

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 23, 2026	June 11, 2026

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's School Plan for Student Achievement (SPSA) is grounded in a comprehensive analysis of multiple data sources, including CAASPP, ELPAC, i-Ready, the California School Dashboard, and the California Healthy Kids Survey (CHKS). The plan reflects a commitment to continuous improvement through cycles of inquiry, aligning instructional practices, student supports, and resource allocation to meet the needs of all students—particularly those furthest from opportunity.

Buchser serves a diverse student population of 711 students, including 35.7% socioeconomically disadvantaged students, 21.7% English learners, and 17.6% students with disabilities. These student groups are central to the design of this plan, ensuring that all strategies and expenditures are principally directed toward improving outcomes for unduplicated pupils.

The plan prioritizes four key areas:

Literacy and Academic Achievement
English Learner Progress
School Climate and Wellness
Attendance and Engagement

Through a focus on teacher clarity, cross-curricular literacy, and data-driven instruction, Buchser aims to strengthen Tier 1 instruction while expanding targeted interventions. Additionally, the school is committed to fostering a safe, inclusive environment where students feel connected and supported, recognizing that academic success is deeply tied to student well-being.

This SPSA aligns with the district's Local Control and Accountability Plan (LCAP) and reflects input from educational partners, including staff, families, and students.

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 and 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, along with 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, using the California Healthy Kids Survey (CHKS) as a baseline for Goal 5, Whole Child. A parallel process is followed by the English Learner 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 during its April 21st meeting.

On February 25, 2026, the Buchser Middle School Site Leadership Team (SLT) reviewed the current Problem of Practice (POP) to determine whether adjustments were necessary. Based on that discussion, the SLT determined that the school would move forward with the same Problem of Practice and share it with the full staff on March 20, 2026. On that date, staff engaged in a formal reconfirmation process for the upcoming year. This reconfirmation guides the school wide instructional focus. Based on feedback from both the SLT and the full staff, Buchser Middle School decided to continue with the Problem of Practice from the previous year:

"Enhance meaningful literacy participation (reading, writing, speaking, and listening) across all subjects and foster a safe, supportive campus environment (R.O.A.R.) to empower all students to achieve academic success, excel on the ELPAC and CAASPP, and progress toward reclassification and proficiency."

After identifying the Problem of Practice, staff reviewed the SPSA goals and the action items implemented to address those goals. Staff then collaboratively identified future action items needed to continue progress. Based on this

feedback, the Buchser administration shared the information with community stakeholders. During February and March 2026, administration solicited feedback from parent organizations, including ELAC, the PTSA, and the Site Council.

At the March Site Council meeting, a draft of the 2026–2027 SPSA was presented for review. On March 20, 2026, staff participated in an activity to identify strategies used to support the SPSA goals during the 2025–2026 school year. In the same meeting, staff outlined strategies they believe will further support the SPSA goals for the 2026–2027 school year. This feedback was compiled and, along with input from ELAC and the Site Council, incorporated into each SPSA goal. The updated plan will be presented to the Site Council on April 23, 2026. In addition to identifying strategies, staff also engaged in determining budget allocations for each action item, fostering shared ownership and buy-in.

This process includes a review of the current SPSA and the identification of necessary strategy adjustments to meet school goals. The goals are intentionally designed to support targeted student groups, including English Learners, Long-Term English Learners, students receiving Special Education services, and students scoring two or more grade levels below standard on the CAASPP. Buchser Middle School believes that focusing on these targeted groups ultimately benefits all students.

During the March 20 all-staff meeting, faculty used post-it notes to review the prior year's goals, identify successes, and collaborate within departments to develop strategies supporting each goal. This information was compiled and integrated into the SPSA for SSC review at the end of April, ensuring broad stakeholder representation.

Additionally, Student voice was also incorporated through input from student leadership groups, including WEBB and Student Council, who provided feedback on school climate, engagement, and belonging.

Achievement data is reviewed by staff in January, while Wellness Survey data is reviewed during the March faculty meeting. In April, departments collaborate on specific goal areas: the English department focuses on literacy, the math department on mathematics, the social science and physical education departments on English Learners and students receiving Special Education services, the science department on professional development, and the entire staff on Wellness Survey data. The SSC also engages in data-driven inquiry, as demonstrated by its March review of student learning preferences data from distance learning, which informed team-based “next steps” planning. This multi-faceted approach ensures the SPSA is informed by data, collaboration, and a commitment to continuous improvement.

The SPSA was reviewed and discussed with the School Site Council (SSC) on February 25, March 20, and April 23, 2026; with the English Learner Advisory Committee (ELAC) on March 18 and April 21, 2026; and with student leadership groups including WEBB and Student Council during March 2026 meetings. Input from all educational partners directly informed the development of goals, strategies, and expenditures. Input from SSC (February 25, March 20, April 23, 2026), ELAC (March 18 and April 21, 2026), Student Leadership groups (March 2026), and PTSA (March 2026) directly informed the development of SPSA goals, measurable outcomes, strategies, and proposed expenditures.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Buchser Middle School is not an ATSI/TSI/CSI school. This section is not applicable at this time.

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 overall performance dashboard indicators in the “Red” zone. Buchser Middle School does have one indicator in the “Orange” zone. That indicator is in the category of suspensions.

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.

While “all student” chronic absenteeism was in the “Yellow” indicator, Buchser Middle School students classified as “Long Term English Learners” as well as students classified as “Socio-economically Disadvantaged” are in the performance indicator of “Red.” Additionally, students classified as “Asian,” “White,” and “Two or More Races” are in the performance indicator of “Orange.”

While “all student” English Language Arts performance was in the “Green” indicator, Buchser Middle School Students classified as “Long Term English Learners” are in the “Red” performance Indicator. Additionally, students classified as “Hispanic” and “Socio-Economically Disadvantaged” are in the “Orange” performance indicator.

Buchser Middle School does not have any students in the “Red” performance indicator for mathematics. Buchser Middle School students classified as “Long Term English Learners” and “Students with Disabilities” are in the “Orange” performance indicator for mathematics.

Other Needs

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

Buchser Middle School’s needs assessment highlights meaningful opportunities to strengthen both academic outcomes and student well-being through a cohesive, schoolwide approach.

Academic Achievement

CAASPP and i-Ready data show that approximately half of students are meeting standards in ELA, with 42% achieving grade-level expectations in reading. This provides a strong foundation to build upon, while also identifying an opportunity to further strengthen Tier 1 instruction to better support all learners—particularly in informational text comprehension and academic writing.

English Learner Progress

With 21.7% of students identified as English learners, the school demonstrates encouraging reclassification rates, reflecting effective supports already in place. At the same time, the presence of long-term English learners highlights an opportunity to deepen and consistently integrate academic language development across all content areas to accelerate progress.

School Climate & Wellness

CHKS data offers valuable insight into student experiences. While 72% of students report feeling safe at school, there is an opportunity to further enhance school climate so that all students feel consistently supported and secure. Additionally, reports of bullying and harassment underscore the importance of continuing to strengthen relationships, social-emotional supports, and inclusive school practices to promote a positive learning environment for every student.

Attendance & Engagement

Attendance data indicates that 23% of students with IEPs experience frequent absenteeism. This presents an opportunity to build stronger connections and targeted supports for these students. CHKS findings also reinforce that when students feel safe, connected, and engaged, attendance improves—highlighting the important link between school climate and consistent participation.

Buchser Middle School engages in an ongoing, data-informed process to understand student experiences and academic performance in order to continuously improve school practices. Every two years, Buchser Middle School, along with other schools across the district, participates in the California Healthy Kids Survey (CHKS). This survey centers on student perceptions of their school environment, including safety, connectedness, engagement, and well-being, and serves as a critical qualitative data source to inform school improvement efforts. The insights gained from CHKS are especially influential in shaping Goal 5 (Whole Child), as they provide a direct student voice regarding social-emotional supports and campus conditions.

In addition to perception-based data, Buchser Middle School uses multiple quantitative academic measures to inform instructional planning and goal setting. Local assessments such as i-Ready allow staff to closely monitor student progress in reading and mathematics throughout the year. When analyzed alongside state assessment results from CAASPP, these data sets directly inform Goals 1, 2, and 3. Together, CHKS, i-Ready, and CAASPP provide staff with a comprehensive picture of student achievement and school climate, enabling the development of action items grounded in both qualitative and quantitative evidence.

On March 19, 2026, Buchser Middle School staff formally reviewed the most recent CHKS data. This review highlighted several areas of notable progress and strength. Students reported increased feelings of safety, with perceived school safety rising to 69%, an improvement of 9 percentage points since 2022. Additionally, there was an 11% increase in students reporting no fear of being beaten up at school. Indicators related to student well-being also improved, as reports of chronic sadness or hopelessness declined by 8%. Overall, Buchser Middle School Students feel connected to adults on campus and also feel safe on campus. An area of improvement stands from peer-to-peer interactions as well as student engagement in the classroom.

