informational text across the curriculum. Departments and grade levels will create goals focused on student literacy specific to supporting informational text reading comprehension.

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 specific to informational text 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, paying specific attention to English Learners, Long Term English Language Learners, and Students who are economically disadvantaged will increase their proficiency levels on the state assessment by 10% in math overall by the end of 2025-2026 as measured by the CAASPP assessment.
(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 reduce the achievement gap between student groups.

LCAP Goal #2

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

LCAP Goal #3

SCUSD will partner with family, business and community educational partners to ensure that all students make progress in elements of the Graduate Portrait.

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 opportunity gap in under performing sub groups such as LTEL, EL, SED students, and students receiving SPED services.

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

1.1	Alignment of instruction with content standards 1.1 Common Core State Standards: Math teachers will continue to implement the Common Core State Standards in math, using the scope and sequence, curriculum maps and adopted materials, and by participating in site-based district-wide professional development. Teachers will also participate in District wide committees focused on the new Math Framework. 1.2 Department Collaboration Time: Opportunities for professional development and release days, will be supported for math teachers to integrate Common Core Standards into curriculum as well as the creation of common assessments. Additionally, a focus on literacy in math via sentence stems will be created. 1.3 English Language Learners: Math teachers will participate in district wide ELL initiatives to better understand and use the new ELD standards to help ELL students, underachieving students, and especially under-achieving sub-groups at Buchser. 1.4 Cycle of Inquiry: Math teachers will use Data Zone, math benchmarks and other assessments in the cycle of inquiry to evaluate data to continue to align standards to instruction, and to make informed decisions regarding student needs and placements. Math teachers will engage in the PLC process as outlined in the "Learning by Doing" book. Math teachers will also continue to improve benchmark assessment and test results during early release time and district-supported professional development. 1.5 Resources/Strategies: Math teachers will continue to monitor the implementation of adopted materials and curriculum maps. In addition, math teachers will begin to implement the school wide note-taking plan (such as Cornell Note taking) as well as an academic language initiative. 1.6 Exemplars: During grade-level, department and team meetings/collaboration, each grade level will produce exemplars of student work that demonstrate high, medium, and low qualities of student work, especially for constructed response items on common assessments. The principal will provide release time with substitutes for teachers to do this work and to monitor student growth. Additionally, the inclusion of early release Thursday's can be time for this to occur as well. 1.7 Interventions: Math teachers will support the implementation of standards-based math interventions as approved by the district. 1.8 Cross-Curricular Collaboration: ELA, history-social studies, math, science, special education, electives, and physical education teachers will continue to highlight where the 8 standards of math practices are included in their own content area to support the acquisition of specific learning skills. 1.9 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.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries substitutes-release time
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1.2	Improvement of instructional strategies and materials 2.1 Resources/Strategies: Math teachers will continue to monitor the implementation of adopted materials and curriculum maps, including: textbooks, backward planning, differentiated instructional strategies, ELL strategies, note-taking skills, most specifically, Cornell note taking. 2.2 Content-Area Strategies/Materials: Math teachers will use differentiated instruction to meet the various skill levels in the classroom and to help students learn multiple approaches to solving math problems; likewise, math teachers will actively engage students to be critical thinkers in class who can clearly explain their mathematical reasoning. In addition, math teachers will increase the use of student manipulatives to help students understand math concepts. 2.3 Technology: Math teachers will continue to implement interventions into to remediate and accelerate student learning. Math teachers will increase the use of technology in the classroom in order to support student learning. Examples of the technology used is a program called Gizmos. 2.4 DESMOS: Providing release days to grade level alike teams to be more in sync with the implementation of DESMOS.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	8,000 Targeted Allocation 4000-4999: Books And Supplies Purchase Technology/materials
1.3	Extended learning time 3.1 After School Support: Teachers will continue to utilize before and after school interventions, including homework clubs, lunch time tutoring, and Soar to Success. 3.2 Inclusion of YMCA: YMCA staff will have access to homework clubs to reinforce strategies and practices that teachers use in the regular, daily math classes. 3.3 Incentives: Math teachers will provide positive incentives including public recognition, awards and assemblies to encourage all students to use extended learning time to help them acquire math concepts and skills. 3.4 Classroom Supports: All teachers will continue to implement rigorous standards, note- taking and organization skills, and they will highlight the 8 math practices in their classes. 3.5 Tutoring and Homework Center: Provide extra time for students to receive extra help in mathematics. Specific students targeted will be students enrolled in ELOP, EL, LTEL, and students receiving special education services.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Paid time.
1.4	Increased educational opportunity 4.1 Strategies: Teachers will use strategies to support students in learning Common Core State Standards in math. Further, math teachers will continue to implement growth mindset strategies with students, and they will be supported to learn strategies to better integrate mindset thinking into lessons. Teachers will also have the opportunity to attend conferences focused on differentiation and	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	2,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Conference Training/Workshops 1,000 Targeted Allocation

