

Buchser Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Buchser Middle School
Street	1111 Bellomy Street
City, State, Zip	Santa Clara CA, 95050
Phone Number	(408) 423-3000
Principal	Justin Ponzio
Email Address	jponzio@scusd.net
School Website	https://buchser.santaclarausd.org/
Grade Span	6-8
County-District-School (CDS) Code	43-69674-6101752

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Buchser Middle School is located in the heart of downtown Santa Clara. The City of Santa Clara sits in a prime central location within Santa Clara County, offering convenient access to a wide range of educational, cultural, and recreational opportunities. The Buchser campus spans 31.5 acres and lies just two blocks from Santa Clara University. Historically, the campus is significant as the site of one of the earliest high schools established in the State of California.

The Bellomy Street campus—formerly the home of Santa Clara High School—is often referred to as the “mother school” of the district, with a history extending well over a century. Santa Clara Grammar School originally served both elementary and high school students until 1905, when a new building was constructed to serve upper-grade levels. The Bellomy Street school

2025-26 School Description and Mission Statement

continued to operate as a high school until 1922, when a second Santa Clara High School opened in another part of the city. Because the original building did not meet new earthquake safety standards, it was demolished in 1966. The current Santa Clara High School opened in 1970 and is considered both the district's newest and oldest school due to its longstanding legacy.

Buchser Middle School is named in honor of Emil R. Buchser, a dedicated educator who served the Santa Clara community as a teacher, principal, and superintendent. In 1956, Mr. Buchser was appointed principal and simultaneously served as superintendent of the Santa Clara Union High School and Elementary District. He retired in 1960 after a long and impactful career.

Buchser Junior High School opened in September 1981 with nearly 1,900 seventh-, eighth-, and ninth-grade students. Prior to its opening, the district operated four high schools: Wilcox, Santa Clara, Buchser, and Peterson. Due to declining enrollment, two high schools—Buchser and Peterson—were closed in 1981. Buchser High School was renamed Santa Clara High School, and the former Santa Clara High School campus became Buchser Junior High. In 1986, Buchser Junior High transitioned into a traditional middle school serving sixth-, seventh-, and eighth-grade students and was renamed Buchser Middle School.

Mission Statement

Buchser Middle School is dedicated to developing contributing citizens who are lifelong learners.

Vision Statement

At Buchser Middle School, our vision is to nurture the Whole Child. We strive for all students to be:

Safe

Healthy

Engaged

Challenged

Supported

“Together, We ROAR”

During the 2023–2024 school year, Buchser Middle School introduced the guiding motto “Together, We ROAR.” The acronym reflects the core behaviors and values we aim for students to demonstrate:

R – Responsible

O – Open-Minded

A – Academic

R – Reflective

This schoolwide PBIS (Positive Behavioral Interventions and Supports) framework continues to guide staff and students. Throughout the 2024–2025 school year, staff have participated in ongoing professional development to deepen implementation of the ROAR expectations and reinforce positive schoolwide behavior.

Whole Child Commitment

Over the past five years, Buchser Middle School has made a deliberate and sustained effort to become a Whole Child school, a shift that has enabled staff to more fully understand and respond to the diverse and evolving needs of students. This approach emphasizes social-emotional well-being, trauma-informed instructional practices, meaningful behavioral supports and interventions, and opportunities for academic differentiation and enrichment. Through the Whole Child lens, educators are encouraged to consider each student holistically by asking critical questions: Does the student need additional social-emotional support? Are there safety concerns related to bullying, stress, or anxiety? Does the student require greater academic challenge or more personalized guidance? And importantly, how can the school ensure that all students remain engaged, especially those who may feel marginalized, such as students of color, students with disabilities, multilingual learners, or other

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underserved groups? By grounding this work in the five pillars of safety, health, engagement, challenge, and support, Buchser is better able to “see” every child and take thoughtful, informed actions that meet students where they are and help them grow academically, socially, and emotionally.

Support for English Language Learners

In recent years, Buchser Middle School has made the success of English Language Learners (ELLs) a central focus of its instructional and support efforts. To better meet the needs of multilingual students, the school has introduced a variety of instructional routines specifically designed to support language development, including structured opportunities for reading, speaking, listening, and writing in every subject area. Alongside academic strategies, Buchser has strengthened its socio-emotional supports for multilingual learners, recognizing that confidence, belonging, and emotional safety are essential components of language acquisition.