Academic and relational supports emerged as particular strengths. Student perceptions of “High Expectations” increased to 79%, and “Caring Adult Relationships” rose to 69%, with both indicators now significantly exceeding state averages. Staff perceptions further reinforced these findings, with 98% of staff agreeing that the school is a supportive and inviting place to learn and work. The physical environment was also identified as a strength, as “Facilities Upkeep” reached 56%, well above the state average of 36%. In addition, parental engagement showed meaningful growth, with a 14% increase in students reporting that their parents feel welcome to participate in the school community.

At the same time, the CHKS data identified areas for continued growth. Indicators related to harassment and bullying declined slightly and remain below state benchmarks. The percentage of students reporting “No Harassment” decreased from 59% in 2022 to 56% in 2026, compared to a state average of 61%. Correspondingly, 44% of students reported experiencing harassment or bullying at school, representing a 3% increase since 2022. Social dynamics also emerged as a concern, as the “No Mean Rumors” indicator declined by 5 percentage points to 66%. While student “Meaningful Participation” improved to 33%, it remains the lowest-scoring indicator within the Supports and Engagement domain, signaling an ongoing need to deepen student voice, leadership, and involvement across campus.

Academic data from the most recent i-Ready diagnostic further informs these findings. Results indicate that 42% of Buchser students are performing at or above grade level in reading, while 36% are performing at or above grade level in mathematics. These outcomes underscore the importance of aligning instructional strategies, academic interventions, and school climate efforts to ensure students are supported both academically and socially.

Collectively, the integration of CHKS, i-Ready, and CAASPP data allows Buchser Middle School to take a holistic approach to student success. By examining trends, celebrating progress, and identifying areas for growth, staff are able to develop targeted, data-driven action items that support the whole child and advance the school’s SPSA goals.

Based on Dashboard analysis, Buchser Middle School has identified Suspension Rate (Orange) as a priority area. Additionally, Long-Term English Learners and Socioeconomically Disadvantaged students are performing two or more levels below “All Students” in Chronic Absenteeism (Red), and Long-Term English Learners are two or more levels below in ELA (Red). These gaps directly inform SPSA goals and targeted actions.

These identified performance gaps directly inform the development of SPSA Goals 1–5. Specifically, gaps in literacy and math performance inform Goals 1 and 2, English Learner progress informs Goal 3, chronic absenteeism informs Goal 4, and suspension and school climate data inform Goal 5.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.43%	0.42%	0.58%	3	3	4
African American	2.46%	2.95%	2.31%	17	21	16
Asian	11.87%	12.66%	12.10%	82	90	84
Filipino	5.21%	4.36%	4.90%	36	31	34
Hispanic/Latino	48.77%	50.07%	50.29%	337	356	349
Pacific Islander	0.43%	0.42%	0.14%	3	3	1
White	22.29%	20.25%	19.88%	154	144	138
Multiple/No Response	7.81%	8.02%	8.50%	54	57	59
Total Enrollment				691	711	694

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	233	249	247
Grade 7	244	226	228
Grade 8	214	236	219
Total Enrollment	691	711	694

Conclusions based on this data:

1. Buchser Middle School's enrollment increased from 691 students in 2023–24 to 711 students in 2024–25, with projections continuing upward. This growth suggests that the school's academic programs, student supports, and overall school climate are positively impacting student retention and attracting new families. Sustained or increasing enrollment highlights the importance of maintaining strong instructional practices and expanding systems of support to ensure that resources, staffing, and interventions keep pace with student needs. Overall Dashboard performance indicates that Buchser Middle School is performing at a strong level in ELA (Green), with continued growth needed in mathematics and targeted subgroup performance.
2. Hispanic/Latino students make up the largest subgroup, increasing from 47.41% to 50.07% of the total population, now representing over half of the student body. This demographic trend reinforces the importance of implementing culturally responsive teaching practices, strengthening supports for English Learners, and ensuring equitable access to rigorous coursework and enrichment opportunities. Strategic focus on this subgroup will have the greatest overall impact on schoolwide achievement outcomes. Chronic absenteeism remains an area of need,

particularly for Long-Term English Learners and Socioeconomically Disadvantaged students who are performing in the Red indicator.

3. While some student groups remain relatively stable, there are notable shifts in representation. The percentage of Asian students increased (11.19% to 12.66%), while White and Filipino student populations declined, and students identifying as Two or More Races increased (6.71% to 8.02%). These shifts emphasize the need to continuously monitor equity in access to programs such as advanced coursework, leadership opportunities, and intervention supports. Additionally, the data suggests an opportunity to ensure that all student groups—particularly those historically underrepresented—are equitably supported and reflected in school programs and decision-making processes. Suspension rates remain in the Orange performance band, indicating a need to strengthen school climate systems, PBIS implementation, and restorative practices.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	138	154	123	20.7%	20.0%	17.7%
Fluent English Proficient (FEP)	177	198	216	23.5%	25.6%	31.1%
Reclassified Fluent English Proficient (RFEP)	150	159		20.3%	21.70%	

Conclusions based on this data:

- 1. Stable and Slightly Increasing English Learner Population Indicates Ongoing Need for Targeted Supports**
The percentage of English Learners has remained relatively stable over time (20.7% 20.0% 21.7%), with a recent increase in both number and proportion. This indicates that nearly one in five students continues to require designated and integrated ELD support. The consistency of this subgroup highlights the importance of maintaining strong, school wide systems for language development rather than treating it as a temporary or declining need.
- 2. Growth in Fluent English Proficient (FEP) Students Reflects Positive Language Acquisition Outcomes**
The increase in Fluent English Proficient students (168 177 198; 23.5% ? 25.6% 27.8%) suggests that many students are successfully developing English proficiency. This upward trend is a positive indicator that instructional practices and supports are effectively moving students toward fluency, contributing to greater access to grade-level content across subject areas.
- 3. Strong Reclassification Rates with Opportunity to Address Long-Term English Learners**
Reclassified Fluent English Proficient (RFEP) students have steadily increased in number (145 ? 150 ? 159), and the percentage remains high (over 50% in recent years). This demonstrates a strong system for reclassification. However, the continued presence of a stable EL population alongside high RFEP percentages suggests that some students may be remaining in EL status for extended periods. This points to an opportunity to further refine instructional practices—particularly around academic language and content integration—to accelerate progress for long-term English learners.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	245	236	245	237	226	241	237	225	241	96.7	95.8	98.4
Grade 7	205	240	217	198	229	214	197	229	212	96.6	95.4	98.6
Grade 8	251	211	230	242	195	224	242	195	224	96.4	92.4	97.4
All Grades	701	687	692	677	650	679	676	649	677	96.6	94.6	98.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2535.	2554.	2531.	19.41	26.22	26.97	35.44	36.44	24.48	24.05	21.33	20.75	21.10	16.00	27.80
Grade 7	2550.	2551.	2571.	17.26	20.96	24.53	35.53	32.75	35.85	20.30	18.78	22.64	26.90	27.51	16.98
Grade 8	2558.	2558.	2573.	18.18	17.95	21.88	29.75	34.87	32.59	26.45	20.51	22.32	25.62	26.67	23.21
All Grades	N/A	N/A	N/A	18.34	21.88	24.52	33.43	34.67	30.72	23.82	20.18	21.86	24.41	23.27	22.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.83	24.89	21.58	57.81	54.22	49.38	22.36	20.89	29.05
Grade 7	18.37	23.14	24.53	60.20	53.71	61.79	21.43	23.14	13.68
Grade 8	17.36	20.00	21.43	54.55	53.33	52.68	28.10	26.67	25.89
All Grades	18.52	22.80	22.45	57.33	53.78	54.36	24.15	23.42	23.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.99	24.44	24.48	57.38	55.56	47.72	23.63	20.00	27.80
Grade 7	23.98	24.56	28.30	51.53	47.81	57.08	24.49	27.63	14.62
Grade 8	21.49	22.56	26.34	52.07	49.74	50.89	26.45	27.69	22.77
All Grades	21.33	23.92	26.29	53.78	51.08	51.70	24.89	25.00	22.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.88	17.33	18.67	73.00	75.56	67.63	10.13	7.11	13.69
Grade 7	14.80	15.72	16.98	69.90	66.38	71.23	15.31	17.90	11.79
Grade 8	14.88	11.28	16.52	69.42	71.79	67.86	15.70	16.92	15.63
All Grades	15.56	14.95	17.43	70.81	71.19	68.83	13.63	13.87	13.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.89	26.67	25.73	61.18	64.00	54.36	13.92	9.33	19.92
Grade 7	21.83	26.20	27.83	60.41	57.21	57.08	17.77	16.59	15.09
Grade 8	21.90	23.08	23.21	63.64	62.56	63.84	14.46	14.36	12.95
All Grades	22.93	25.42	25.55	61.83	61.17	58.35	15.24	13.41	16.10

