



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buena Park Middle School	30-66456-6027551	March 27, 2025	May 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Buena Park Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
Our school plan describes the school wide program that includes strategies, actions, and services that address the requirements for additional targeted support and improvement of our schools academic performance.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Buena Park Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Our school plan describes the school wide program that includes strategies, actions, and services that address the requirements for additional targeted support and improvement of our schools academic performance.

To enhance strategic planning, the School Plan for Student Achievement (SPSA) development cycle is shifting from a Fall to a Spring timeline. Since the 2024-25 SPSA was recently approved in December 2024, the 2025-26 SPSA will retain the existing goals. However, data will be updated to reflect current progress and needs. The 2025-26 SPSA will incorporate progress updates, data-driven input from educational partners, and will be reviewed and approved by the School Site Council (SSC).

Our Buena Park Middle School plan is aligned with our district local control and accountability plan through collaboration with the district in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the Buena Park School District; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Educational Partner Involvement

How, when, and with whom did Buena Park 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

All stakeholder groups were involved in developing the overall plan based on the four SPSA goals and school data. Each group reviews the goals and has an opportunity to provide input regarding development of action items to help achieve the goals. The following indicates the dates of these specific meetings:

Mach 13, 2025 - English Learner Advisory Committee reviewed school data for the needs assessment. ELAC made recommendations and gave input for the 2025-2026 SPSA. ELAC recommendations shared with SSC on March 27, 2025.

Mach 13, 2025 - School Site Council reviewed school data for the needs assessment as well as 2024-2025 progress. SSC gave input on the 2025-2026 SPSA.

March 27, 2025 - SSC reviewed the plan and approved .

- GoverningBoard approved SPSA

Based on:

The evaluation of implementation and effectiveness of the SPSA actions (see "annual evaluation and needs assessment" section), the California school dashboard data, district assessments, and school level common formative assessments, stakeholder input the SSC recommended the following revisions to the SPSA.

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.

25-26 SPSA ATSI:

The comprehensive needs assessment involved examining data from the California School Dashboard, local assessments, including iReady, district benchmarks, and teacher-created assessments; and conversations with the

School Site Council (SSC) and other educational partners.

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). (Note: CA has not made eligibility determinations for TSI). Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. The California Department of Education (CDE) will use the California School Dashboard to determine eligibility for and exit from TSI and ATSI. Title 1 and non-Title 1 schools are eligible for TSI and ATSI. Buena Park Middle School was identified as eligible for ATSI as the African-American student group and the Homeless student groups are very low in all or all but one indicator. Our African-American student group was identified in both the Chronic Absenteeism (red) indicator and Suspension (red) indicator. The Homeless student group was identified for the Chronic Absenteeism (red) indicator, the Suspension (red) indicator, and the English Language Arts (red) indicator.

Schools eligible for ATSI have the following requirements:

1. Communicate ATSI status with educational partners
2. Conduct school level needs assessment
3. Identify resource inequities using a Resource Equity Diagnostic Tool
4. Select evidence-based Interventions
5. Create a plan based on state indicators and student groups whose performance status is very low
6. Obtain plan approval

Schools eligible for ATSI are required to develop school plans to improve student outcomes. This SPSA meets the federal planning requirements for Title 1 SWP schools and is consistent with the template provided by CDE for schools identified for ATSI support. The specific elements of our ATSI plan address the attendance needs of our African-American and Homeless student groups. Our ATSI plan also addressed the literacy needs of our Homeless student group. Although the English learner student group was not identified for the purpose of ATSI, our plan will also support their needs as their English language arts indicator was also very low.

To address Resource Inequities, the SSC developed a common understanding of education resource equity and then identified specific dimensions of resource equity to address the needs of our African-American and Homeless student groups. The following dimensions of education resource equity have been identified to improve the attendance/reduce the chronic absentee rate and suspension rates of our both student groups:

Dimension: Instructional Time and Attendance

SPSA Strategy/Action: 4.15

Evidence-based Intervention

- Utilize Restorative Practices to Impact School Climate and Curb Suspensions (WWC - What Works Clearinghouse, Tier 3)

Dimension: Positive and Inviting School Climate

SPSA Strategy/Action: 4.15

Evidence-based Intervention

- Utilize Restorative Practices to Impact School Climate and Curb Suspensions (WWC - What Works Clearinghouse, Tier 3)

Dimension: Student Supports and Interventions

SPSA Strategy/Action: 4.15

Evidence-based Intervention

- Utilize Restorative Practices to Impact School Climate and Curb Suspensions (WWC - What Works Clearinghouse, Tier 3)

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.

According to the 2024 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:
Chronic Absenteeism-Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the 2024 California School Dashboard, the only state indicator in the Orange category for all students was in the area of Chronic Absenteeism. There were no red categories for All Student performance.

