

Buena Park Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Buena Park Middle School
Street	6931 Orangethorpe Ave.
City, State, Zip	Buena Park, CA 90620
Phone Number	(714) 522-8491
Principal	Shin Park
Email Address	spark@bpsd.us
School Website	https://bpms.bpsd.us/
County-District-School (CDS) Code	30-66456-6027551

2022-23 District Contact Information

District Name	Buena Park Elementary School District
Phone Number	(714) 522-8412
Superintendent	Dr. Ramon Miramontes
Email Address	rmiramontes@bpsd.us
District Website Address	https://www.bpsd.us/

2022-23 School Overview

This school year we are continuing to transform education with the implementation of the California Common Core State Standards. Our theme for the 2022-2023 school year is "Ignite the Future!" Administration, teachers, and staff are committed to support students to achieve a high level of success through academics and course electives. At Buena Park Middle School, we believe in a well-rounded educational experience for students and we are very excited about these changes. We look forward to continuing to support student learning and fulfilling the mission and vision for our school. Our school motto is that students are Respectful, Responsible, and Ready to Learn. We have expectations for all students and BPMS believes all students will learn.

School Profile

Buena Park Middle School is located in the western region of Buena Park and serves students in grades sixth through eighth following a traditional calendar. At the beginning of the 2022-2023 school year, 740 students were enrolled, including 15% in special education, 37% qualifying for English Language Learner support, and 89% economically disadvantaged.

School Mission

Our Mission at Buena Park Middle School is to educate, motivate, and inspire students to achieve academic success and become productive global citizens.

Below is our Vision of the school we endeavor to become to meet our mission.

At Buena Park Middle School, we are creating...

A Culture for Learning

At our school we believe all students can learn and can learn at high levels.

Students will become productive global citizens by emphasizing proficiency in the areas of technology, interpersonal communication, and critical thinking.

Our school is a place where students are motivated through real world, student-centered learning experiences.

A Rigorous Curriculum

Students will engage in meaningful learning experiences that promote critical thinking skills and innovative solutions.

2022-23 School Overview

Systematic, rigorous, and organized instruction will utilize technology to facilitate communication, collaboration, critical thinking, and creativity.

Equity and Access for all Students

Our school will ensure mastery of essential skills for all students and facilitate small group instructional settings to ensure students succeed.

We will lay the foundation for student success by teaching the value of perseverance.

A Professional Learning Community

Our school uses common formative and summative assessment to guide student learning and ensure instructional effectiveness.

Teacher collaboration will focus on the use of educational research to identify instructional strategies that best meet the unique needs of all students.

Community Engagement in Learning

Our school will facilitate opportunities for parents, educators, and the community to partner together to encourage students to become geographically and culturally aware as well as display civic responsibility.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	241
Grade 7	289
Grade 8	272
Total Enrollment	802

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.4
American Indian or Alaska Native	0.0
Asian	4.9
Black or African American	4.9
Filipino	3.6
Hispanic or Latino	79.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.4
White	3.5
English Learners	37.2
Foster Youth	0.4
Homeless	4.5
Migrant	0.0
Socioeconomically Disadvantaged	88.4
Students with Disabilities	15.1

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	84.13	159.20	89.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	10.15	4.50	2.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.60	5.69	13.90	7.83	18854.30	6.86
Total Teaching Positions	29.50	100.00	178.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On Monday, September 12, 2022, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #22-11: Pupil Textbook and Instructional Material Compliance 2022-2023 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September, 2022.

Year and month in which the data were collected

9/12/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Reading Series 6th Grade Adopted 2006 Glencoe/McGraw-Hill, California Treasures Expressions Adopted 2010 Scholastic, Inc., English 3D Adopted 2011 Glencoe/McGraw-Hill, California Treasures Adopted 2009	Yes	0%
Mathematics	Glencoe/McGraw-Hill, California Algebra Readiness: Concepts, Skills, and Problem Solving Adopted 2009 Glencoe/McGraw-Hill, California Algebra Readiness: Concepts, Skills, and Problem Solving Adopted 2009 Glencoe/McGraw-Hill, Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving Adopted 2009 McDougal Littell, Geometry Adopted 2009	Yes	0%
Science	McGraw-Hill Inspire Science Adopted 2018	Yes	0%
History-Social Science	Pearson- My World Adopted 2019	Yes	0%

Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodians, and two full-time evening custodians are assigned to Buena Park Middle School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria/kitchen setup and cleanup
- Restroom cleaning
- Main office cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

Evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning
- Cafeteria cleaning
- Main office cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues. All classrooms, restrooms and common areas are sanitized daily with the use of peroxide based cleaning agent and electro static sprayers, special custodial cleaning crews are also utilized to immediately sanitize any areas on campus that had student or staff test positive for Covid-19. Additionally all staff receive (Healthy School Act Required Annual Training) this training then gives each person the legal ability to personally use the TRU-SHOT disinfectant hand held sprayers in their own work areas for added protection.