To provide more targeted instruction, the school redesigned its master schedule to create leveled English Language Development (ELD) classes, allowing students to be placed according to their proficiency level and to “level up” as they demonstrate growth throughout the year. Buchser has also placed an increased emphasis on improving CAASPP math outcomes for ELLs, guiding departments to develop SMART Goals aimed at raising achievement and using professional development to equip teachers with tools for supporting language development within integrated math instruction. Across all subject areas, teachers use sentence stems, frames, and explicit academic vocabulary instruction to ensure students can engage with grade-level content and express their understanding with clarity.

Through these coordinated efforts—spanning instruction, scheduling, professional learning, and student support—Buchser Middle School is ensuring that English Language Learners can access rigorous content, participate meaningfully in classroom experiences, and make measurable progress toward full language proficiency.

Problem of Practice:

Buchser Middle School has developed a comprehensive Problem of Practice Statement that focuses on strengthening student success by aligning the school’s PBIS framework, “Together, We ROAR,” with a targeted emphasis on improving literacy achievement—particularly in the area of informational reading comprehension. This refined focus stems from careful analysis of statewide assessment data as well as ongoing review of local benchmark assessments, both of which highlight the need for deeper support in understanding and analyzing informational texts across subject areas. A central component of this work is the school’s commitment to ensuring that all students, and especially English Learners, make consistent and measurable progress toward meeting grade-level literacy expectations. This includes supporting English Learners in gaining the reading proficiency necessary for reclassification before they transition to high school at the end of eighth grade. By grounding this initiative in data and centering the needs of the whole child, Buchser continues to strengthen its ability to provide equitable, rigorous, and responsive instruction that promotes academic growth for every learner.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	249
Grade 7	226
Grade 8	236
Total Enrollment	711

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.4
Asian	12.7
Black or African American	3
Filipino	4.4
Hispanic or Latino	50.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8
White	20.3
English Learners	21.7
Foster Youth	0.1
Homeless	0.7
Socioeconomically Disadvantaged	35.7
Students with Disabilities	17.6

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.8	89.72	690.2	89.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.1	0.15	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	1.62	10	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.2	2.63	11953.1	4.28
Unknown/Incomplete/NA	3.7	8.64	48.9	6.36	15831.9	5.67
Total Teaching Positions	43.3	100	770.6	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.1	91.39	665.6	89.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.8	0.65	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	4.28	28.3	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.3	2.19	11746.9	4.23
Unknown/Incomplete/NA	1.6	4.28	31.6	4.24	14303.8	5.15
Total Teaching Positions	39.5	100	746.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32	84.79	682.7	89.79	230039.4	100
Intern Credential Holders Properly Assigned	0.2	0.53	3.4	0.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.7	9.8	23.7	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18.1	2.39	12112.8	4.34
Unknown/Incomplete/NA	1.8	4.85	32.2	4.24	13705.8	4.91
Total Teaching Positions	37.7	100	760.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.70	1.6	3.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	1.6	3.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	6.5	8.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance

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

Modernization Projects

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

Year and month of the most recent FIT report

July 2025

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	54	58	60	47	48
Mathematics (grades 3-8 and 11)	37	40	47	49	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	703	690	98.15	1.85	54.51
Female	328	323	98.48	1.52	62.31
Male	375	367	97.87	2.13	47.68
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00	0.00	71.91
Black or African American	20	19	95.00	5.00	57.89
Filipino	32	32	100.00	0.00	65.63
Hispanic or Latino	352	343	97.44	2.56	37.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	63	100.00	0.00	85.71

White	142	139	97.89	2.11	70.29
English Learners	124	118	95.16	4.84	1.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	266	97.44	2.56	36.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	120	97.56	2.44	18.49

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	703	694	98.72	1.28	40.35
Female	328	325	99.09	0.91	40.92
Male	375	369	98.40	1.60	39.84
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00	0.00	67.42
Black or African American	20	20	100.00	0.00	30.00
Filipino	32	32	100.00	0.00	62.50
Hispanic or Latino	352	346	98.30	1.70	19.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	63	100.00	0.00	71.43
White	142	139	97.89	2.11	57.55
English Learners	124	122	98.39	1.61	1.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	273	270	98.90	1.10	22.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	120	97.56	2.44	13.33