Chronic Absenteeism
Overall (All Students) Level-Orange
Student Groups in Red-Homeless, African-American
Student Groups in Orange-English learners, Socioeconomically disadvantaged, Students with disabilities, Asian, White

Other Needs

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

i-Ready diagnostics are taken three times per school year in Reading and Math. In the 2024-2025 school year, BPMS students showed growth in both iReady Reading and Math between diagnostic window 1 and window 3. Overall growth in Math was 13% in the percentage of students reaching Early on Grade Level or higher in placement. Overall growth in Reading was 8% in the percentage of students reaching Early on Grade Level or higher in placement. More students are placing at Early on Grade Level or higher in Reading than in Math, which is consistent with dashboard CAASPP data for ELA and Math.

LCAP survey data showed staff, parent, and student responses. Staff survey had 23 responses between classified and certificated staff. Parent survey had 40 respondents. Student survey had 35 respondents. According to the student LCAP survey, the highest need is in teachers using books and resources that are interesting to students. According to the staff LCAP, the highest interest in professional learning is in behavior intervention strategies. According to the parent LCAP survey, the highest need is in being provided adequate information on passion programs.

Panorama data had a student completion rate of 551 responses. Based on student responses, BPMS has needs in the areas of emotion regulation (41%) and self-efficacy (39%). Within the domain of emotional regulation 36% of the students feel that they remain calm when things go wrong for them. Self-efficacy - 57% of students responded favorably in how sure are they that they can complete all school work and 27% responded that they can complete the hardest school work given. 31% of students responded favorably that when complicated ideas are discussed in class they will be able to understand it.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Buena Park Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	4.86%	4.96%	3.92%	39	35	25
Asian	4.86%	4.82%	4.08%	39	34	26
Filipino	3.62%	4.54%	4.70%	29	32	30
Hispanic/Latino	79.80%	78.72%	80.72%	640	555	515
Pacific Islander	0.25%	0.28%	0.16%	2	2	1
White	3.49%	4.11%	4.08%	28	29	26
Two or More Races	2.37%	1.7%	1.41%	19	12	9
Not Reported	0.75%	0.85%	0.94%	6	6	6
Total Enrollment				802	705	638

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	241	221	197
Grade 7	289	226	221
Grade 8	272	258	220
Total Enrollment	802	705	638

Conclusions based on this data:

1. Buena Park MS serves a diverse student population which shapes the curricular and instructional choices made by staff.
2. Declining enrollment from 22/23 to 23/24 year is 67 students. Decline rate is less than the prior year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	298	246	221	37.2%	34.9%	34.6%
Fluent English Proficient (FEP)	200	179	139	24.9%	25.4%	21.8%
Reclassified Fluent English Proficient (RFEP)	179	157		22.3%	3.5%	

Conclusions based on this data:

1. There is a decrease in the total number of English Learners. Declining enrollment overall and increase in reclassification percentages have contributed to the declining numbers of English Learners.
2. Reclassification percentage rates for 23/24 school year increased as a result of a reorganization of the ELD instruction program.
3. English learners continue to be a significant subgroup who require support in their language and academic needs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	234	213	192	232	208	185	232	208	185	99.1	97.7	96.4
Grade 7	275	212	215	271	204	210	271	204	210	98.5	96.2	97.7
Grade 8	263	261	216	259	253	209	259	253	208	98.5	96.9	96.8
All Grades	772	686	623	762	665	604	762	665	603	98.7	96.9	97

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2467.	2486.	2473.	4.74	12.50	5.95	24.57	19.71	21.08	23.71	28.85	27.03	46.98	38.94	45.95
Grade 7	2496.	2507.	2523.	5.90	8.82	12.86	25.46	25.98	26.67	26.20	29.90	25.24	42.44	35.29	35.24
Grade 8	2525.	2516.	2526.	7.34	9.49	5.77	24.71	20.95	33.17	35.52	28.85	29.33	32.43	40.71	31.73
All Grades	N/A	N/A	N/A	6.04	10.23	8.29	24.93	22.11	27.20	28.61	29.17	27.20	40.42	38.50	37.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.05	14.42	11.35	48.28	50.48	49.73	42.67	35.10	38.92
Grade 7	11.81	11.76	15.24	61.25	57.35	57.14	26.94	30.88	27.62
Grade 8	11.97	9.49	9.13	60.23	55.73	57.69	27.80	34.78	33.17
All Grades	11.02	11.73	11.94	56.96	54.59	55.06	32.02	33.68	33.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.59	7.69	4.86	45.69	44.71	45.95	51.72	47.60	49.19
Grade 7	9.23	8.33	15.71	46.13	54.41	45.24	44.65	37.25	39.05
Grade 8	7.34	7.11	5.29	53.67	47.04	55.77	39.00	45.85	38.94
All Grades	6.56	7.67	8.79	48.56	48.57	49.09	44.88	43.76	42.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.48	10.10	8.65	67.24	70.19	70.81	23.28	19.71	20.54
Grade 7	9.96	9.31	13.33	70.11	74.51	73.81	19.93	16.18	12.86
Grade 8	6.56	11.46	8.17	76.45	69.96	76.44	16.99	18.58	15.38
All Grades	8.66	10.38	10.12	71.39	71.43	73.80	19.95	18.20	16.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.17	17.31	10.27	66.81	59.62	58.38	28.02	23.08	31.35
Grade 7	11.44	14.71	18.10	61.99	58.33	59.52	26.57	26.96	22.38
Grade 8	15.44	13.83	13.46	67.95	64.43	71.15	16.60	21.74	15.38
All Grades	10.89	15.19	14.10	65.49	61.05	63.18	23.62	23.76	22.72