Conclusions based on this data:

1. Stagnant Reading Growth and Need for Targeted Comprehension: Reading scores at the school have remained stagnant. There is a specific need to focus on student reading comprehension, particularly with a focus on informational texts, to improve overall student performance.
2. Variable Proficiency in Writing and Research Across Grade Levels: While writing and research/inquiry show varying levels of "Above Standard" performance, a significant portion of the student body still falls within the "At or Near Standard" or "Below Standard" categories. For example, in Grade 6, 27.8% of students were "Below Standard" in writing for the 24-25 year.
3. Inconsistent Achievement Levels Across Domains: While some areas like "Listening" show a high percentage of students at or near standard (reaching up to 71.23% in Grade 7) , other domains like "Reading" show that approximately 23.10% of all students are still performing "Below Standard". This highlights a disparity in skill mastery that requires differentiated instructional support.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	245	236	245	242	228	243	241	226	243	98.8	96.6	99.2
Grade 7	205	240	217	198	237	214	198	236	214	96.6	98.8	98.6
Grade 8	251	211	230	244	204	226	244	204	226	97.2	96.7	98.3
All Grades	701	687	692	684	669	683	683	666	683	97.6	97.4	98.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2509.	2528.	2514.	18.26	21.24	26.34	17.01	21.24	13.58	28.22	28.76	20.58	36.51	28.76	39.51
Grade 7	2521.	2524.	2552.	18.69	20.76	25.70	21.21	15.25	20.09	23.23	27.12	28.04	36.87	36.86	26.17
Grade 8	2517.	2526.	2545.	14.75	19.61	21.68	15.16	12.75	15.93	20.49	21.57	21.68	49.59	46.08	40.71
All Grades	N/A	N/A	N/A	17.13	20.57	24.60	17.57	16.52	16.40	24.01	25.98	23.28	41.29	36.94	35.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.18	20.80	23.46	41.49	45.58	33.74	42.32	33.63	42.80
Grade 7	24.37	22.03	28.50	40.10	39.41	45.33	35.53	38.56	26.17
Grade 8	15.57	18.14	19.03	40.98	40.20	46.90	43.44	41.67	34.07
All Grades	18.33	20.42	23.57	40.91	41.74	41.73	40.76	37.84	34.70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.11	20.80	18.52	52.70	46.46	46.09	33.20	32.74	35.39
Grade 7	15.66	15.68	23.83	53.54	54.66	47.66	30.81	29.66	28.50
Grade 8	15.57	18.14	18.14	49.59	49.51	50.44	34.84	32.35	31.42
All Grades	15.08	18.17	20.06	51.83	50.30	48.02	33.09	31.53	31.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.09	19.91	25.10	55.19	60.18	52.67	25.73	19.91	22.22
Grade 7	17.17	20.34	23.83	59.09	55.51	54.21	23.74	24.15	21.96
Grade 8	11.48	16.18	15.49	56.15	55.39	61.95	32.38	28.43	22.57
All Grades	15.81	18.92	21.52	56.66	57.06	56.22	27.53	24.02	22.25

Conclusions based on this data:

1. Upward Trend in High-Level Proficiency: There is a notable positive trend in the percentage of students exceeding standards across all grades. In the 2022-23 school year, 17.13% of all students exceeded the standard. By the 2023-24 year, this rose to 24.60%, and while it adjusted slightly to 20.57% in 2024-25, it remains significantly higher than the initial baseline.
2. Strongest Performance in Communicating Reasoning: Students consistently demonstrate their highest levels of competence in the "Communicating Reasoning" claim (demonstrating the ability to support mathematical conclusions). In the 2024-25 period, the percentage of students performing Below Standard in this area was only 22.25% for all grades. This is the lowest "Below Standard" rate among the three specific claims, outperforming "Concepts & Procedures," where 34.70% of students were below standard in the same year.
3. Persistent Challenges in Concepts and Procedures: While high-level achievement has grown, the "Concepts & Procedures" domain (applying mathematical concepts and procedures) remains the most significant area of struggle for the student body. Across all grades in 2024-25, 34.70% of students were Below Standard in this category. Grade 6 specifically saw a sharp increase in students struggling with these fundamentals, jumping from 33.63% below standard in 23-24 to 42.80% in 24-25.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1531.6	1534.0	1514.7	1529.2	1535.5	1503.9	1533.7	1532.1	1525.0	52	52	75
7	1540.0	1542.2	1545.8	1536.6	1542.4	1545.6	1542.9	1541.3	1545.4	41	54	41
8	1575.4	1534.8	1542.3	1580.5	1528.6	1538.0	1569.8	1540.5	1545.9	46	42	31
All Grades										139	148	147

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	25.00	25.00	25.33	42.31	36.54	22.67	15.38	25.00	28.00	17.31	13.46	24.00	52	52	75
7	24.39	35.19	39.02	34.15	22.22	24.39	29.27	22.22	19.51	12.20	20.37	17.07	41	54	41
8	43.48	30.95	25.81	28.26	26.19	22.58	21.74	11.90	22.58	6.52	30.95	29.03	46	42	31
All Grades	30.94	30.41	29.25	35.25	28.38	23.13	21.58	20.27	24.49	12.23	20.95	23.13	139	148	147

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	51.92	44.23	34.67	26.92	34.62	32.00	7.69	7.69	12.00	13.46	13.46	21.33	52	52	75
7	29.27	46.30	51.22	48.78	24.07	21.95	12.20	9.26	12.20	9.76	20.37	14.63	41	54	41
8	45.65	35.71	29.03	34.78	28.57	29.03	15.22	7.14	12.90	4.35	28.57	29.03	46	42	31
All Grades	43.17	42.57	38.10	35.97	29.05	28.57	11.51	8.11	12.24	9.35	20.27	21.09	139	148	147

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.77	11.54	14.67	36.54	26.92	16.00	34.62	40.38	36.00	23.08	21.15	33.33	52	52	75
7	17.07	20.37	17.07	26.83	25.93	24.39	31.71	25.93	36.59	24.39	27.78	21.95	41	54	41
8	30.43	14.29	16.13	19.57	21.43	29.03	30.43	30.95	12.90	19.57	33.33	41.94	46	42	31
All Grades	17.27	15.54	15.65	28.06	25.00	21.09	32.37	32.43	31.29	22.30	27.03	31.97	139	148	147

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	32.69	32.69	27.03	57.69	44.23	51.35	9.62	23.08	21.62	52	52	74
7	21.95	24.07	27.78	60.98	50.00	52.78	17.07	25.93	19.44	41	54	36
8	26.09	28.57	15.00	60.87	40.48	50.00	13.04	30.95	35.00	46	42	20
All Grades	27.34	28.38	25.38	59.71	45.27	51.54	12.95	26.35	23.08	139	148	130

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	57.69	63.46	46.67	28.85	23.08	29.33	13.46	13.46	24.00	52	52	75
7	43.90	62.96	68.29	43.90	14.81	17.07	12.20	22.22	14.63	41	54	41
8	76.09	59.52	48.39	15.22	11.90	25.81	8.70	28.57	25.81	46	42	31
All Grades	59.71	62.16	53.06	28.78	16.89	25.17	11.51	20.95	21.77	139	148	147

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.77	11.54	13.33	51.92	38.46	30.67	42.31	50.00	56.00	52	52	75
7	19.51	16.67	16.22	34.15	44.44	40.54	46.34	38.89	43.24	41	54	37
8	34.78	19.05	20.00	26.09	35.71	10.00	39.13	45.24	70.00	46	42	20
All Grades	19.42	15.54	15.15	38.13	39.86	30.30	42.45	44.59	54.55	139	148	132

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	36.54	28.85	27.03	50.00	55.77	55.41	13.46	15.38	17.57	52	52	74
7	24.39	24.07	32.50	63.41	57.41	57.50	12.20	18.52	10.00	41	54	40
8	23.91	11.90	6.45	67.39	59.52	70.97	8.70	28.57	22.58	46	42	31
All Grades	28.78	22.30	24.14	59.71	57.43	59.31	11.51	20.27	16.55	139	148	145

Conclusions based on this data:

1. Relative Strength in Oral Language vs. Written Language: Across all reported years and grades, students consistently perform better in Oral Language (Listening and Speaking) than in Written Language (Reading and Writing).
2. Significant Challenges in the Reading Domain: The Reading Domain appears to be the most challenging area for English learners in this group, with a high percentage of students scoring at the lowest performance level ("Beginning").
3. Continued focus on English Learners and specifically the needs of Long Term English Learners remains a priority for Buchser Middle School.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
711	35.7%	21.7%	0.1%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	21.7%
Foster Youth	1	0.1%
Homeless	5	0.7%
Socioeconomically Disadvantaged	254	35.7%
Students with Disabilities	125	17.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3%
American Indian	3	0.4%
Asian	90	12.7%
Filipino	31	4.4%
Hispanic	356	50.1%
Two or More Races	57	8%
Pacific Islander	3	0.4%
White	144	20.3%

Conclusions based on this data:

1. The 2024–25 student population data indicate that a significant proportion of students at the school require targeted academic and instructional support. English Learners represent 21.7% of the student population, while 35.7% are

identified as socioeconomically disadvantaged. This combined need highlights the importance of implementing both designated and integrated English Language Development (ELD), along with scaffolded instruction and targeted interventions to ensure equitable access to grade-level standards. Addressing the academic and linguistic needs of these students will be critical to improving overall student achievement.