	brain research to learn strategies that optimize adolescent learning and to reach the educationally disadvantaged students. 4.2 Math Literacy: Funds will be available for math teachers who want to increase the use of literacy strategies to help students understand mathematics, especially with word problems and problems that require students to explain their answers. Teachers are working on adding additional opportunities to regularly use writing in math class, including added opportunities for students to practice writing in math class using the math writing rubric to self-evaluate and provide peer feedback. Specifically, literacy in math will focus on how students can communicate reasoning from visuals. Teachers and staff will also participate in the academic language initiative. 4.3 Math Interventions: Math and SPED teachers will implement the new math support materials in math support and/or grade-level math classes to increase student's opportunities to be successful in math. In addition, funds will be allocated to purchase of programs and materials to support a the intervention class where students are placed who are multiple grade levels behind their counterparts. This intervention class is in the middle of the day.		4000-4999: Books And Supplies Math Programs and Materials.
1.5	Staff development and professional collaboration 5.1 Staff Development: Teachers will participate in staff development to increase their knowledge and use of technology in the classroom, including the use of computers, distance learning tools, smart boards, and document cameras. Professional development for math literacy will also be supported, especially PD that helps teachers understand the dense reading demands on state assessments. In addition, teachers will attend district-sponsored professional development, including but not limited to new teacher support, textbook adoption, and professional development in instructional strategies. 5.2 Collaboration: Teachers will use collaboration time to work with colleagues at other schools, within the district to implement common core state standards in math, new math curriculum and the new supplemental materials, and to monitor student achievement data, specifically, constructed response, district common assessments, and formative assessment data from classroom assessments. 5.3 SPSA Review/Revision: Teachers and administration will use collaboration time, early release days, meetings to review the implemented SPSA goals, help review and revise our school plan. 5.4 Ad Hoc Committees: The administration will allocate funding to support teachers with time to analyze assessment data constructed response, and formative assessment data from classroom assessments. 5.5 Assessment Supports: ELD teachers will learn to use math benchmark assessments and PBA data to inform instruction; they will also use targeted	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay

	assessments to assess and improve students' use of academic vocabulary and other math strategies to monitor student achievement. Finally, teachers will be supported in the work of learning to use Data Zone to increase the use of data to inform instruction. 5.6 Teachers from all disciplines will be encouraged to participate in the new PBLWorks initiative, which encourages interdisciplinary practices.		
1.6	Involvement of staff, parents and community 6.1 Staff Involvement: All staff will be invited to participate in the work from the Grading for Equity initiative, which aims to address inequities that are built into the current grading practices. 6.2 Parent Involvement: Counselors and administration will continue to meet with parents to inform about the multiple paths to success in mathematics 6.3 Community Involvement: Instructional materials and the math scope and sequences will be made available to all community members via the website and Principal's Newsletter.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	
1.7	Auxiliary services for students and parents 7.1 Auxiliary Services for Students: - A late bus will be provided for students in homework clubs and other after school activities, specifically to support extra time for students to learn essential concepts. - Materials and school supplies such as binders for students who need them and are unable to make such purchases. - Funds will be allocated for field trips, assemblies, and speakers to promote a safe, positive school climate focused on the achievement of Common Core Standards. - After-school and lunch-time programs to enhance students' involvement in school. 7.2 Auxiliary Services for Parents: - The administration and counseling staff will inform parents about math pathways available to students.	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	1,000 Targeted Allocation 2000-2999: Classified Personnel Salaries late bus transportation support
1.8	Monitoring program implementation and results 8.1 Program Monitoring: - Teachers will gather data from performance-based assessments, including but not limited to: SBAC, MDTP, and district common assessments such as iReady assessments to monitor progress of the math program and to drive instruction. - Teachers will create grade level common assessments and monitor effectiveness of those assessments by analyzing student achievement data. - Teachers will use data to modify instruction and to monitor student achievement data, including the achievement of IEP goals. - Teachers will utilize collaboration time to look at the language on math tests to determine if there is a	Students receiving Special Education services, LTEL, EL, and SED students along with all students will receive support.	500 Targeted Allocation 4000-4999: Books And Supplies Rewards/Awards and incentives

	vocabulary issue that needs to be targeted with instruction. 8.2 Using Results: -All teachers will utilize the cycle of inquiry to make curricular decisions during team, grade-level, and departmental collaboration time. -Students will be acknowledged through rewards and awards for improvements in school. • With achievement results in mind, teachers will explore research-based strategies in math to address areas of students' greatest need and to monitor the effectiveness of those strategies, particularly on target students. 8.3 Math Interventions: -Math teachers will pilot intervention materials and determine the most effective interventions to target students' learning gaps.		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Buchser Middle School aims to improve the proficiency levels of identified student subgroups—including English Language Learners (ELL), Long-Term English Language Learners (LTE), foster youth, socio-economically disadvantaged students, students receiving special education services, and other populations—by at least 10% in core content areas by the spring of the 2025-2026 school year. This growth will be measured against grade-level benchmarks such as iReady, the PBA local assessment, other district-approved assessments, and CAASPP.