Conclusions based on this data:

- Overall, 35.49% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the claims indicate 67% of students scored Near or Above Standard in Reading, 57.88% in Writing, 83.92% in Listening, and 77.28% in Research/Inquiry.
- Trend: The data indicates that there is a slight growth in English Language Arts by 3%.
- Next steps: Continue to address grade-level standards with ELA curriculum and pacing guides. We will utilize data from district and formative assessments to monitor student progress towards mastery and also provide intervention during after-school tutoring.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	234	212	192	233	209	192	233	209	192	99.6	98.6	100
Grade 7	276	212	215	274	208	214	274	208	214	99.3	98.1	99.5
Grade 8	263	261	216	260	255	215	260	254	215	98.9	97.7	99.5
All Grades	773	685	623	767	672	621	767	671	621	99.2	98.1	99.7

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2452.	2474.	2438.	4.29	9.57	6.77	7.73	12.44	10.94	32.19	29.67	18.75	55.79	48.33	63.54
Grade 7	2458.	2468.	2478.	5.11	5.77	8.88	8.76	11.06	11.68	24.45	25.00	28.50	61.68	58.17	50.93
Grade 8	2469.	2473.	2463.	3.85	5.12	3.72	4.23	7.48	10.70	24.62	23.62	17.67	67.31	63.78	67.91
Grade 11															
All Grades	N/A	N/A	N/A	4.43	6.71	6.44	6.91	10.13	11.11	26.86	25.93	21.74	61.80	57.23	60.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.72	6.22	6.25	36.05	38.28	25.00	59.23	55.50	68.75
Grade 7	4.74	7.21	10.75	33.94	33.17	35.98	61.31	59.62	53.27
Grade 8	3.46	3.15	2.79	39.62	40.16	36.74	56.92	56.69	60.47
Grade 11									
All Grades	4.30	5.37	6.60	36.51	37.41	32.85	59.19	57.23	60.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.86	6.70	6.25	44.21	52.15	36.98	51.93	41.15	56.77
Grade 7	4.38	3.37	5.61	48.54	52.40	48.13	47.08	44.23	46.26
Grade 8	3.46	3.54	4.65	55.38	53.54	53.49	41.15	42.91	41.86
All Grades	3.91	4.47	5.48	49.54	52.76	46.54	46.54	42.77	47.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.43	13.40	6.25	59.23	53.11	47.92	37.34	33.49	45.83
Grade 7	4.01	3.85	7.01	61.31	59.62	62.62	34.67	36.54	30.37
Grade 8	3.85	4.72	4.19	56.54	55.51	57.67	39.62	39.76	38.14
All Grades	3.78	7.15	5.80	59.06	56.04	56.36	37.16	36.81	37.84

Conclusions based on this data:

- Overall, 17.55% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate 44.01% of students scored Near or Above Standard in Concepts & Procedures, 52.02% in Problem Solving & Modeling, and 62.16% in Communicating Reasoning.
- Trends: There was a slight decrease in scores for At, Near Standard, or Above for the 23-24 school year.
- Next steps: Address grade level standards and pacing guides, using Delta Math. Teachers will receive training in Delta Math and continue grade level collaboration time to monitor student progress and plan interventions. We will continue to support students in after school tutoring.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1514.8	1524.0	1510.9	1514.4	1532.6	1504.3	1514.8	1514.8	1517.0	85	70	59
7	1540.9	1521.4	1527.6	1546.5	1522.2	1531.7	1534.9	1520.1	1523.0	103	77	68
8	1553.0	1548.7	1546.0	1558.5	1554.1	1546.2	1547.1	1542.9	1545.3	96	88	78
All Grades										284	235	205

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.53	14.29	15.25	51.76	38.57	37.29	29.41	35.71	27.12	15.29	11.43	20.34	85	70	59
7	22.33	14.29	23.53	39.81	32.47	30.88	28.16	29.87	30.88	9.71	23.38	14.71	103	77	68
8	23.96	19.32	33.33	40.63	48.86	25.64	26.04	22.73	20.51	9.38	9.09	20.51	96	88	78
All Grades	17.25	16.17	24.88	43.66	40.43	30.73	27.82	28.94	25.85	11.27	14.47	18.54	284	235	205