2. The demographic composition of the school reflects a predominantly Hispanic/Latino student population, which comprises 50.1% of total enrollment. This majority underscores the need for culturally responsive teaching practices and intentional family engagement strategies that are inclusive and reflective of the community. Strengthening partnerships with families and incorporating students' cultural and linguistic backgrounds into instruction will support a more inclusive school climate and enhance student engagement and success.
3. Additionally, 17.6% of students are identified as students with disabilities, representing a substantial subgroup within the school. This necessitates a strong focus on inclusive instructional practices, effective implementation of Individualized Education Programs (IEPs), and the use of Multi-Tiered System of Supports (MTSS) to address diverse learning needs. Expanding co-teaching models, differentiation strategies, and targeted interventions will be essential to ensure that all students, including those with disabilities, have meaningful access to the general education curriculum and opportunities to achieve academic success.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 Fall Dashboard data indicate that the school demonstrates relative strength in English Language Arts and English Learner Progress, both of which are rated at the Green performance level. This suggests that instructional practices supporting literacy development and language acquisition are effectively meeting the needs of students, including English Learners. Maintaining and replicating these successful strategies across content areas will be important to sustain progress and ensure continued growth.

2. In contrast, Mathematics performance is rated at the Yellow level, indicating a need for targeted improvement in this area. While not at the lowest performance level, the data suggest that a significant portion of students are not yet meeting grade-level standards in mathematics. Focused efforts on strengthening Tier 1 instruction, implementing targeted interventions, and increasing the use of data-driven instructional practices will be necessary to improve outcomes in mathematics achievement.
3. Additionally, school climate and student engagement indicators reveal areas for growth. The Suspension Rate is at the Orange level, and Chronic Absenteeism is at the Yellow level, suggesting concerns related to student behavior, attendance, and overall engagement. These data point to the need for strengthened systems such as Positive Behavioral Interventions and Supports (PBIS), restorative practices, and attendance improvement strategies. Addressing these areas will be critical to fostering a positive school climate and ensuring that students are consistently present and engaged in learning.

School and Student Performance Data

Academic Performance English Language Arts

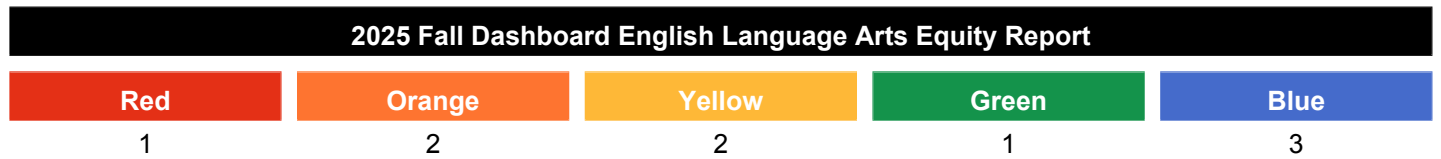
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 11.5 points above standard Increased 5.5 points 664 Students	English Learners  Yellow 54.4 points below standard Increased 5.2 points 233 Students	Long-Term English Learners  Red 100.7 points below standard Maintained -0.9 points 49 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 37.2 points below standard Maintained 0.8 points 254 Students

Students with Disabilities  Yellow 68.8 points below standard Increased 8.1 points 122 Students	African American  No Performance Color 20.7 points above standard Increased 71.2 points 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 79 points above standard Maintained 2.5 points 85 Students	Filipino  Green 23.6 points above standard Increased 4.3 points 31 Students	Hispanic  Orange 36.6 points below standard Maintained -2.5 points 326 Students
Two or More Races  Blue 83.1 points above standard Increased 22.8 points 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 47.1 points above standard Increased 12.9 points 136 Students

Conclusions based on this data:

1. Overall Student Growth and Performance Levels: The general student population is performing well above the standard and showing steady improvement. Performance Tier: "All Students" reached the Green performance level. Current Status: The group is 11.5 points above the standard. Growth: There was a recorded increase of 5.5 points compared to previous data
2. Significant Achievement Gaps for Vulnerable Groups: While the school average is positive, there are notable disparities for English learners and socioeconomically disadvantaged students who remain below standard. English Learners (EL): Despite a 5.2-point increase, EL students remain 54.4 points below standard. Long-Term English Learners are struggling further at 100.7 points below standard.
3. Socioeconomic and Ethnic Challenges: Both Socioeconomically Disadvantaged students and Hispanic students are in the Orange category, performing roughly 36 to 37 points below standard with "Maintained" (minimal change) progress. Students with Disabilities: This group is 88.8 points below standard, though they did show an 8.1-point increase

School and Student Performance Data

Academic Performance Mathematics

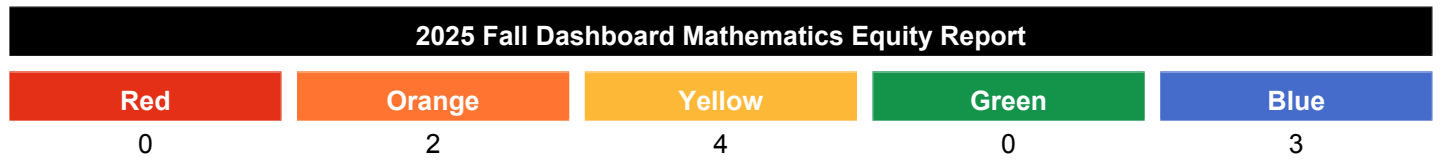
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 29.1 points below standard Increased 10.5 points 678 Students	English Learners  Yellow 91.9 points below standard Increased 22.7 points 247 Students	Long-Term English Learners  Orange 152.4 points below standard Increased 5.1 points 49 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 81 points below standard Increased 13.7 points 265 Students

Students with Disabilities  Orange 103.6 points below standard Increased 14.4 points 124 Students	African American  No Performance Color 49.8 points below standard Increased 19.8 points 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 59.1 points above standard Increased 4.5 points 86 Students	Filipino  Yellow 10.5 points below standard Maintained -2.9 points 31 Students	Hispanic  Yellow 87.2 points below standard Increased 6.4 points 338 Students
Two or More Races  Blue 50.2 points above standard Increased 36.2 points 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 22 points above standard Increased 23.7 points 137 Students

Conclusions based on this data:

1. Growth is Widespread Across Nearly All Student Groups: Despite varying performance levels, almost every reported student group showed an increase in mathematics scores compared to the previous year.
2. Both "Students with Disabilities" (103 points below) and "Long-Term English Learners" (81 points below) are classified in the "Orange" performance category, indicating these are critical areas for continued intervention.
3. Top Performers: These groups include Asian students (59.1 points above standard), students of Two or More Races (50.2 points above standard), and White students (22 points above standard). Equity Gap: In contrast, the "All Students" average remains in the "Yellow" tier, currently sitting at 29.1 points below the grade-level standard.

School and Student Performance Data

Academic Performance Science

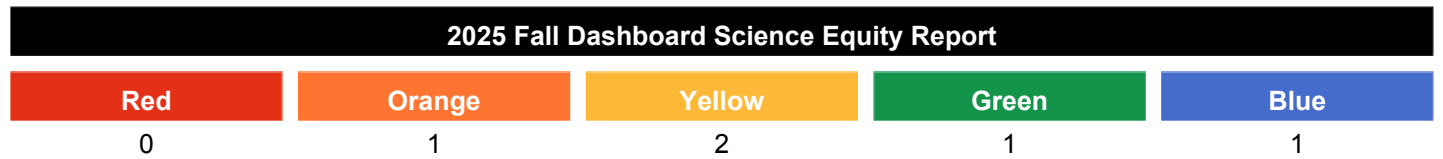
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 54 science points Increased 2.8 points 223 Students	English Learners  Yellow 39.4 science points Increased 6.5 points 71 Students	Long-Term English Learners  No Performance Color 26.8 science points Increased 3.2 points 18 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 45.4 science points Increased 3.7 points 87 Students

Students with Disabilities  Orange 37.5 science points Maintained 0 points 37 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 63.1 science points Declined 8 points 29 Students	Filipino  No Performance Color 62.5 science points 11 Students	Hispanic  Yellow 43.4 science points Increased 2.5 points 104 Students
Two or More Races  No Performance Color 65.3 science points Increased 6.1 points 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 65.8 science points Increased 8.4 points 54 Students

Conclusions based on this data:

- Performance Levels are Highly Polarized Across Student Groups**
The school shows a significant range in academic performance, from the lowest to the highest levels on the state color scale.
White students achieved the "Blue" level (highest performance), with an average of 65.8 science points.
Students with Disabilities are in the "Orange" level, maintaining a lower average of 37.5 science points.
Overall Standing: Despite these gaps, the "All Students" group is currently performing at a "Green" level.
- Targeted Support Groups Show Significant Growth**
There is evidence of strong upward momentum in specific student groups that typically face academic challenges.
Foster Youth: This group saw a massive increase of 65 points, bringing them to 30.4 science points.
- Long-Term English Learners: This group increased their performance by 28 points, reaching a total of 54 science points.**
Socioeconomically Disadvantaged Students: This group also showed progress with a 3.7-point increase, maintaining a "Green" performance level.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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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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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
72.9 making progress.	86.7 making progress.
Number Students: 133 Students	Number Students: 45 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.