Furthermore, students receiving special education services at Buchser Middle School will demonstrate comparable improvements in their proficiency levels on these same assessments and will also work towards achieving their Individualized Education Program (IEP) goals. The goal is for 80% of all students to achieve reading levels within two years of their current grade level, and for 100% of students to show growth from their baseline performance on RI scores and math benchmark tests by the spring of the 2026 school year. Finally, Long-Term ELL students who have scored a 2 on the ELPAC assessment are expected to be reading at grade level as measured by the RI assessment by the end of the 2025-2026 school year. (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 reduce the achievement gap between student groups.

LCAP Goal #2

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

LCAP Goal #3

SCUSD will partner with family, business and community educational partners to ensure that all students make progress in elements of the Graduate Portrait.

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	Alignment of instruction with content standards 1.1 Teachers will participate in professional development to continue learning best practices for implementation of Common Core State Standards and NGSS, especially as they relate to ELL, foster, socio-economically disadvantaged students, and other at risk populations. Common Core State Standards: All teachers will continue to learn and implement Common Core State Standards and Next-Generation Science Standards (NGSS) by participating in site-based and district-wide professional development and through appropriate professional development opportunities as they arise from the implementation of Common Core State Standards. 1.2 Collaboration Time: Buchser will provide collaboration time for all teachers to continue to study and implement Common Core State Standards and NGSS. In addition, content area teachers will continue to meet and collaborate to target the instructional needs of migrant and ELL students by sharing and using key academic vocabulary and focus on literacy skills. 1.3 Cycle of Inquiry: All teachers will continue to improve their use of ongoing and formative assessments during team and department meetings, early release time, and district supported professional development. Teachers will participate in a PLC to review data and support students. 1.4 Interventions: Buchser staff will support the implementation of reading interventions, including, after school English tutorial for EL learners, BEST Club, and homework clubs/SOAR and homework center.	All students, especially SED students; Hispanic students; SPED students	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.
1.2	Improvement of instructional strategies and materials 2.1 Collaboration on Effective Strategies: Teachers will identify and share key strategies to meet the learning needs of target students, especially for ELL, migrant, foster youth, socio- economically disadvantaged students, and other at risk populations. 2.2 Content-Area Strategies/Materials: Math teachers will identify and use a variety of strategies and supplemental materials, including but not limited to for example Mangahigh, TI calculators, and reading and math interventions to enhance learning for migrants, ELL, foster youth, socio-economically disadvantaged students, and other at risk populations. All content area teachers will continue a school-wide note taking system, including strategies such as Cornell note taking.	All students, especially SED students; Hispanic students; SPED students	2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay 6,000 Targeted Allocation 4000-4999: Books And Supplies Reading Intervention/Supplemental Materials 20,000 Targeted Allocation 4000-4999: Books And Supplies Technology, Supplies and materials for all academic