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	28.24	38.57	35.59	43.53	47.14	35.59	25.88	10.00	8.47	2.35	4.29	20.34	85	70	59
7	39.81	28.57	36.76	37.86	44.16	35.29	16.50	14.29	16.18	5.83	12.99	11.76	103	77	68
8	40.63	37.50	38.46	44.79	43.18	34.62	10.42	12.50	11.54	4.17	6.82	15.38	96	88	78
All Grades	36.62	34.89	37.07	41.90	44.68	35.12	17.25	12.34	12.20	4.23	8.09	15.61	284	235	205

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1.18	1.43	5.08	12.94	15.71	27.12	51.76	48.57	37.29	34.12	34.29	30.51	85	70	59
7	9.71	5.19	8.82	24.27	20.78	23.53	43.69	35.06	36.76	22.33	38.96	30.88	103	77	68
8	12.50	5.68	15.38	25.00	30.68	25.64	44.79	37.50	28.21	17.71	26.14	30.77	96	88	78
All Grades	8.10	4.26	10.24	21.13	22.98	25.37	46.48	40.00	33.66	24.30	32.77	30.73	284	235	205

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	8.24	14.29	16.95	77.65	70.00	50.85	14.12	15.71	32.20	85	70	59
7	6.80	10.39	16.18	70.87	62.34	55.88	22.33	27.27	27.94	103	77	68
8	11.46	9.09	21.79	70.83	78.41	56.41	17.71	12.50	21.79	96	88	78
All Grades	8.80	11.06	18.54	72.89	70.64	54.63	18.31	18.30	26.83	284	235	205

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	55.29	64.29	55.93	43.53	31.43	25.42	1.18	4.29	18.64	85	70	59
7	82.52	72.73	70.59	12.62	19.48	14.71	4.85	7.79	14.71	103	77	68
8	64.21	64.77	66.67	31.58	30.68	16.67	4.21	4.55	16.67	95	88	78
All Grades	68.20	67.23	64.88	28.27	27.23	18.54	3.53	5.53	16.59	283	235	205

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	2.35	2.86	6.78	36.47	34.29	44.07	61.18	62.86	49.15	85	70	59
7	13.59	10.39	8.82	49.51	29.87	48.53	36.89	59.74	42.65	103	77	68
8	16.67	14.77	24.36	35.42	47.73	34.62	47.92	37.50	41.03	96	88	78
All Grades	11.27	9.79	14.15	40.85	37.87	41.95	47.89	52.34	43.90	284	235	205

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	10.59	14.29	15.25	77.65	77.14	66.10	11.76	8.57	18.64	85	70	59
7	6.80	3.90	11.76	82.52	70.13	76.47	10.68	25.97	11.76	103	77	68
8	2.08	2.27	7.69	89.58	84.09	75.64	8.33	13.64	16.67	96	88	78
All Grades	6.34	6.38	11.22	83.45	77.45	73.17	10.21	16.17	15.61	284	235	205

Conclusions based on this data:

1. Baseline Overall Data: 24.88% of students scored Level 4 overall and only 18.52% scored Level 1. Scores in Oral Language is significantly higher than Written Language.
2. Baseline Domain Data: Students are scoring Well-developed or Somewhat/Moderately at higher rates in Listening, Speaking, and Writing. There are fewer students scoring "well-developed" in the Reading and Writing Domain, therefore there needs to be a focus on these areas.
3. Next steps: Enhance and provide Integrated and Designated ELD time and utilize ELA/ELD Frameworks and ELD curriculum for Designated ELD. Plan collaboration and ongoing professional development for teachers to understand the ELPAC and support for student achievement. Student progress in ELD will be monitored during teacher collaboration, collaboration time for ELD teachers.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
638	88.9%	34.6%	0.6%
Total Number of Students enrolled in Buena Park Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	221	34.6%
Foster Youth	4	0.6%
Homeless	59	9.2%
Socioeconomically Disadvantaged	567	88.9%
Students with Disabilities	90	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	3.9%
American Indian	0	0.0%
Asian	26	4.1%
Filipino	30	4.7%
Hispanic	515	80.7%
Two or More Races	9	1.4%
Pacific Islander	1	0.2%
White	26	4.1%

Conclusions based on this data:

1. Buena Park Middle School is an ethnically diverse school which will impact the differentiated needs of our students.

2. English Learners students, African American students, students with disabilities, and homeless youth are major subgroups to support academically at our school.
3. The majority of students at BPMS are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Current Data: Based on the 2023-2024 Dashboard data above, our state indicators for ELA are in the Yellow range for academic performance and in math are in the Red range for academic performance.
- Chronic Absenteeism is at the Yellow range for BPMS an improvement from the Orange range the previous school year.

