

Buena Park Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Jay Beckelheimer
Email Address	jbeckelheimer@bpsd.us
School Website	https://bpms.bpsd.us/
Grade Span	6-8
County-District-School (CDS) Code	30-66456-6027551

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Buena Park Middle School is a thriving educational community dedicated to fostering academic excellence and preparing students for future success. We offer a comprehensive curriculum that includes core subjects like English Language Arts, Mathematics, Science, and Social Studies, as well as engaging Career Technical Education programs that equip students with valuable skills for various career paths. Our supportive programs, such as AVID and ELD, assist English Language Learners and all students in developing critical thinking and college and career readiness skills. Additionally, our Student Ambassador Program provides opportunities for student leadership and service to the school community.

2024-25 School Description and Mission Statement

Our beautiful mural serves as a visual representation of our school's spirit and community, inspiring students and staff alike. Our highly trained teachers collaborate through professional learning communities (PLCs) to ensure high-quality instruction and meet the diverse needs of all learners.

We are committed to creating a positive and nurturing learning environment where every student feels valued, respected, and supported in their academic journey. Our dedicated and well-trained staff work tirelessly to provide students with the tools and resources they need to succeed.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	206
Grade 7	202
Grade 8	223
Total Enrollment	638

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	4.1
Black or African American	3.9
Filipino	4.7
Hispanic or Latino	80.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.4
White	4.1
English Learners	34.6
Foster Youth	0.6
Homeless	9.2
Socioeconomically Disadvantaged	88.9
Students with Disabilities	14.1

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/Incomplete/NA	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

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)	30.50	80.24	163.50	87.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.53	2.20	1.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	4.26	4.30	2.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	5.60	14.97	16.90	9.04	15831.90	5.67
Total Teaching Positions	38.00	100.00	186.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.90	82.12	166.90	86.58	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	2.20	2.30	1.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.65	5.80	3.05	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.88	1.50	0.82	11746.90	4.23
Unknown/Incomplete/NA	4.50	12.10	16.00	8.33	14303.80	5.15
Total Teaching Positions	37.60	100.00	192.80	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.90	0.60	0
Misassignments	2.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	1.60	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.3
Total Out-of-Field Teachers	0.00	0.00	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.60	2.6	2.7
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 9, 2024, 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 #24-03 Pupil Textbook and Instructional Material Compliance 2024-2025, 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 textbooks 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 following information shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2024.

Year and month in which the data were collected

9/10/2024

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	Yes	0%
	Glencoe/McGraw-Hill, California Treasures Expressions Adopted 2010		
	Scholastic, Inc., English 3D Adopted 2021		
	Glencoe/McGraw-Hill, California Treasures Adopted 2009		
Mathematics	Glencoe/McGraw-Hill, California Algebra Readiness: Concepts, Skills, and Problem Solving Adopted 2009	Yes	0%
	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		
Science	McGraw-Hill Inspire Science Adopted 2018	Yes	0%
History-Social Science	Pearson- My World Adopted 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

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

- Classroom cleaning as necessary
- 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 electrostatic sprayers as needed; 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 handheld sprayers in their work areas for added protection.

Facilities Inspection

The district's maintenance department inspects Buena Park Middle School annually per Education Code §17592.72(c)(1). Buena Park Middle School uses a site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 6, 2024. Deficiencies are noted in the school inspection survey and corrected in a timely manner by the district's maintenance department. During the fiscal year 2024-2025, all restrooms will be fully functional and available for student use. The district makes great efforts to ensure that all schools are clean, safe, and functional through proper facility 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. School and district staff use a work order process to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- replaced emergency water supply, Cal Shape HVAC program replaced 49 HVAC units, exterior site was painted, demo loft & remodel wood shop, replaced west parking lot asphalt, added opening between rooms 53-54, greenhouse installed, replace music building entry double doors for wider access, installed new irrigation pump system with new breaker, replaced storage room door & frame room 52.
- Annual Preventive Maintenance includes staff ID badges, air conditioning repairs & filter 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 was painted on the exterior summer of 2024.

Year and month of the most recent FIT report

12/6/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			replaced stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			replaced missing lighting diffuser
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	32	35	40	41	46	47
Mathematics (grades 3-8 and 11)	17	17	33	36	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	635	616	97.01	2.99	34.80
Female	323	314	97.21	2.79	40.13
Male	312	302	96.79	3.21	29.24
American Indian or Alaska Native	0	0	0	0	0
Asian	26	24	92.31	7.69	70.83
Black or African American	23	22	95.65	4.35	18.18
Filipino	29	29	100.00	0.00	58.62
Hispanic or Latino	519	503	96.92	3.08	31.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67

White	25	25	100.00	0.00	44.00
English Learners	186	169	90.86	9.14	8.88
Foster Youth	--	--	--	--	--
Homeless	50	46	92.00	8.00	28.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	566	554	97.88	2.12	33.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	84	100.00	0.00	8.33