2.3 Resources/Strategies: Content area teachers will incorporate textbooks and/or open source, backwards planning, instructional strategies, and ELL strategies into unit design. Further, content teachers will utilize the cycle of inquiry to make curricular decisions during team and departmental collaboration, focusing specifically on key content literacy strategies such as setting a purpose for reading and the think aloud strategy. All content areas will implement options for ongoing and formative assessments strategies. Resources include but are not limited to "placemats" with sentence stems as well as online tools such as NoRedInk. 2.4 Library Resources: ELA teachers will work with the librarian and district media coordinator to increase the availability of supplemental, leveled novels and expository sets, specifically targeting our ELL, migrant, foster youth and socio-economically disadvantaged students. Also, library and department materials will be purchased to meet library and Common Core State Standards, and to target student demographics and collect circulation data, which is aligned to the SCUSD board approved library plan. 2.5 Technology: All teachers will improve the use of technology in the classroom to better target the multiple learning modalities of ELL, migrant, foster youth, socio-economically disadvantaged students, and other at risk populations. Teachers will also make use of collaboration and/or training opportunities to increase their skills with available technologies; upgrades and maintenance of existing technology will also be supported by the administration. 2.6 Literacy Strategies: Math teachers will increase the use of literacy strategies to help students learn to clearly explain their mathematical thinking and to support their thinking with specific examples. Literacy circles will be supported to increase student engagement in literacy and to improve reading comprehension and to target ELL, migrant, foster youth and socio-economically disadvantaged students. 2.7 Resources for Physical Education and Electives: Supplies and materials will be purchased for physical education and elective courses to support the learning and enrichment of all students, especially students in targeted groups (ELL, SED, Foster, SPED, At-Risk). 2.8 Professional Development: Teachers will take part in professional development opportunities to learn more about effective, research-based strategies, continue to collaborate with all content areas to align instruction, and to ensure teachers scaffold the common core and NGSS standards to meet the specific learning needs of identified subgroups. 2.9 Resources: Buchser will purchase materials to support the development of a STEM/engineering lab for all students to access during all classes, and especially science classes.		areas to support ELL Students.
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1.3	Extended learning time 3.1 English Language Learners: Buchser will continue to offer concentrated language instruction for EL students who are 1's and 2's in the ELL program. In addition, Buchser will continue to offer an ELL after school tutorial to students and their families who are interested in accelerating their acquisition of English; we will offer this opportunity at least two days per week, and possibly three, with the addition of one more after school bus as needed. 3.2 After School Support: Teachers will offer after school homework clubs for ELL, migrant, foster youth and socio-economically disadvantaged students. Teachers will also support the YMCA, BEST Club, soar to success, and homework clubs for after school programs that promote achievement for all identified subgroups. 3.3 Extra-Curricular Opportunities//Fieldtrips: Buchser will also provide extended learning options for ELL, migrant, foster youth, socioeconomically disadvantaged students, and other at risk populations, including Tech Challenge, Math Counts, Geography Club, Geography Bee, Drama Club, Queer Club, and ABC Club, and math enrichment. The administration and teachers will provide opportunities for students to attend field trips, including but not limited to field trips to The Wildlife Refuge in Half Moon Bay. 3.5 Interventions: Teachers will evaluate the use of interventions, math support classes, and tutorial classes, specifically to target all identified subgroups. In addition, Buchser will use the California Youth Outreach worker and counseling and therapy services, to provide support for at risk students, with the purpose of augmenting instruction with personalized interventions and targeted support. 3.6 Collaboration: All teachers will use collaboration time and staff development days, release time, and extended work time (time cards) to develop Common Core and NGSS based curriculum that promote academic inquiry and research. Teachers will also use the same planning time opportunities to review the new EL standards and to incorporate these new standards into existing Common Core and NGSS aligned curriculum units, as well as new units that are being developed. Finally, teachers will share ideas for implementing content related strategies. 3.12 Rewards and Incentives: Administrators and teachers will provide positive incentives, including public recognition, assemblies, and awards to help motivate all identified subgroups.	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.
1.4	Increased educational opportunity 4.1 Professional Development: Buchser will continue to offer development opportunities, using both in-house PD and district-level PD on skills such as differentiated instruction, ELD strategies, new teacher support, reading interventions, reading and	All students, especially SED students; Hispanic students; SPED students	16,000 Targeted Allocation 2000-2999: Classified Personnel Salaries

	writing workshops, math support classes, Common Core State Standards, NGSS, SBAC assessment training, new textbook training, and inclusion models to reach our diverse population. 4.2 Extra-Curricular Opportunities: Buchser will continue to support extra-curricular activities, including sports programs, Tech Challenge, Geography Club, Geography Bee, Buchser's music program, after school drama club, school musicals/productions, WEBB, GAINS, and math enrichment, and We-Day activities, with a specific effort on motivating ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups to become more involved in extracurricular activities. This includes the purchase of light snacks and water, plus paid time for teachers and other authorized support staff who are running these programs. Likewise, teachers will promote and encourage all students from identified subgroups to take an active role in Student Council. 4.3 Rewards and Incentives: Administration and all teachers will support reading and library activities such as Multicultural potluck, Family Sports Night, reading nights, book talks, teen read week, production of READ! posters, and all activities that draw students to the library for learning. 4.4 Common Core State Standards: All teachers will continue implementing Common Core Standards and NGSS through instruction, cross curricular alignment, and with the development of both formative and summative assessments. 4.5 Before, During, and After School Support: The administration will support staffing for before school, lunchtime, and after school homework clubs, including SOAR to success. 4.6 Interventions: Reading interventions, especially Read 180, will be supported by purchasing and maintaining all necessary materials and equipment. Funding will also support further training of teachers in the Read 180 curriculum to add classes as needed. 4.7 English Language Learners: Buchser will supplement the district ELSAT position by funding an additional 7.5 hours per week, making the position full time. In addition, we add EL instructional assistants, when/if funding allows them back into the general education classrooms to support migrant and EL students, specifically level 2 students to help them reach proficiency. The ELSAT position will conduct outreach to families. Examples of this outreach include but are not limited to a School Loop signup drive and messaging to families about important events.		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
1.5	Staff development and professional collaboration 5.1 Collaboration Time: Teachers will attend district-sponsored seminars, including but not limited to new teacher support, textbook adoption, and professional development in instructional strategies. 5.2 English Language Learners: With support from an ELL facilitator (as allowed by funding), teachers	All students, especially SED students; Hispanic students; SPED students	20,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Training/Conferences