3. Next steps: The staff at BPMS will continue to monitor all state indicators and modify programs and interventions for ELA, Math, and Attendance as needed on an on-going basis. Utilizing family outreach with the BPMS School Engagement and Outreach Clerk (SEOC), enhanced school engagement utilizing the PBIS team and analysis of data from the Panorama survey.

School and Student Performance Data

Academic Performance English Language Arts

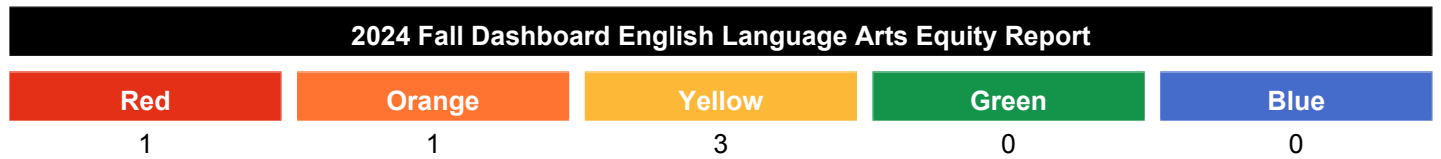
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 40.6 points below standard Increased 4.9 points 589 Students	English Learners  Orange 83.7 points below standard Increased 6.9 points 228 Students	Long-Term English Learners  Orange 98.1 points below standard Increased 12.6 points 146 Students
Foster Youth  No Performance Color Less than 11 Students 4 Students	Homeless  Yellow 66.3 points below standard Increased 17.6 points 45 Students	Socioeconomically Disadvantaged  Yellow 44.6 points below standard Increased 6.2 points 531 Students

Students with Disabilities  Red 120.3 points below standard Maintained 0.0 points 83 Students	African American  No Performance Color 105.5 points below standard Maintained 2.9 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 61.1 points above standard Increased 3.6 points 24 Students	Filipino  No Performance Color 36.7 points above standard Increased 3.6 points 27 Students	Hispanic  Yellow 48.5 points below standard Increased 8.5 points 482 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 23.2 points below standard Declined 3.9 points 24 Students

Conclusions based on this data:

1. Current Data: According to this Dashboard data, our status maintained for our African American students at 105.5 points below standard. English Learners remain below standard at 83.7 points below standard, along with Long Term English Learners at 98.1 points below standard, and Students with Disabilities at 120.3 points below standard.
2. Trend: This comparison shows we increased overall by 4.9 points, but maintained in subgroups such as White students. All other groups maintained or increased.
3. Next steps: Continue to work with our subgroups identified for ATSI (Black/African American, Homeless Students) and continue to support the subgroups of English Learners and Students with Disabilities to maintain their growth pattern. Continue to provide additional support for English Learners during Integrated and Designated ELD and support with group intervention/s for Socio-economically Disadvantaged students and Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

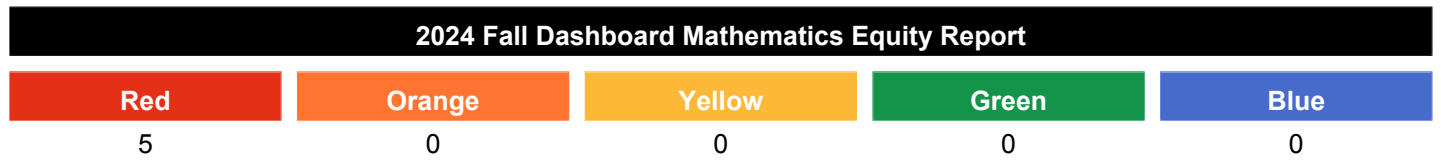
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 103.3 points below standard Declined 9.2 points 595 Students	English Learners  Red 142.6 points below standard Declined 10.9 points 234 Students	Long-Term English Learners  Red 153.2 points below standard Maintained 2.4 points 147 Students
Foster Youth  No Performance Color Less than 11 Students 4 Students	Homeless  Red 130.0 points below standard Declined 6.7 points 48 Students	Socioeconomically Disadvantaged  Red 108.2 points below standard Declined 9.4 points 537 Students

Students with Disabilities  Red 172.8 points below standard Declined 9.2 points 84 Students	African American  No Performance Color 147.3 points below standard Increased 4.0 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 6.0 points below standard Increased 3.7 points 24 Students	Filipino  No Performance Color 25.9 points below standard Declined 10.1 points 28 Students	Hispanic  Red 111.8 points below standard Declined 7.5 points 487 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 84.8 points below standard Declined 11.1 points 24 Students

Conclusions based on this data:

1. Current Data: On the state indicator for mathematics, our status was Very Low for our Homeless, English Learners, Long Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students.
2. Trend: The scores indicate our students are 103.3 points below standard. This was an decrease from the previous school year by 9.2 points.
3. Next Steps: Continue to provide high quality math instruction using Ready math and targeted intervention to provide additional support. Monitor student progress and plan interventions accordingly. Continue to work with our subgroups identified for ATSI (Black/African American, Homeless Students) and include the subgroups of English Learners and the Students with Disabilities to continue their successful growth.