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.54	36.12	41.6	46.48	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	228	98.28	1.72	36.12
Female	94	93	98.94	1.06	35.48
Male	138	135	97.83	2.17	36.57
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	110	108	98.18	1.82	20.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	62.50
White	56	54	96.43	3.57	51.85
English Learners	28	27	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	90	98.90	1.10	20.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	91.8	93.6	95	92.3	96.8

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Buchser Middle School firmly believes that parent and community involvement is essential to the success of all students. To foster this partnership, the school offers families numerous opportunities to participate in and contribute to the campus, school climate, and overall culture. Parents and caregivers are encouraged to engage through organizations such as the Parent Teacher Student Association (PTSA), the School Site Council, the English Language Learner Advisory Committee (ELAC), and the Buchser Music Association. Beyond formal committees, families are invited to volunteer in classrooms, support small-group instruction, assist in the library, and help supervise school events such as dances, performances, and extracurricular activities.

Both the PTSA and School Site Council play integral roles in shaping the Buchser community, and communication between these groups and the school remains strong and collaborative. Parents are encouraged to attend orientation events, open houses, award ceremonies, concerts, and other school gatherings that strengthen the home-school connection. Teachers are readily available for conferences, ensuring that families have meaningful opportunities to discuss student progress and needs.

Parent involvement has been instrumental in creating and sustaining Buchser's positive school climate. The Buchser Music Association, for example, provides significant support to the music program by fundraising for tutors, equipment, and field trips that enrich students' learning experiences. Additionally, Buchser's vibrant ELAC organization meets monthly to support families of English Language Learners by sharing resources, offering guidance, and strengthening communication between home and school. One ELAC representative also serves on the districtwide DELAC to ensure that Buchser's multilingual families have a voice at both the school and district levels. Through these partnerships, Buchser Middle School continues to build a supportive, inclusive, and engaged school community.

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

Buchser created a formal School Compact and a Parent Involvement Policy in 2013. Moving forward into the 25-26 school year, the school will need to review the School Compact and the Parent Involvement Policy. Additionally, the Buchser Middle School Science department has parent volunteers come to campus each and every Wednesday to support them. This allows parents to gain an in-depth understanding of how NGSS is implemented at Buchser Middle School.

A Single Plan for Student Achievement is developed yearly at Buchser Middle School to provide focus and direction for staff. The SPSA has been evaluated each spring by School Site Council to determine its effectiveness and to indicate a new focus for the following year. SSC will evaluate the implementation of the SPSA according to the timeline set by the district. Buchser continues to work on streamlining the SPSA, and by the end of the 2025-2026 school year, each goal will be formatted into a more usable form for teachers. Additionally, Buchser Middle School has aligned its SPSA with its Problem of Practice. This allows all staff and stakeholders to clearly identify how we plan to address student achievement.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	740	727	110	15.1
Female	347	339	55	16.2
Male	393	388	55	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	93	9	9.7
Black or African American	23	22	3	13.6
Filipino	33	32	1	3.1
Hispanic or Latino	371	365	67	18.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	57	8	14.0
White	147	146	21	14.4
English Learners	168	164	31	18.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	295	290	62	21.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	136	135	23	17.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.09	2.16	4.59	2.78	2.45	2.99	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.59	0.00
Female	4.03	0.00
Male	5.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.16	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.39	0.00
White	3.40	0.00
English Learners	10.12	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

The school safety plan is available for review in the school office and was approved by the School Site Council in 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	16	1
Mathematics	22	6	15	
Science	28		15	
Social Science	24	2	15	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	13	2
Mathematics	24	8	12	2
Science	29		15	
Social Science	24	5	12	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	230.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17762	0	17762	141465
District	N/A	N/A	16,738	\$143,489
Percent Difference - School Site and District	N/A	N/A	5.9	-1.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	45.8	30.8

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$92,273	\$62,783
Mid-Range Teacher Salary	\$139,485	\$97,783
Highest Teacher Salary	\$165,366	\$128,020
Average Principal Salary (Elementary)	\$210,146	\$160,224
Average Principal Salary (Middle)	\$225,318	\$166,992
Average Principal Salary (High)	\$232,555	\$180,971
Superintendent Salary	\$331,500	\$313,465
Percent of Budget for Teacher Salaries	32.35%	30.05%
Percent of Budget for Administrative Salaries	5.34%	5%

Professional Development

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

Professional Development

understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4