	and administrators will use scheduled collaboration time to support migrant and ELL student achievement in ELA, math, science, and history/social science. All teachers will use collaboration time to target achievement for ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups. The ELL facilitator will also teachers and administration will use collaboration time to share, evaluate, and refine strategies that target our under-achieving subgroups, most specifically all identified subgroups. 5.3 Cycle of Inquiry: Teachers and administration will use collaboration time, early release days, and meetings to review and implement SPSA goals. 5.4 Rewards and Incentives Buchser will allocate funding to pay the School Site Council Coordinator to: run School Site Council, facilitate weekly and monthly award programs and plan professional development days. 5.5 Content Area Literacy: Buchser staff will learn how to help students with reading in the content area, receive training in the newest ELD strategies, and how to use SRI data to guide and improve instruction. Further, the administration will support staff by paying for substitutes in order to free teachers up to evaluate reading intervention assessments, specifically assessments of students in all identified subgroups. The EL facilitator will provide migrant and EL data to use during the release time so that teachers can set target growth goals, as well as identify specific students who are and are not making sufficient progress. 5.6 Interventions: Buchser will allocate funding to pay for outside consultants to specifically target the learning needs of students in all identified subgroups. An EL facilitator will be involved in the planning of that consulted support time. 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.		
1.6	Involvement of staff, parents and community 6.1 Professional Development: Teachers will participate in professional learning groups (PLC's) to better understand topics such as fair grading practices, classroom questioning strategies, student motivation, essential questions, and social/emotional health for learning. Any reading materials that are needed will be purchased by the administration. Further, staff will provide collaboration opportunities for San Jose State University and Santa Clara University students in credential programs. Specifically, the leadership team will engage in learning how to create effective Professional Learning Communities (PLCs). This	All students, especially SED students; Hispanic students; SPED students	3,500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Translation services/Equipment 1,000 Targeted Allocation 4000-4999: Books And Supplies PLC Reading Material and restorative justice

	will be how the teachers use data to inform decision making. 6.2 Interventions: Buchser will support parent involvement in the tutorial program for all students in all content areas. Teachers will continue to use ARRUPE students from Santa Clara University to support both teachers and students in various classrooms. 6.3 Family Support: Buchser will increase parent involvement at meetings including ELAC, DLAC, SSC, and PTA, including but not limited to meetings and academic nights. To increase parent involvement and to support Buchser's rewards/incentives programs, a School Site Council Coordinator will be compensated the hourly rate. All staff will use available translation services to improve communication and Buchser will provide translation equipment to improve communication between home and school in primary languages, particularly in Spanish. In addition, Buchser will provide online notifications to all stakeholders regarding student achievement and attendance (Aeries). For incoming families, Buchser will host a parent night for incoming fifth grade parents and all stakeholders to share the programs at Buchser. Buchser will also host a parent night for the parents and stakeholders whose students are struggling with middle school demands, specifically focused on helping students with achievement of the common core standards and NGSS. Buchser will host Family Nights for parents and all stakeholders to build community connections and strengthen students' connection to school. English Language Learners: An ELAC coordinator will be compensated at the hourly rate to recruit members, run the meetings, maintain records, and arrange for translators. 6.4 Cycle of Inquiry: The administration will continue to provide professional development to staff to make better use of the data from Data Zone, especially to evaluate and enhance instruction and to use relevant data from migrant, ELL, foster youth, socio-economically disadvantaged students, and all identified subgroups. 6.5 Interventions: All staff will continue to support counseling and therapy services for at-risk students.		
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 ELL, migrant, foster youth and socio-economically disadvantaged students. 7.2 Interventions: Buchser will provide financial support for school-wide counseling of at risk students, including the counselor from California Youth Outreach (CYO) services.	All students, especially SED students; Hispanic students; SPED students	4,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field trips & awards 5,000 Targeted Allocation 2000-2999: Classified Personnel Salaries academic tutors before and after school