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	635	633	99.69	0.31	17.22
Female	323	322	99.69	0.31	17.70
Male	312	311	99.68	0.32	16.72
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	42.31
Black or African American	23	22	95.65	4.35	9.09
Filipino	29	29	100.00	0.00	48.28
Hispanic or Latino	519	518	99.81	0.19	14.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	25	25	100.00	0.00	16.00
English Learners	186	186	100.00	0.00	3.76
Foster Youth	--	--	--	--	--
Homeless	50	50	100.00	0.00	16.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	566	565	99.82	0.18	15.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	84	100.00	0.00	2.38

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.72	15.64	28.08	28.45	30.29	30.73

2023-24 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	219	214	97.72	2.28	15.42
Female	107	102	95.33	4.67	14.71
Male	112	112	100.00	0.00	16.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	179	175	97.77	2.23	13.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	60	98.36	1.64	3.33
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	13.04
Military	--	--	--	--	--
Socioeconomically Disadvantaged	198	193	97.47	2.53	14.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	2.86

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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	91.8%	91.8%	93.2%	91.8%	97.3%

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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's learning environment by participating in a decision-making group such as SSC, ELAC, and PTA or attending school events and parent workshops.

Parents stay informed on upcoming events and 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), Axiom dashboard, 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 becoming involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone Events
- Fundraising Activities
- Parent greeters
- Food Pantry

Committees:

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

School Activities:

- Back to School Night
- Open House

2024-25 Opportunities for Parental Involvement

Parent Nights
Honors Academy Nights
AVID Nights
Academic Awards Nights
Astronomy Nights
Celebration of Awesome
PTSA sponsored events
Choir Festival
Winter Concert
Percussion Show
Electives Celebration
Cultural Celebration
Mural painting
Spaghetti dinner
Chess Tournament
Afterschool sports
Parent Academy with Axiom

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	688	672	146	21.7
Female	350	341	76	22.3
Male	338	331	70	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	2	7.1
Black or African American	31	27	13	48.1
Filipino	32	31	2	6.5
Hispanic or Latino	549	541	113	20.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	27	27	9	33.3
English Learners	240	238	51	21.4
Foster Youth	--	--	--	--
Homeless	64	63	27	42.9
Socioeconomically Disadvantaged	616	603	136	22.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	94	31	33.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.62	7.71	4.65	2.57	2.85	2.03	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.65	0.00
Female	4.57	0.00
Male	4.73	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.45	0.00
Filipino	3.13	0.00
Hispanic or Latino	4.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	3.70	0.00
English Learners	7.50	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	5.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.07	0.00

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

2024-25 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

2024-25 School Safety Plan

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, 2024. A new version of the School Safety Plan will be completed and reviewed in Spring 2025.

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	17	1
Mathematics	25	5	13	1
Science	21	11	12	
Social Science	25	3	16	

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	16	3
Mathematics	27	3	15	
Science	24	8	9	1
Social Science	24	6	11	1

2023-24 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	638

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	19,449	6,657	12,792	109,030
District	N/A	N/A	12,853	\$102,168
Percent Difference - School Site and District	N/A	N/A	-0.5	6.5
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	17.2	14.7

Fiscal Year 2023-24 Types of Services Funded

The school site offers various programs and services within the MTSS Framework, allowing for tiered support for students in academics and social-emotional development. Students are afforded quality services that span a continuum, starting with best first instruction and interventions, moving to supplemental services and enriching activities, and including specialized programs.

Fiscal Year 2023-24 Types of Services Funded

Universal Programs & Services:

- Daily English Language Development for all English Learners
- Wellness teacher to coordinate physical fitness and wellness activities
- Universal access to digital devices and connectivity for all grade levels
- Grade-level intervention and enrichment sessions four days/week
- Special Education Services - Speech, RSP, SDC on-site
- 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 support and behavior interventions
- Axiom dashboard

Supplemental Supports and Services:

- Additional Classified positions to support student academic and behavioral needs
- C.A.R.E. roadmap process for supporting students with academic, behavioral, 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 including field trips, assemblies, and the arts
- 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 will provide ongoing instructional support for at-risk and Spe. Ed. students
- Tutoring support for homework help
- BPSD year-round Speech and Debate Program
- Site Passion Program activities
- Targeted 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
- Ready Math
- Community School support
- SEOC
- Delta Math
- Chess Program
- Mural design

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,246	\$57,839
Mid-Range Teacher Salary	\$89,483	\$90,040
Highest Teacher Salary	\$118,862	\$118,647
Average Principal Salary (Elementary)	\$132,823	\$144,639
Average Principal Salary (Middle)	\$130,288	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$250,970	\$229,986
Percent of Budget for Teacher Salaries	32%	31%
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 has been 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 and specific areas of need. Using site surveys combined with data analysis from state assessments and District benchmark tests, a district-wide focus on increasing academic proficiency levels for all students is planned.

On-site Professional Development: Teachers are provided professional development opportunities in 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 is 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 implementing 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
- Axiom learning series
- Balanced Literacy
- Assessment and data analysis
- Reading and Writing Workshop
- 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 Development

- Professional Learning Community (PLC)
- MTSS academic behavior and social-emotional development training
- iReady training
- Ready Math Classroom training
- Social-emotional curriculum training
- Avid training
- ELD training
- Axiom training Executive functioning

Buena Park Middle School supports 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	33	33	7