2025 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
3.1%	22.7%	0%	74.2%

Conclusions based on this data:

1.

Strong Overall Growth in English Proficiency

The vast majority of English Learners are successfully advancing toward language proficiency.

74.2% of students progressed at least one English Learner Progress Indicator (ELPI) level.

When including those who maintained the highest possible level, the overall progress rate for the 133 EL students is 72.9%, earning a "Green" performance rating.

Only a small fraction (3.1%) of students saw their ELPI level decrease.
2.

Exceptional Performance Among Long-Term English Learners

Students classified as Long-Term English Learners (LTEL) are outperforming the general EL population in terms of progress.

The LTEL group achieved a "Blue" performance level, which is the highest color rating on the California School Dashboard.

86.7% of the 45 students in this group are making progress, significantly higher than the 72.9% average for all EL students.

3. **High Maintenance of Intermediate Levels**
While many students are moving up, a significant portion remains steady at intermediate stages of language acquisition.

22.7% of students maintained their current ELPI level (Levels 1 through 3H) rather than progressing to a higher level.

Interestingly, 0% of students maintained ELPI Level 4, suggesting that students reaching this top tier are likely being reclassified or the data reflects a specific movement pattern out of that status.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

15.1% Chronically Absent

Declined 0.7

727 Students

English Learners



Yellow

18.9% Chronically Absent

Declined 3.9

164 Students

Long-Term English Learners



Red

32% Chronically Absent

Increased 10

50 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Socioeconomically Disadvantaged



Red

21.4% Chronically Absent

Increased 1.9

290 Students

Students with Disabilities  Yellow 17% Chronically Absent Declined 5.6 135 Students	African American  No Performance Color 13.6% Chronically Absent Increased 2.5 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 9.7% Chronically Absent Increased 2.8 93 Students	Filipino  Green 3.1% Chronically Absent Declined 5 32 Students	Hispanic  Yellow 18.4% Chronically Absent Declined 2.9 365 Students
Two or More Races  Orange 12.7% Chronically Absent Increased 1 63 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 14.4% Chronically Absent Increased 2.8 146 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Chronic Absenteeism data indicate that overall student attendance remains an area of concern. The school is performing at the Yellow level for all students, with 15.1% of students identified as chronically absent. While this reflects a slight decline from the previous year, the rate remains high enough to significantly impact student learning and engagement. These data suggest the need for continued and strengthened schoolwide attendance initiatives, including early identification systems, family outreach, and interventions designed to improve consistent student attendance.
2. A closer examination of student groups reveals disproportionately high rates of chronic absenteeism among specific populations. Long-Term English Learners are at the Red performance level, with 32% chronically absent, and Socioeconomically Disadvantaged students are also in the Red, with 21.4% chronically absent. These elevated rates indicate systemic barriers that may be affecting consistent school attendance, such as access, engagement, or external factors. Targeted supports, including culturally responsive outreach, case management, and coordination of services, will be essential to address the needs of these high-priority groups.
3. Additionally, several student groups show mixed trends that warrant focused attention. Students with Disabilities (17% chronically absent) and Hispanic students (18.4%) are performing at the Yellow level, indicating ongoing attendance challenges. Meanwhile, some groups, such as Filipino students (Green, 3.1%), demonstrate stronger attendance outcomes that may provide insight into effective practices. Other groups, including Asian, White, and students identifying as Two or More Races, are in the Orange level, with increasing rates of absenteeism, signaling a need for broader Tier 1 attendance strategies. Overall, the data highlight the importance of a comprehensive, multi-tiered approach to improving attendance outcomes across all student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

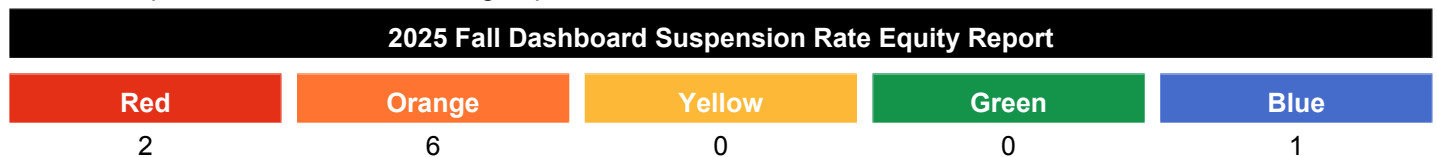
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 4.6% suspended at least one day Increased 2.6% 740 Students	English Learners Red 10.1% suspended at least one day Increased 6.5% 168 Students	Long-Term English Learners Orange 9.6% suspended at least one day Increased 4.5% 52 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged Red 8.1% suspended at least one day Increased 5.1% 295 Students

Students with Disabilities  Orange 6.6% suspended at least one day Increased 0.9% 136 Students	African American  No Performance Color 0% suspended at least one day Declined 5.6% 23 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 3.2% suspended at least one day Increased 3.2% 95 Students	Filipino  Blue 0% suspended at least one day Declined 5.1% 33 Students	Hispanic  Orange 6.5% suspended at least one day Increased 3.7% 371 Students
Two or More Races  Orange 3.1% suspended at least one day Increased 1.4% 65 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 3.4% suspended at least one day Increased 2.8% 147 Students

Conclusions based on this data:

- Overall Suspension Rates are Rising Across Student Groups
The school is experiencing a broad upward trend in suspensions. Out of the eight student groups assigned a performance color or specific percentage data, seven showed an increase in the percentage of students suspended for at least one day. The most significant increases were observed among Socioeconomically Disadvantaged students (up 5.1%) and Homeless students (up 4.5%)
- Critical Performance Gaps Exist for Vulnerable Populations
While several groups are in the "Orange" category, two specific student groups have fallen into the "Red" zone, signifying the lowest performance level:

English Learners: 10.1% suspended at least one day.

Socioeconomically Disadvantaged: 8.1% suspended at least one day.
These groups represent 168 and 205 students respectively, indicating that a significant portion of the student body is struggling with high suspension rates.
- A continued focus on supporting students at the Tier 1 level as well as identifying other means of correction besides suspension is needed to show improvement.

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 2026-2027. In addition, all students will demonstrate an average reading growth of 70 lexile points by the end of the 2026-2027 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)

All supplemental and concentration-funded actions in this goal are principally directed toward and effective in meeting the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. Students with disabilities are also specifically supported through these actions. Other students may benefit, but the services are designed in response to the identified needs of the target student groups.

This goal aligns with LCAP Goal 1: Increase student achievement for all students and accelerate growth for English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

The focus on literacy, data-driven instruction, and targeted interventions directly supports improving CAASPP, ELPAC, and local assessment outcomes while ensuring equitable access to rigorous, standards-aligned instruction.

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.

This need is supported by multiple data sources. CAASPP ELA results show that 56.65% of students met or exceeded standard, while a substantial group of students remain below standard. Local i-Ready data also show that 42% of students are performing at or above grade level in reading, indicating a continued need to strengthen Tier 1 literacy instruction, informational text comprehension, academic writing, and targeted supports for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. These actions are principally directed toward unduplicated pupils and are intended to accelerate literacy growth while also benefiting all students.

This need is supported by multiple data sources. CAASPP ELA results show that 56.65% of students met or exceeded standard, while i-Ready data indicate that only 42% of students are performing at or above grade level in reading. These data demonstrate that while many students are achieving at grade level, a significant number remain below standard, particularly in informational text comprehension and academic writing. These actions are principally directed toward unduplicated pupils, including English Learners, Long-Term English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, while also benefiting all students.

Progress toward this goal will be monitored through a continuous cycle of inquiry process. Teachers and administrators will regularly analyze multiple data sources, including CAASPP, i-Ready, PBA writing assessments, and classroom-based formative assessments during department meetings, collaboration time, and professional learning sessions. Staff will identify trends, determine instructional responses, implement targeted strategies, and reassess student progress. Adjustments to instruction and interventions will be made based on student performance data, with a specific focus on improving outcomes for identified student groups. Findings will be shared with the Leadership Team and School Site Council to ensure ongoing alignment and effectiveness.