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
56.9% making progress.	65.5% making progress.
Number Students: 188 Students	Number Students: 139 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.5%	26.1%	7.4%	48.9%

Conclusions based on this data:

1. Current Data: 16.5% English Learners decreased one ELPI level. 48.9% progressed at least one ELPI level.
2. Trend: English Learners continue to need support in both ELA and Math.
3. Next steps: Continue to provide and support with integrated and designated ELD while giving specific language instruction to all English Learners. Focus collaboration on ELA/ELD framework and standards. Strategic master schedule planning and staffing for English Learner support.

School and Student Performance Data

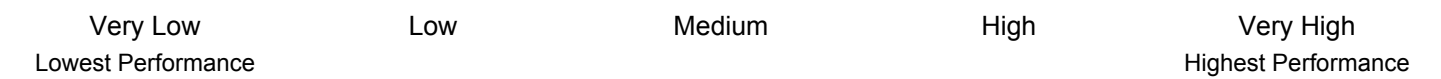
Academic Performance College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 21.7% Chronically Absent Declined 5.5 672 Students	English Learners  Yellow 21.4% Chronically Absent Declined 8 238 Students	Long-Term English Learners  Yellow 24.2% Chronically Absent Declined 8.4 157 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  Red 42.9% Chronically Absent Increased 2.9 63 Students	Socioeconomically Disadvantaged  Yellow 22.6% Chronically Absent Declined 5.2 603 Students

Students with Disabilities  Red 33% Chronically Absent Increased 3.1 94 Students	African American  No Performance Color 48.1% Chronically Absent Declined 3.1 27 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 7.1% Chronically Absent Declined 1.4 28 Students	Filipino  Orange 6.5% Chronically Absent Increased 3.3 31 Students	Hispanic  Yellow 20.9% Chronically Absent Declined 6.9 541 Students
Two or More Races  No Performance Color 41.2% Chronically Absent Increased 9.6 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 33.3% Chronically Absent Increased 3.3 27 Students

Conclusions based on this data:

1. Based on this data, there is a need to support the following subgroups: Students with Disabilities and Homeless Students.
2. Continue to monitor attendance, offer resources, and communicate with families that need support. Need for strategies to engage students and help decrease chronic absenteeism.
3. Student Engagement Outreach Clerk will provide on-going communication to parents about school attendance as well as the impact on student learning.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

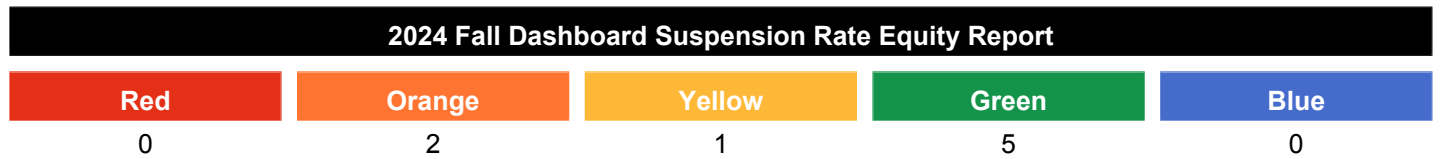
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.7% suspended at least one day Declined 3.1% 688 Students	English Learners  Green 7.5% suspended at least one day Declined 1.3% 240 Students	Long-Term English Learners  Yellow 8.9% suspended at least one day Declined 0.8% 157 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  Green 6.3% suspended at least one day Declined 9.7% 64 Students	Socioeconomically Disadvantaged  Green 5% suspended at least one day Declined 3% 616 Students

Students with Disabilities  Orange 7.1% suspended at least one day Increased 0.8% 99 Students	African American  Green 6.5% suspended at least one day Declined 12.6% 31 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Declined 2.8% 29 Students	Filipino  Orange 3.1% suspended at least one day Increased 3.1% 32 Students	Hispanic  Green 4.7% suspended at least one day Declined 2.9% 549 Students
Two or More Races  No Performance Color 10.5% suspended at least one day Increased 5.5% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 3.7% suspended at least one day Declined 5.4% 27 Students

Conclusions based on this data:

1. Current Data: Based on the 2023-2024 Dashboard data above, the number of overall suspensions is in the green range overall, but Students with Disabilities and Filipino Students had higher rates of suspension rates and were the only groups to increase in suspension rate.
2. Trend: African American student suspension rate declined by 12.6% and Homeless student suspension rate declined by 9.7%
3. Next steps: BPMS staff will continue to monitor student behavior and suspensions in order to modify programs and interventions as needed. We will monitor student behavior with our PBIS School Behavior Matrix as well as MTSS to ensure that tiered interventions are in place. Alternative to suspensions need to be implemented more consistently and additional opportunities for students to receive restorative practice need to be provided. Focus on school culture and climate to foster a sense of belonging.