Facilities Inspection

The district's maintenance department inspects Buena Park Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Buena Park Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 15, 2022. Deficiencies are noted in the school inspection survey, and corrected in a timely manner by the Districts maintenance department. During the fiscal year 2022-2023 all restrooms are fully functional and available for student use. The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Buena Park Middle School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- install solar arrays, asphalt replacement, install asphalt under the solar arrays, remove overhead walkway, paint basketball backboards, air conditioning assessment through cal shape program and funding, replace main irrigation pump and control system, replace c & g area with new concrete and plant trees in this area, remove old kitchen speed line railing, install wheelchair ramp at bus drop off area,
- Annual Preventive Maintenance includes; staff ID badges, air conditioning repairs & filters replacements with merv 13 rated filters, test fire alarm system, service fire extinguishers, service backflow devices, trim trees, deep clean campus, replace basketball nets, paint front parking lot curbs.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	778	766	98.46	1.54	30.81
Female	373	366	98.12	1.88	37.43
Male	404	399	98.76	1.24	24.81
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	39	38	97.44	2.56	68.42
Black or African American	37	37	100.00	0.00	16.22
Filipino	29	29	100.00	0.00	58.62
Hispanic or Latino	621	611	98.39	1.61	27.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	42.86
White	28	28	100.00	0.00	25.00
English Learners	285	280	98.25	1.75	6.79
Foster Youth	0	0	0.00	0.00	0.00
Homeless	34	34	100.00	0.00	35.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	681	671	98.53	1.47	28.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	115	112	97.39	2.61	7.14

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	779	771	98.97	1.03	11.41
Female	374	369	98.66	1.34	8.40
Male	404	401	99.26	0.74	14.21
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	39	38	97.44	2.56	44.74
Black or African American	37	37	100.00	0.00	8.11
Filipino	29	29	100.00	0.00	31.03
Hispanic or Latino	622	616	99.04	0.96	8.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	14.29
White	28	28	100.00	0.00	14.29
English Learners	285	283	99.30	0.70	1.77
Foster Youth	0	0	0.00	0.00	0.00
Homeless	34	34	100.00	0.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	681	675	99.12	0.88	9.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	115	112	97.39	2.61	2.68

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	11.2	NT	22.89	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	259	98.48	1.52	11.2
Female	128	127	99.22	0.78	8.66
Male	134	131	97.76	2.24	13.74
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	18.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	216	213	98.61	1.39	7.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	95	97.94	2.06	1.05
Foster Youth	0	0	0	0	0
Homeless	11	11	100	0	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	218	98.2	1.8	8.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.7	97.8	97.8	97.4	99.3

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment by participating in a decision-making group or simply attending school events.

Parents stay informed on upcoming events and school activities through our school website, Canvas parent portal, parent conferences, the school marquee, Parent Square App (two-way group messaging, private conversations, district-wide alerts and notices), and the Aeries.net web portal. Parent meetings are held in person or via Zoom if needed. Please contact the school office at (714) 522-8491 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone Events
- Fundraising Activities
- Parent Patrol

Committees:

- English Learner Advisory Council
- District English Learner Advisory Council
- School Advisory Council
- School Site Council
- Parent Teacher Student Association
- District Advisory Council

School Activities:

- Back to School Night
- Open House
- Parent Nights
- Honors Academy Nights
- AVID Nights

2022-23 Opportunities for Parental Involvement

Academic Awards Nights
 Astronomy Nights
 Celebration of Awesome
 PTSA sponsored events
 Choir Festival
 Winter Concert
 Percussion Show

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	847	831	242	29.1
Female	404	396	118	29.8
Male	441	433	122	28.2
American Indian or Alaska Native	0	0	0	0.0
Asian	40	40	2	5.0
Black or African American	43	39	13	33.3
Filipino	29	29	0	0.0
Hispanic or Latino	675	666	207	31.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	19	19	5	26.3
White	33	30	11	36.7
English Learners	314	310	96	31.0
Foster Youth	7	7	3	42.9
Homeless	59	52	21	40.4
Socioeconomically Disadvantaged	756	741	227	30.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	126	40	31.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.68	2.01	2.45
Expulsions	0.10	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.62	0.00	2.57	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.62	0.00
Female	5.94	0.00
Male	11.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.50	0.00
Black or African American	16.28	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	3.03	0.00
English Learners	8.92	0.00
Foster Youth	0.00	0.00
Homeless	5.08	0.00
Socioeconomically Disadvantaged	9.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.81	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Buena Park Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall, 2022. A new version of the School Safety Plan will be completed and reviewed in 2023.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	31	1
Mathematics	26	3	32	
Science	25	10	30	1
Social Science	28		31	1