	7.3 After School Support: Administrators and teachers will investigate after school programs that enhance student involvement, particularly among ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups. Buchser will also provide funding to support tutoring after school, especially for BEST Club. 7.4 Cycle of Inquiry: Teachers who do home visits to support their struggling/target students will have substitutes for release time to analyze achievement data for these target students. 7.5 Rewards and Incentives: The administration will support student awards, incentives and field trips, including pay for teachers to help coordinate these awards and incentives. 7.6 Resources and Materials: The administration will support the varied learning needs of all students, and targeted students in particular, by purchasing materials, supplies, and learning center options to support learning and academic success. 7.7 A committee of students, families, staff, and administrators will convene to support students in the Dual Language Immersion program.		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
1.8	Monitoring program and implementation results 8.1 English Language Learners: Administrators and teachers will develop a system of multiple measures to assess the effectiveness of students transitioning from the ELL classes to mainstream content area classes. All teachers will collect and use data to drive instruction, monitor the progress of their students, and to measure student achievement. 8.2 Cycle of Inquiry: The administration will provide time for teachers to participate in ongoing learning on how to use data management systems and assessments. The data will come from multiple assessments, including but not limited to PBA's for writing, and state- and district-based assessments. Teachers will create grade level assessments to monitor students' growth with Common Core State Standards and NGSS. Teachers will use student work and assessment results to engage in the cycle of inquiry to make informed decisions about instruction. Teachers will use data to modify instruction and assessments, and they will share the results of these modifications in department and team meetings. The administration will provide time and allocate resources for teachers to evaluate the data from Read 180, math support classes, ELL and intervention classes, including Middle School Matters (MSM). Content area teachers will use data from lesson study to measure the effectiveness of lesson design on student achievement of the CCSS and NGSS.	All students, especially SED students; Hispanic students; SPED students	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute release time for Collaboration

Annual Review

SPSA Year Reviewed: 2024-25

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 our targeted students specifically as well as all students at their level of need. Examples include but are not limited to the use of specific instructional strategies to support reading comprehension, academic vocabulary and speaking and listening skills.

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

To enhance student achievement and address achievement gaps, Buchser Middle School staff will engage in collaborative professional development opportunities, both within and outside the district (contingent upon funding availability). Professional development will focus on the implementation of Common literacy strategies aligned with the Common Core State Standards, Next Generation Science Standards (NGSS), essential math standards, and the MTSS framework for supporting students and their socio-emotional learning. Specifically, staff will:

Develop and refine the implementation of the Common Core State Standards and NGSS.

Engage in ongoing collaboration to improve alignment within and between content areas.

Develop interdisciplinary units, assignments, and projects.

Deepen their understanding and application of formative assessment practices and strategies.

Learn about and implement research-based practices that foster positive student interactions.

Furthermore, Buchser will inform the community about student performance on CAASPP and NGSS assessments. Post-pandemic, professional development will prioritize:

Providing staff with professional development opportunities has fundamentally changed the experience for our students here at Buchser Middle School both in and outside of the classroom. Having our staff receive professional development on PBIS as well as the MTSS framework has supported our students and their behaviors as well as reduce our suspension rates. During 22-23 school year, Bucher had a 4.1% suspension rate. During the 23-24 school year, Buchser Middle School had a reduction of suspensions to 1.4%.

Implementing effective literacy strategies, particularly in reading comprehension.

Adopting equitable grading practices.

Strengthening restorative practices through the Positive Behavioral Interventions and Supports (PBIS) model.

Expanding knowledge and effective use of technology to enhance student learning.

Finally, staff will utilize data to inform instruction and participate in data monitoring cycles to adjust curriculum and instruction, effectively meeting the needs of targeted student populations and all students.(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 reduce the achievement gap between student groups.

LCAP Goal #2

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

LCAP Goal #3

SCUSD will partner with family, business and community educational partners to ensure that all students make progress in elements of the Graduate Portrait.

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	Alignment of instruction with content standards 1.1 Staff will analyze data to determine areas of growth and/or need to better align instruction with content standards. 1.2 Staff will use results to align instruction to standards and revise on-going surveys and practices. 1.3 Staff will use release time to discuss strategies for sub groups, particularly migrant, ELL, foster youth, socio-economically disadvantaged students, and other at-risk populations. 1.4 Staff will use faculty meetings, team meetings and department time to discuss strategies to support and implement the alignment of standards into content areas. In addition, teachers can use release days to develop interdisciplinary units and assignments/projects. 1.5 Staff will use data from PBA's, MDTP, iReady, and classroom assessments to inform instruction and plan for future assessments, particularly formative assessments.	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute/Paid Time
1.2	Improvement of instructional strategies and materials 2.1 Collaboration Time: Teachers will share what they have learned with other staff members through collaboration notes and during meetings. More specifically, staff will collaborate to address the gaps and redundancies in teaching Growth Mindset language and actions to students. 2.2 Content-Area Strategies/Materials: Funding will be allocated to purchase materials and to pay for professional development on research-based strategies that support instruction of all students, especially students of underachieving and at-risk subgroups.	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	1,000 Targeted Allocation 4000-4999: Books And Supplies Purchase materials