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.

Develop critical competencies in ELA, math and language proficiency

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

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.

Strengths:

MATH:

7th grade students displayed a 10-point increase in their distance from the standard. This progress reflects our concerted efforts to strengthen our math instruction. Intervention class helped 7th grade students who were struggling.

ENGLISH:

This positive trajectory continues into the 7th and 8th grades, where we have seen an encouraging increase in the percentage of students meeting or exceeding standards.

Weaknesses:

Math:

In the 6th grade drop in scores can be partially attributed to a change in program from dedicated math teacher to several multiple subject math teachers delivering instruction. Long term sub in 8th grade affected instruction. 6th grade students would benefit from having a single subject math teacher dedicated to their mathematical growth. 6th-grade math teachers to participate in our Math Leadership Team.

Areas where improvement is needed:

MATH: Continual focus on content experts at delivering instruction including single subject math teachers, reaching more sections of students. Continual collaboration among teaching staff and additional professional development in the areas of content. Looking at our CAASPP MATH data, we have indicated a need to address grade level standards and pacing guides, using Delta Math. Teachers will receive training in Delta Math and continue grade level collaboration time to monitor student progress and plan interventions. We will continue to support students in lunch time and after school tutoring.

ENGLISH:

This cross-subject improvement reinforces the importance of our instructional interventions and the need for continued collaboration among our teaching staff. School wide focus on literacy and particularly writing. Practice of AVID strategies school wide to support writing. Looking at our CAASPP ELA data, we have indicated we need to continue to address grade-level standards with ELA curriculum and pacing guides. We will utilize data from district and formative assessments to monitor student progress towards mastery and also provide intervention during after-school tutoring.

Buena Park Middle School has two student groups that received the lowest performance level for CAASPP ELA (Dashboard): English learner, Homeless.

Note: To maintain continuity during the transition to a Spring School Plan, the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

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 - ELA Source: DTS Section: Student Performance Data - CAASPP (English Language Arts) Source: Dashboard - English Language Arts: CAASPP distance from standard Source: CERS, BPSD Data slides from July 2024	BASELINE: Buena Park Middle School's goals were identified based on 23-24 CAASPP ELA Data as : 35.49% of students met or exceeded standard. Distance from Standard Data: 6th: -57 pts 7th: -28 pts 8th: -42 pts	Site Goal for All Students: ELA we will have an increase of a minimum of 3% annually. Each grade level in CAASPP ELA will increase in Distance from Standard by 3 points annually.
CAASPP - Math Source: DTS Section: Student Performance Data - CAASPP (Math) Source: DTS Section Dashboard - Math: CAASPP distance from standard	BASELINE: Buena Park Middle School's goals were identified based on 23-24 CAASPP Math Data: 17.55% of students met or exceeded standard.	Site Goal for All Students: Math we will have an increase of a minimum of 3% annually.

Source: CERS, BPSD Data slides from July 2024	Distance from Standard Data: 6th: -114 pts 7th: -89 pts 8th: -123 pts	Each grade level in CAASPP Math will increase in Distance from Standard by 3 points annually.
English Learner Progress Source: DTS Section: English Learner Progress - 2024 Fall Dashboard English Learner Progress indicator	BASELINE: 56.9% of Buena Park Middle School English Learners are making progress towards English Language Proficiency.	Site Goal For English Learners: 59.9% of Buena Park Middle School English Learners are making progress towards English Language Proficiency.
i-Ready Reading Source: i-Ready	BASELINE: i-Ready Reading 1st Diagnostic August 2024 14% Mid or above grade level 14% Early On grade level ACTUAL (PROGRESS): i-Ready Reading 2nd Diagnostic December 2024 17% Mid or above grade level 15% Early On grade level In window 1, 2024, we have seen a 3% growth in mid or above grade level and a 1% growth in early on grade level.	There will be an increase of a minimum of 3% of students achieving Mid/Above and Early/On grade level standards on the final diagnostic i-Ready assessment.
i-Ready Math Source: i-Ready	BASELINE: iReady Math 1st Diagnostic August 2024 3% Mid or above grade level 10% Early On grade level ACTUAL (PROGRESS): iReady Math 2nd Diagnostic December 2024 7% Mid or above grade level 14% Early On grade level In window 2, 2024, we have seen a 4% growth in mid or above, and a 4% growth in early on grade level.	There will be an increase of a minimum of 3% of students achieving Mid/Above and Early/On grade level standards on the final diagnostic i-Ready assessment.
Reclassification Source: BPSD Data slides from July 2024	BASELINE: 20% of English Learner students reclassified in 23-24 school year.	The Reclassification rate will increase by 3% for the 24-25 school year.