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
CAASPP English Language Arts, i-Ready Reading, and local writing/PBA data	56.65% of students met or exceeded standard on the CAASPP ELA assessment; 42% of students were at or above grade level in reading on i-Ready.	Increase the percentage of students meeting or exceeding standard on CAASPP ELA by 10 percentage points and increase the percentage of students at or above grade level in reading on i-Ready from 42% to at least 50% by the end of 2026–2027.
The following actions are principally directed toward English Learners, Long-Term English Learners, socioeconomically disadvantaged students, foster youth, students experiencing homelessness, and students with disabilities, while also benefiting all students.		

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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well	3,000 Targeted Allocation 4000-4999: Books And Supplies Instructional Materials

1.2 Department Collaboration Time: Teachers will engage in collaboration 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 early release Wednesday's and early release Thursdays. Additionally, release time to create robust scopes and sequences for our special education classes will be made available to our special education teachers. The purpose of this is to ensure alignment of our "basic" classes to our general education classes. Examples include "Basic" English for grades 6,7, and 8 as well as "Basic" Math for grades 6,7, and 8. 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 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. 1.6 Exemplars: During grade-level, department and team meetings/collaboration, each grade level will produce exemplars of student work that demonstrate high, medium, and low qualities of student work for content standards and the PBA's, especially for written responses. The principal will provide release time with substitutes for teachers to do this work and to monitor student growth. Examples include reviewing the Reading Intervention assessment and then addressing student needs based on data collected. 1.7 Interventions: Research, purchase, get training, and implement research-based intervention programs to address the needs of students who receive special education services. 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	as students with disabilities, while also benefiting all students.	
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	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 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2,000 Targeted Allocation 4000-4999: Books And Supplies Library materials, hardware and software 7,000 Targeted Allocation 4000-4999: Books And Supplies Ed Tech 2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Creation of instructional materials

	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 in coordination with general education English 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. 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 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."	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Hourly Pay
1.4	Increased educational opportunity	These actions are principally directed	8,000 Targeted Allocation

	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 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.	toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	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 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Hourly pay at the non-instructional rate for ad hoc committees 4,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Stipend SCC Coordinator/Awards 200 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Assessments for academic vocabulary and ELD strategies

	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.		
1.6	Involvement of staff, parents and administration. 6.1 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 Arrupe 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	10,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures After school programs, Reward Programs, Materials 2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Parent Ed/Meetings and materials.

	All staff will continue to support counseling and therapy services for "at-risk" students, and especially the wellness center. 6.2 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. 6.3 Buchser will work with the District to host a parent Webinar focused on iReady data. This webinar will provide information to families on how to read the iReady data and how to best help their student. 6.4 Latina Noche event specifically geared toward our EL students and families. 6.5 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	10,000 Targeted Allocation 4000-4999: Books And Supplies 5,000 Targeted Allocation 2000-2999: Classified Personnel Salaries SEL Support

	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.		
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. 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. 1 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. The administration will provide time and finances for teachers to evaluate data from reading intervention strategies.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the strategies and activities under Goal 1 were implemented with a strong level of fidelity and supported schoolwide literacy efforts. Staff engaged in collaboration, use of common assessments, academic language strategies, and data analysis through the cycle of inquiry. These efforts strengthened attention to informational text comprehension,

writing, and intervention supports. As a result, the school maintained a solid ELA performance level and continued to build systems to support English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. While implementation was strong overall, the level of impact varied across classrooms and student groups, indicating a continued need for tighter progress monitoring and more consistent school wide implementation.

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

There were no major programmatic differences that prevented implementation of the core literacy strategies; however, some actions requiring release time, substitutes, extended intervention time, or additional materials were adjusted based on staffing availability and final budget allocations. Where expenditures differed from initial estimates, funds were prioritized toward high-leverage literacy supports, intervention access, and professional development most directly connected to student need. These adjustments did not change the overall purpose of the goal, but they did require the school to sequence and prioritize implementation across the year.

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.

As a result of this analysis, Buchser will refine Goal 1 by narrowing the focus to the highest-leverage literacy strategies: informational text comprehension, academic writing, academic language development across content areas, and progress monitoring for target student groups. Annual measurable outcomes will be clarified to more explicitly measure literacy growth using CAASPP, i-Ready, and common writing assessments. These changes can be found in the revised Goal 1 identified need, annual measurable outcomes table, strategy/action descriptions, and monitoring sections of the SPSA.

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 2026-2027 as measured by the CAASPP assessment.
(reference LCAP Goals 1, 2, 3).

All supplemental and concentration-funded actions in this goal are principally directed toward and effective in meeting the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. Students with disabilities are also specifically supported through these actions. Other students may benefit, but the services are designed in response to the identified needs of the target student groups.

This goal aligns with LCAP Goal 1: Increase student achievement and LCAP Goal 2: Provide equitable access to high-quality instruction and resources.

The emphasis on mathematics achievement, academic discourse, and differentiated instruction supports equitable access to grade-level standards and strengthens outcomes for underperforming student groups.

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.

Mathematics remains an area of need for Buchser Middle School. The 2025 Dashboard places mathematics in the Yellow performance band for All Students, and subgroup analysis shows persistent opportunity gaps for Long-Term English Learners and students with disabilities. CAASPP mathematics data indicate that approximately 30% of students are at or above standard, while a significant percentage remain below standard, especially in Concepts and Procedures. This data demonstrates a need to strengthen core mathematics instruction, academic language in mathematics, standards-based intervention, and differentiated support for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students receiving Special Education services. These actions are principally directed toward unduplicated pupils and are intended to reduce subgroup gaps while improving overall student achievement.

Mathematics remains an area of need. CAASPP data indicate that approximately 30% of students are at or above standard, and the Dashboard places mathematics in the Yellow performance level. Subgroup data show persistent gaps for Long-Term English Learners and students with disabilities. These data demonstrate the need for stronger core instruction, academic language in math, and targeted interventions. These actions are principally directed toward unduplicated pupils while benefiting all students.

Staff will engage in an ongoing cycle of inquiry to monitor the effectiveness of math instruction and interventions. Teachers will analyze i-Ready diagnostic data, district benchmark assessments, CAASPP results, and common formative assessments during collaboration time. Based on this analysis, teachers will adjust instructional strategies, implement targeted interventions, and monitor student growth. Particular attention will be given to trends in mathematical reasoning, problem solving, and conceptual understanding. Progress will be reviewed regularly by departments, site leadership, and the School Site Council to ensure that instructional adjustments lead to improved student outcomes.

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
CAASPP Mathematics, i-Ready Mathematics, common benchmark assessments	30% of students are at or above standard in mathematics on CAASPP.	Increase the percentage of students at or above standard in mathematics from 30% to 40% by the end of 2026–2027, with measurable growth for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities.
All Goal 2 actions are principally directed toward English Learners, Long-Term English Learners, socioeconomically disadvantaged students, students experiencing homelessness, foster youth, and students with disabilities, while also supporting schoolwide mathematics achievement.		

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
2.1	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing	3,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries substitutes-release time

	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 iReady, 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 also continue to improve benchmark assessment and test results through a collaborative process during early release time release days. 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 General ed and Special Education 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.	homelessness, as well as students with disabilities, while also benefiting all students.	
2.2	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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well	8,000 Targeted Allocation 4000-4999: Books And Supplies Purchase Technology/materials

	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. 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. 2.5. Research, purchase, get training, and implement research-based intervention programs to address the needs of students who are two or more grade levels below their current grade.	as students with disabilities, while also benefiting all students.	
2.3	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Paid time.
2.4	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 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Conference Training/Workshops 1,000 Targeted Allocation 4000-4999: Books And Supplies Math Programs and Materials.

	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.		
2.5	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 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay
2.6	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically	

	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. 6.4. Annual Math Pathways Night: Administration will convene an annual Math Pathways night for all families and ensure the resources are translated.	disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	
2.7	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 2000-2999: Classified Personnel Salaries late bus transportation
2.8	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 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	500 Targeted Allocation 4000-4999: Books And Supplies Rewards/Awards and incentives

determine the most effective interventions to target students' learning gaps.		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the mathematics strategies were implemented with an emphasis on standards alignment, common assessments, collaboration, academic language supports, and targeted intervention. Teachers used benchmark and classroom assessment data to monitor progress and refine instruction, and professional development supported improved alignment to the math framework and instructional strategies. The strongest gains were seen in areas connected to mathematical reasoning and staff collaboration, while continued challenges in Concepts and Procedures demonstrate the need for additional targeted support and stronger intervention systems.