	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.		
1.3	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.	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Release time for substitutes
1.4	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.	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	
1.5	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-	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	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

	achieving sub-groups, and for professional development in ELA and math. 5.4 Strategies Buchser will allocate funding for teachers to learn more about relevant research-based teaching strategies, especially research related to recent brain research that optimizes learning. 5.5 Professional Development: The administration will look for PD opportunities for PLC's during the school year, which will be helpful to teachers who are learning to use the cycle of inquiry. In addition, the administration will look for professional development options to promote positive collaboration among staff.		
1.6	Involvement of staff, parents and community 6.1 Collaboration Time: On early release days, teachers will offer and communicate professional development opportunities for other teachers and support staff. Notes/minutes from these meetings will be submitted to the principal for the collaboration folder in Google drive. 6.2 Communication: Buchser staff will communicate to the parents and community about professional development that is happening at Buchser, through PTA, School Site Council and Parent Nights. Staff will pursue avenues to improve communication to parents through use of School Loop, phone calls and emails. Parents from PTA, School Site Council, and ELAC will review the Parent Involvement Policy and the Parent Compact for revisions that target the needs of the larger parent community. In addition, these same parents will take a short survey about their level of satisfaction with their opportunities of involvement at Buchser. Buchser will host a parent night to get feedback/input regarding grading practices, including grading practices that are effective and grading practices that are confusing.	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	1,200 Targeted Allocation 4000-4999: Books And Supplies mailings, phones & technology
1.7	Auxiliary services for students and parents 7.1 Interventions/After School Support: Teachers will host homework clubs, "Before and After School Intervention", after school clubs, SOAR, lunch time homework clubs, including BEST Club and reading interventions such as Read 180, plus programs such as Tech Challenge, Math Enrichment, Geography Bee, YMCA, GAINS, drama club, FCCLA, Yearbook, and other after school enrichment activities. 7.2 Extra-Curricular Opportunities: In addition, other club options will be explored by the staff. Teachers and administration will support YMCA as support staff during SOAR, BEST and homework clubs.	English Learners, Long Term English Learners, SED qualifying students and as a result, all students at Buchser Middle School.	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries paid time
1.8	Monitoring program implementation and results 8.1 Staff will collaborate during prep periods, team and department meetings, early release days regarding data and strategies to support instruction	English Learners, Long Term English Learners, SED qualifying students and as a result, all	

	PBA, summary assessment, MDTP, and RI scores for all students..	students at Buchser Middle School.	
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Professional development focused on literacy across the curriculum with a specific outcome of supporting students in their informational text reading comprehension will support all students and their learning. Identifying common strategies for all staff to use as well as providing time for staff to collaborate and learn from each other will allow our students to achieve at higher levels.

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

Identifying proven and researched based strategies to support student behaviors will continue to Create conducive environments that meet the needs of all students from a socio-emotional lens will support student achievement and safety. Staff being trained in how to engage students in a positive manner will continue to shift the culture of student to staff interactions in a more positive manner which will in turn keep students in class learning at higher levels.

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 informational text reading comprehension as well as our continuing work with the MTSS framework and PBIS.

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 as well as support student activities that promote healthy choices and exercise outside of the classroom. 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.

Buchser Middle School used data from the Developmental Relationships Survey administered to only 7th graders during the 2024-2025 school year. A main difference between the data reflected in this survey vs the Healthy Kids Survey is the inability for students to be neutral. Much of the data from the healthy kids survey outlines the feeling of neutrality toward the questions. Specifically, the rating scale for the developmental relationships survey is the following: Strong, moderate, weak of Extremely, Mostly, Somewhat, A Little. As a result, the bulk of the responses in the survey are in the moderate range. This survey outlined the following information that is relevant to supporting the whole child.

Culture Responsiveness:

89% of Buchser students felt that Buchser Middle School was strongly or moderately culturally responsive. In contrast, 100% of Buchser staff felt that Buchser was strongly or moderately culturally responsive.

Safety and Connectedness

82% of Buchser students felt strongly or moderately that Buchser Middle School was safe. This is a 29% increase from the 23-24 school year.

82% of Buchser students felt strongly or moderately connected to Buchser Middle School. This is a 17% increase from the 23-24 school year.

Effort is Noticed (Supported)

90% of BMS students reported teachers strongly or moderately expect them to do their best meaning staff have high expectations of their efforts. This is up by 8% from the 23-24 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

LCAP Goal #3

SCUSD will partner with family, business and community educational partners to ensure that all students make progress in elements of the Graduate Portrait.