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	17	3
Mathematics	28	1	18	1
Science	26	4	16	3
Social Science	29		17	2

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	19	2
Mathematics	29	2	12	3
Science	25	7	10	5
Social Science	30		12	6

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	802

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,708	1,766	12,942	95,087
District	N/A	N/A	12,986	\$98,755
Percent Difference - School Site and District	N/A	N/A	-0.3	-3.8
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	65.0	11.7

2021-22 Types of Services Funded

The school site offers a wide variety of programs and services within the MTSS Framework which allows for tiered supports for students in both academics and social-emotional development. Students are afforded quality services that span across a continuum starting with best first instruction and interventions, moving to supplemental services and enriching activities, and includes specialized programs.

Base level programs & services:

- Daily English Language Development for all English Learners
- Wellness teacher to coordinate physical fitness and wellness activities
- Virtual Online K-8 Academy for Accelerated Learning
- Universal access to digital devices and connectivity for all grade levels
- Grade level intervention and enrichment sessions 4 days/week
- Special Education Services - Speech, RSP, SDC on site
- Site Intervention team - reviews status of interventions and recommends revisions, services, exit etc.
- Instruction using social emotional curriculum - Second Steps, Character Strong
- PBIS- Evidence-based tiered framework of behavior practices
- Tiered interventions for SEL and mental health
- Tiered interventions for academic instruction
- Counselors to provide group and individual social emotional supports and behavior interventions

Supplemental supports and services:

- Additional Classified positions to support student academic and behavioral needs
- CAST process for supporting students with academic, behavior, and social emotional needs
- Care Solace which provides mental health referrals for families and staff
- Math & reading intervention using i-Ready online instruction
- Enrichment activities to enhance the curriculum and build student 's experience base - i.e. field trips, assemblies, arts instruction, etc.
- GATE program that includes differentiated instruction and enrichment opportunities
- Intervention teachers to provide small group intervention and differentiated support for students
- ESY and Summer Academy to provide ongoing instructional support for at-promise and Spe. Ed. students
- Tutoring support for homework help through Paper Tutoring
- BPSD year-round Speech and Debate Program
- Site Passion Program activities
- Panorama Playbook activities to support SEL activities for students
- ASES after school program in collaboration with CSUF
- Site/district led parent education and family curriculum events
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,137	\$51,591
Mid-Range Teacher Salary	\$84,354	\$79,620
Highest Teacher Salary	\$112,049	\$104,866
Average Principal Salary (Elementary)	\$137,106	\$131,473
Average Principal Salary (Middle)	\$140,466	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$219,797	\$205,661
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Over the past three years, professional learning for the Buena Park School District's faculty is aligned to the California State Content Standards and Frameworks, Multi-Tiered System of Support (MTSS), and Buena Park Middle School's Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies teaching and learning strengths along with specific areas of need. Using site surveys, combined with data analysis from state assessments and District benchmark tests, a district-wide focus for increasing academic proficiency levels for all students is planned.

On-site Professional Development: Teachers are provided professional development opportunities in the areas of instructional strategies, assessments, and curriculum planning. During the year, time is devoted to data analysis and planning for differentiated instruction and intervention. Site professional development is mirrored with the district plan for instruction and assessment and designed to meet the specific needs of Buena Park Middle School students.

District Professional Development: The school district provides teachers with ongoing professional development to advance content knowledge, instructional expertise, and collaborative planning. Training to support teachers with the implementation of district-wide initiatives including Common Core State Standards, new curriculum and units of study, assessment development, and establishing Professional Learning Communities. Teachers are given opportunities to develop both the art of teaching and instructional leadership skills by attending ongoing training and coaching led by OCDE content consultants, literacy consultants, and Tech TOSA.

Buena Park Middle School staff participated in the following professional learning activities over the past three school years:

- Common Core State Standards
- Writing Workshop Strategies
- Balanced Literacy
- Assessment and data analysis
- Reading and Writing Workshop
- MathSpace and CGI training
- Academic discourse and student engagement using AVID strategies
- Next Generation Science Standards (NGSS) instructional shifts, curriculum and resources
- STEM practices and planning
- History Social Science standards, resources, and instructional best practices
- English Language Development (ELD) instructional practices and assessment
- Innovative integrated technology
- GATE certification for 6th-8th grade teachers
- Positive Behavior Intervention Support (PBIS)
- Character Strong training
- Assessment literacy
- Professional Learning Community (PLC)
- MTSS academic behavior, and social-emotional development training
- iReady training
- Ready Math Classroom training
- Panorama Training
- AVID Training

Buena Park Middle School offers support to new and veteran teachers through professional development, peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	23	30	33