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

Some mathematics actions were implemented differently than originally planned due to staffing, scheduling, and release-time limitations. In particular, activities requiring substitutes, extended intervention programming, or additional collaboration time were adjusted to match site capacity and available funding. Where budget differences occurred, the school prioritized expenditures that directly supported standards-based instruction, formative assessment, and intervention for target student groups.

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.

Based on this analysis, Goal 2 will be revised to clarify measurable mathematics targets, strengthen the focus on Concepts and Procedures, and better align intervention supports with core classroom instruction. Metrics will be more clearly tied to CAASPP, i-Ready, and benchmark performance, and strategy descriptions will further emphasize supports for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. These revisions can be found in the Goal 2 identified need, annual measurable outcomes, and updated strategies/activities tables.

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 (LTELL), 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 2026-2027 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 2026-2027 school year. (reference LCAP Goals 1, 2, 3)

All supplemental and concentration-funded actions in this goal are principally directed toward and effective in meeting the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. Students with disabilities are also specifically supported through these actions. Other students may benefit, but the services are designed in response to the identified needs of the target student groups.

This goal aligns with LCAP Goal 2: Provide equitable access to high-quality instruction and resources and LCAP Goal 3: Increase student engagement and connectedness.

The integration of instructional strategies, technology, and extended learning opportunities ensures that all students—especially unduplicated pupils—have access to meaningful, engaging, and standards-aligned learning experiences.

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.

Buchser serves a significant population of English Learners, representing 21.7% of the student body, and local and state data indicate both strengths and continuing needs in language development. The school's Dashboard EL Progress indicator is a relative strength; however, local ELPAC data show that students continue to perform more strongly in oral language than in written language, and Long-Term English Learners remain a subgroup of concern. In addition, CHKS and attendance data indicate that English Learners experience lower perceptions of safety and higher rates of bullying and chronic absenteeism than desired. These findings demonstrate the need for continued designated and integrated ELD, academic language supports across content areas, progress monitoring, and targeted interventions. These actions are principally directed toward English Learners and Long-Term English Learners while also benefiting all students.

Implementation of this goal will be monitored through the cycle of inquiry by analyzing student engagement data, formative assessments, and academic performance indicators. Teachers will review student work, participation data, and progress monitoring tools during collaboration time to determine the effectiveness of instructional strategies and supplemental supports. Data from i-Ready, classroom assessments, and program participation (e.g., after-school programs) will be used to inform decisions. Adjustments will be made to improve access, engagement, and academic outcomes, with results shared across departments and with site leadership.

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
California Dashboard English Learner Progress Indicator, ELPAC Summative Results, reclassification rate.	Buchser is currently performing in the Green band on the English Learner Progress Indicator; ELPAC data show stronger performance in oral language than in written language, and Long-Term English Learners remain a priority subgroup.	Maintain Green performance on the English Learner Progress Indicator, increase the percentage of English Learners making progress on ELPAC written language, and increase the school's reclassification rate by the end of 2026–2027.

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
3.1	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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all 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.

	meetings, early release time, and district supported professional development. 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.		
3.2	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. 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay 4,000 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 areas to support ELL Students.

	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.		
3.3	Extended learning time 3.1 English Language Learners: Buchser will continue to offer concentrated language instruction for all EL students in the ELL program. Collaboration time will be provided to staff in support of ELL students across the content areas as well as specific professional development on how to best support EL students in integrated classrooms. 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	3,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries After school tutoring and support for extra curricular.

	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.		
3.4	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 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, 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	16,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Supplement the ELSAT Position (4.7), incl. EL assistants 1,500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Extracurricular activities/fieldtrips 1,000 Targeted Allocation 4000-4999: Books And Supplies Performing Arts

	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 Latina Noche event and messaging to families about important events.		
3.5	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 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 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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	20,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Training/Conferences

	factors. This includes but is not limited to issues related to poverty and other traumas.		
3.6	Involvement of staff, parents and community 6.1 Further, staff will provide collaboration opportunities for San Jose State University and Santa Clara University students in credential programs. 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 iReady, 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all 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
3.7	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students,	4,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field trips & awards 5,000 Targeted Allocation

	7.2 Interventions: Buchser will provide financial support for school-wide counseling of at risk students, including the counselor from California Youth Outreach (CYO) services. 7.3 After School Support: Administrators and teachers will investigate after school programs that enhance student involvement, particularly among ELL, migrant, foster youth, socio-economically disadvantaged students, and all identified subgroups. Buchser will also provide funding to support tutoring after school, especially for BEST Club. 7.4 Cycle of Inquiry: Teachers who do home visits to support their struggling/target students will have substitutes for release time to analyze achievement data for these target students. 7.5 Rewards and Incentives: The administration will support student awards, incentives and field trips, including pay for teachers to help coordinate these awards and incentives. 7.6 Resources and Materials: The administration will support the varied learning needs of all students, and targeted students in particular, by purchasing materials, supplies, and learning center options to support learning and academic success. 7.7 A committee of students, families, staff, and administrators will convene to support students in the Dual Language Immersion program.	foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2000-2999: Classified Personnel Salaries academic tutors before and after school 5,000 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, and learning centers to support learning 6,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries CYO counselor
3.8	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute release time for Collaboration

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, Goal 3 strategies were implemented with a clear focus on English Learner progress through designated and integrated supports, academic language development, collaboration, and use of ELPAC and local data. Staff strengthened attention to oral language, writing, and classroom access across content areas. These efforts supported continued positive outcomes in English Learner Progress, although written language development and the needs of Long-Term English Learners remain important areas for growth.

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

Some English Learner supports were adjusted during implementation based on staffing, intervention capacity, and the availability of supplemental personnel and release time. Expenditures were prioritized toward the most direct student-facing supports, including academic language resources, intervention time, and staff collaboration. These adjustments did not change the purpose of the goal but did affect the pace and scale of some planned supports.

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.

As a result of this analysis, Goal 3 will place sharper emphasis on written language development, Long-Term English Learner monitoring, and measurable growth across ELPAC domains. Annual measurable outcomes will be clarified to include more explicit written-language and reclassification targets, and strategies will further specify integrated ELD and academic language supports across content areas. These changes can be found in the revised Goal 3 identified need, annual measurable outcomes, and strategies/activities tables.

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)

All supplemental and concentration-funded actions in this goal are principally directed toward and effective in meeting the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. Students with disabilities are also specifically supported through these actions. Other students may benefit, but the services are designed in response to the identified needs of the target student groups.

This goal aligns with LCAP Goal 3: Increase student engagement and connectedness and LCAP Goal 4: Strengthen family and community partnerships.

The focus on extracurricular opportunities, family engagement, and expanded learning experiences supports student motivation, belonging, and access to enrichment opportunities that extend beyond the classroom.

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.

Professional development remains a critical lever for improving student achievement and reducing achievement gaps. School wide data, including CAASPP, i-Ready, CHKS, and suspension trends, indicate a continued need to strengthen literacy instruction across the curriculum, formative assessment practices, MTSS implementation, PBIS, restorative practices, and the effective use of data to inform instruction. These needs are especially important for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. Therefore, professional development is necessary to ensure consistent Tier 1 instruction, effective intervention practices, and positive, supportive learning environments. These actions are principally directed toward improving outcomes for unduplicated pupils while enhancing instruction school wide.

Data indicate the need for continued professional development in literacy, MTSS, PBIS, and data use to improve outcomes for unduplicated pupils.

Progress will be monitored using the cycle of inquiry through analysis of participation rates in extracurricular programs, attendance data, and student feedback. Staff will review engagement data during collaboration meetings to identify which programs are most effective in increasing student connectedness and participation. Adjustments will be made to expand access and remove barriers for underrepresented student groups. Input from students, families, and staff will be used alongside quantitative data to refine strategies and ensure alignment with student needs.

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
Staff participation in professional development, implementation of common instructional strategies, literacy and MTSS walkthrough evidence, student academic and climate data	Staff have participated in literacy, PBIS, MTSS, restorative practices, and data-use professional development; suspension rates improved from 4.1% in 2022–23 to 1.4% in 2023–24.	By the end of 2026–2027, staff will demonstrate consistent use of agreed-upon instructional and climate strategies school wide, and student outcomes will improve as measured by academic data, climate data, and implementation evidence from walkthroughs and collaboration artifacts.

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
4.1	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically	2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute/Paid Time

	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.	disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	
4.2	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. 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 4000-4999: Books And Supplies Purchase materials
4.3	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 1000-1999: Certified Personnel Salaries Release time for substitutes
4.4	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students,	

	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.	foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	
4.5	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-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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	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
4.6	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	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,200 Targeted Allocation 4000-4999: Books And Supplies mailings, phones & technology

	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.		
4.7	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries paid time
4.8	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 PBA, summary assessment, MDTP, and RI scores for all students..	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, professional development under Goal 4 was implemented with a focus on literacy across the curriculum, MTSS, PBIS, restorative practices, data use, and collaboration. Staff had structured opportunities to learn, collaborate, and apply common strategies that support both academic learning and positive school climate. These efforts contributed to stronger instructional coherence and a more positive school experience for students.