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 and California Healthy Kids Survey	Baseline data shows that 87% of students feel reasonable safe at school.	The goal is for 95% 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	Foster School Engagement and Support 1.1 Staff will highlight opportunities for school connectedness through announcements about clubs, sports, and other school activities that help students feel a sense of belonging. 1.2 Staff will continue to build units of instruction that motivate all students to aim high academically. Teachers can request pull out days to plan engaging and/or integrated units of instruction. 1.3 Teachers and administration will support the exploration of college and career readiness through CTE field trips, the career fair, and other opportunities for students to explore college/career options. 1.4 All staff will use the language of growth mindset, and set positive climate for rigorous, achievable goals. 1.5 Each department will choose one SEL strategy, develop a clear plan for implementation and measurable outcomes, which will be analyzed and shared with the Leadership Team and the staff. 1.6 Staff will consistently reward positive student behaviors in a variety of manners. 1.6 A committee will continue to monitor student and discipline data to support these positive interventions.	EL, LTEL, SED, Students receiving Special Education Services as well as all students.	1,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Career and College Support Programs.
1.2	Promote Safe Choices 2.1 Provide support for activities promoted by WEBB and Leadership, including release days for planning and materials for students. 2.2 Support activities that occur during Multicultural Week and Pride Week and other culturally relevant celebrations, including materials, training, and release days for planning. 2.3 Invite speakers to promote anti-bullying messages, especially anti-cyber bullying, safe choices for appropriate relationships, and body image issues.	EL, LTEL, SED, Students receiving Special Education Services as well as all students.	46,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Support for WEBB 5,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Extracurricular

	2.4 Provide professional development focused on trauma informed practices, restorative practices, or culturally competent practices for the school and the classroom. 2.5 Collect and analyze discipline data for the purposes of reducing suspensions 2.6 Increased supervision for on campus events. 2.7 Offer lunchtime activities such as supervised athletic events (Allera Sports) and creative art opportunities.		
1.3	Promote a Positive, Equitable School Climate 3.1 Schedule assemblies that celebrate achievement, especially achievement that occurs due to a growth mindset. 3.2 Purchase and display posters with positive messages about learning and achievement. 3.3 Adjust school policies such as the official handbook, dress code, etc to create more equity. 3.4 Identify, collect, and analyze “positivity” data 3.5 Support staff who are interested in learning more about social-emotional learning and trauma-informed practices including funding for materials and programs. 3.6 Appoint a representative to the Leadership Team; this representative will promote a Whole Child school as well as be the rep from the school Equity Team 3.7 Equity training for whole staff and leadership team. Contracting with an outside agency to provide equity work with the task to create a more equitable experience for all students. A specific outcome will be the revamping of the Buchser Student Handbook. 3.8 Identify and provide resources to an "All Gender" Locker room. 3.9 Specific training on how to actively support our students of highest need and most vulnerable. Examples include our students who identify as LGBTQ+ and Black students as in line with our School Board policies. 3.10 Increased student supervision at on campus events. 3.11 Use PBIS Rewards system as a way to track and monitor positive student behaviors in school as well as in classrooms electronically. This will provide meaningful data to support students. Teachers will also collaborate to identify how to improve this system and how to incorporate positive rewards and prizes into all aspects of student life at Buchser. Rewards and prizes are for students for their positive behaviors.	EL, LTEL, SED, Students receiving Special Education Services as well as all students.	2,000 Targeted Allocation 4000-4999: Books And Supplies R.O.A.R. 25000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Equity work, SEL Programs, R.O.A.R.

Annual Review

SPSA Year Reviewed: 2024-25

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 specifically for our targeted groups of students as well as 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.

In general, many students respond in the moderate range for most questions. As a result, our goal is to move our students into a stronger feeling as well as identify where the disconnect is between the student and the staff perspective. Buchser will continue its support of MTSS and PBIS as it is creating a positive environment for students via a systematic approach.

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	\$276,400.00
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	\$276,400.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$276,400.00

Total of federal, state, and/or local funds for this school: \$276,400.00

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	276,400.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	276,400.00

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	81,500.00
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	81,500.00
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
79,000.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Justin Ponzio	Principal
Susan Carroll	Classroom Teacher
Michelle Tapia	Classroom Teacher
Tom Ostrander	Parent or Community Member
Mark Heflin	Parent or Community Member
Jennifer Rezeppa	Parent or Community Member
	Parent or Community Member
Jill Lipari	Other School Staff
Chrisel Roche	Secondary Student
Mia Villmow	Secondary Student

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	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 4-24-25.

Attested:

	Principal, Justin Ponzio on 4-24-25
	SSC Chairperson, Susan Carroll on 4-24-25