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

Some professional development opportunities were adjusted due to substitute availability, timing, and final funding decisions. Certain activities were implemented through existing collaboration structures rather than additional release days, and some expenditures were reprioritized toward higher-leverage site needs such as literacy, PBIS, MTSS, and family communication. Where differences occurred, they were made to preserve the most essential professional learning aligned to student need.

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.

Based on this analysis, Goal 4 will continue to prioritize literacy across the curriculum, MTSS, PBIS, and restorative practices, while clarifying implementation expectations and measurable evidence of impact. The annual measurable outcomes will be refined to include more explicit implementation indicators, and strategy descriptions will more clearly connect professional development to student outcomes and subgroup support. These changes can be found in the revised Goal 4 identified need, annual measurable outcomes, strategy descriptions, and monitoring sections.

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. By the end of the 2026–2027 school year, Buchser will:

Increase the percentage of students reporting that they feel safe to at least 95%
Increase the percentage of students reporting caring adult relationships to 90%.

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 has made significant and measurable progress in building a positive school climate and supporting the whole child through intentional investments in socio-emotional systems. CHKS data demonstrates clear strengths in the school's foundation, including 69% of students reporting feeling safe, 79% reporting high expectations, and 69% reporting strong relationships with caring adults, all of which reflect a strong baseline for continued growth. Additionally, student well-being indicators have improved, including an 8% decrease in chronic sadness and an 11% increase in students reporting no fear of being harmed, demonstrating the effectiveness of current supports. To address these needs, Buchser has strategically invested in two core systems:

WEBB (Where Every Bobcat Belongs)

WEBB serves as a cornerstone of student connection and belonging. Funding has supported:

- Student leadership training and peer mentoring structures
- Transition programs for incoming students
- Ongoing activities that intentionally build peer relationships

These efforts directly support CHKS indicators related to school connectedness, meaningful participation, and student voice, ensuring that all students—especially English Learners and other targeted groups—feel welcomed and supported from their first day on campus.

PBIS (R.O.A.R.: Respectful, Organized, Accountable, Responsible)

Buchser's PBIS framework has evolved into a data-driven, proactive system that promotes positive behavior and reduces exclusionary discipline practices. Investments have included:

- PBIS Rewards system to track and reinforce positive behaviors
- Incentives and recognition programs aligned to R.O.A.R. expectations
- Staff training in restorative and trauma-informed practices
- Ongoing analysis of discipline data to guide interventions

These efforts are aligned with Dashboard data, which shows the need to continue reducing suspensions (currently Orange overall, with 10.1% for English Learners) while building on prior success in significantly lowering suspension rates over time.

Addressing Chronic Absenteeism Through Engagement

The California Dashboard indicates that chronic absenteeism remains an area of focus, with 15.1% of all students, 18.9% of English Learners, and 17% of Students with Disabilities identified as chronically absent. Buchser is addressing this through:

- Increased student engagement via extracurriculars, WEBB, and PBIS incentives
- Expanded after-school programming and supports
- Strengthened relationships between students and staff
- Family outreach and connection efforts

These strategies reflect a shift from compliance-based approaches to engagement-driven attendance improvement, grounded in relationships and belonging. Buchser Middle School is building a coherent, aligned system of socio-emotional support where WEBB fosters belonging, PBIS (R.O.A.R.) reinforces positive behavior, and data systems guide continuous improvement. The school's progress in safety, adult relationships, and student well-being provides a strong foundation, while targeted goals in engagement, attendance, and discipline will ensure continued growth. Through intentional funding, strategic alignment, and a focus on equity, Buchser is committed to ensuring that every student experiences school as a place where they belong, feel safe, and are empowered to succeed.

All supplemental and concentration-funded actions in this goal are principally directed toward and effective in meeting the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. Students with disabilities are also specifically supported through these actions. Other students may benefit, but the services are designed in response to the identified needs of the target student groups.

All supplemental and concentration funds are principally directed toward unduplicated pupils and are effective in meeting the goals for these students.

This goal aligns with LCAP Goal 3: Increase student engagement and connectedness and LCAP Goal 5: Ensure a safe, inclusive, and equitable school climate.

This goal directly addresses school climate indicators, including suspension rates and student perception data (CHKS), by promoting positive behavior, social-emotional learning, and inclusive practices.

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.

CHKS and Dashboard data demonstrate both strengths and continued needs in school climate and student engagement. Students report positive perceptions of high expectations and caring adult relationships, but only 69% report feeling safe, 33% report meaningful participation, and 44% report harassment or bullying. Suspension remains an area of concern on the Dashboard, and chronic absenteeism data suggest the need to further strengthen belonging, engagement, and preventive systems of support. These data support the need for continued investment in PBIS, restorative practices, student leadership, inclusive activities, and social-emotional supports. These actions are principally directed toward unduplicated students and students with disabilities, who benefit most from strong school connectedness and proactive systems of support.

This goal directly addresses the school's Dashboard Suspension Indicator (Orange), with targeted strategies designed to reduce suspension rates and improve overall school climate.

This goal will be monitored through a structured cycle of inquiry using CHKS data, suspension data, attendance data, and PBIS (R.O.A.R.) behavior metrics. Staff will regularly review discipline trends, student perception data, and PBIS Rewards data to identify areas of success and needed improvement. During collaboration and leadership meetings, staff will develop targeted interventions, implement strategies such as restorative practices and SEL supports, and reassess outcomes. Continuous monitoring will ensure that efforts lead to reductions in suspension rates, improved student safety, and increased student connectedness. Findings will be shared with stakeholders, including the School Site Council and ELAC, to guide ongoing improvement.

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
CHKS School Safety, Caring Adult Relationships, Meaningful Participation, Harassment/Bullying, Suspension Rate	69% of students report feeling safe; 69% report caring adult relationships; 33% report meaningful participation; 44% report harassment or bullying.	Increase safety to 95%, caring adult relationships to 90%, meaningful participation to 45%, and reduce harassment/bullying to below 35% by the end of 2026–2027.

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
5.1	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	1,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Career and College Support Programs.
5.2	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. 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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	46,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Support for WEBB, supervision, extra-curricular activities, and promotion of the R.O.A.R. PBIS Model. 5,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Extracurricular

	2.7 Offer lunchtime activities such as supervised athletic events (Allera Sports) and creative art opportunities.		
5.3	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.	These actions are principally directed toward unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, as well as students with disabilities, while also benefiting all students.	2,000 Targeted Allocation 4000-4999: Books And Supplies R.O.A.R. 30000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Equity work, SEL Programs, R.O.A.R.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, Goal 5 strategies were implemented through a comprehensive, schoolwide approach to student engagement, safety, and belonging. Staff supported PBIS, social-emotional learning, culturally inclusive activities, assemblies, supervision, student leadership, and positive behavior systems. These efforts strengthened the school climate and contributed to improvements in safety, caring adult relationships, and positive student experiences, while also highlighting continued need in peer interactions, bullying prevention, and meaningful participation.

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

Some Goal 5 activities were implemented differently than originally planned due to staffing capacity, timing, and the cost of expanded events, training, or contracted services. Where needed, expenditures were prioritized toward the highest-impact school climate supports, including PBIS systems, student incentives, equity work, and supervision. These changes allowed the school to maintain the core purpose of the goal while adjusting the scale or timing of some activities.

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.

Based on this analysis, Goal 5 will be refined to include more realistic and data-aligned measurable outcomes, with a stronger emphasis on student voice, meaningful participation, bullying reduction, and proactive climate systems. The revised goal language, annual measurable outcomes, and updated strategies can be found in the Goal 5 section of the SPSA, particularly in the identified need, annual measurable outcomes table, and strategies/activities aligned to PBIS, student engagement, and Whole Child supports.

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	\$0
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	\$0

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	39,500.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	74,700.00
5000-5999: Services And Other Operating Expenditures	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	53,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	39,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	27,000.00
4000-4999: Books And Supplies	Targeted Allocation	74,700.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	53,200.00

Expenditures by Goal

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

Total Expenditures
56,200.00
18,500.00
108,500.00
9,200.00
84,000.00

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
Eileen Chen	Classroom Teacher
Tom Ostrander	Parent or Community Member
Mark Heflin	Parent or Community Member
Lish Garguilo	Parent or Community Member
Myrna Zendejas	Parent or Community Member
Jill Lipari	Other School Staff
Aditri Bhatla	Secondary Student
Caitlyn Chan	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
	English Learner Advisory Committee
	Compensatory Education Advisory Committee
	Departmental Advisory Committee
	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 4-23-26.

Attested:

	Principal, Justin Ponzio on 4-23-26
	SSC Chairperson, Susan Carroll on 4-23-26