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	Provide busing for the after school tutoring and intervention programs. Students require busing to home after the school interventions.	At-Promise Students	2888 Title I 5000-5999: Services And Other Operating Expenditures bus transportation
1.2	Review Reclassification criteria and monitor progress of ELs by analyzing ELPAC data, curriculum embedded assessments, CAASPP and iReady results and grades.	English learners	

	To promote growth for our English learners, students will be challenged to practice in Reading, Writing, Listening, and Speaking with teachers connecting the ELA and ELD framework. To promote growth in this area, students will receive designated and integrated ELD time and teachers will utilize strategies to support students. Students are assigned ELD classes. Administration will observe classes.		
1.3	Continue to modify and improve instruction and execute strategic literacy support in all subject areas in order to increase reading and writing achievement. The expenditures to meet this goal will include: Subscriptions to digital programs such as Newsela, Edpuzzle, Gimkit, Wordwall, No Red Ink, etc.	All Students	4180 Title I 5000-5999: Services And Other Operating Expenditures
1.4	Provide time during Professional Learning Communities for teachers to inform and modify Delta Math utilization within math curriculum and interventions. Professional Development for Delta Math.	All Students	
1.5	Provide additional assistance to At-Promise students after school who may struggle with ELA or math concepts or who struggle to complete homework or assigned projects on their own or at home. CARE (Creating Avenues for Responsive Education) will come together to assign support for students at risk of not meeting ELA and Math standards. Provide intervention opportunities for students to address Additional Targeted Support and Improvement (ATSI) status.	At-Promise students	8000 Title I 1000-1999: Certificated Personnel Salaries Tutoring
1.6	Provide supplemental books and materials for ELD. To provide more culturally inclusive books in native languages.	English Learners	3000 Title I 4000-4999: Books And Supplies Wordwall
1.7	Provide supplemental Instructional Materials to the English, Math, History, Science, Physical Education and Electives departments in support of literacy across content areas.	All students	5951 Title I 4000-4999: Books And Supplies Instructional supplies, delta math, scholastic books
1.8	Restructuring of tutorial system during school hours because of the bell schedule changes made for the 24-25 school year. Tutorial system supports in class interventions, reteaching, and additional support for students.		
1.9	Guiding coalition will meet monthly to coordinate instructional direction and priority. They analyze school data and determine focus goals including supporting literacy across content areas. Extra hours will be provided for staff to participate in the guiding coalition.	all students	2000 Title I 1000-1999: Certificated Personnel Salaries extra hours
1.10	Provide teacher time for teachers to enhance instruction and intervention by determining essential standards and sharing best practices.	All Students	4153 Title I

	Access and provide individual student data to Professional Learning Communities (PLC) to inform and modify instruction and to systematically align interventions for students at risk of not meeting grade-level standards in ELA and Math.		1000-1999: Certificated Personnel Salaries Sub Coverage Site visits
1.11	Inclusion of AVID and Guiding Coalition time during staff meetings to share best practices and strategies in support of reading and writing and AVID strategies.	All Students	
1.17			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

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.

Recruit and Retain Highly Qualified Staff

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

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.

Buena Park will continue to take staff input to determine Professional Learning opportunities for better support of student populations. Buena Park will promote and maintain a safe environment by implementing policies and procedures dedicated to the security of students, staff, and others approved to be on campus. BPMS will include stakeholders in monitoring and creating the school safety plan. Staff reported a need for further professional development in behavior interventions and ELD instruction during the 23-24 LCAP surveys.

Note: To maintain continuity during the transition to a Spring School Plan, the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

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
Conditions of School Facilities Source: LCAP Student Survey	BASLINE 23-24 LCAP Student Survey (Jan-Feb) 88.7% of students felt that school and classrooms are in good shape. ACTUAL OUTCOME 24-25 LCAP STUDENT SURVEY: 91.7% of students felt that school and classrooms are in good shape. 3% growth as compared to 23/24 LCAP survey	On 25-26 LCAP Student Survey 92.9% of students will feel that school and classrooms are in good shape.
Professional Development Training Source: LCAP Staff Survey	BASLINE 23-24 LCAP Staff Survey (Jan - Feb) 80% of staff felt that Professional Learning opportunities to implement the state standards in ELA /ELD have been useful.	On 25-26 LCAP Staff Survey 83% of staff will feel that Professional Learning opportunities in ELA/ELD have been useful. 86% of staff will feel that Professional Learning opportunities in Math have been useful.

	83.2% of staff felt that Professional Learning opportunities to implement the state standards in Math have been useful. ACTUAL OUTCOME 24-25 LCAP STAFF SURVEY: 75% of staff felt that Professional Learning opportunities to implement the state standards in ELA /ELD have been useful. 5% decline 23/24 school year for ELA/ELD learning opportunities 68.2% of staff felt that Professional Learning opportunities to implement the state standards in Math have been useful. 15% decline from 23/24 school year for math learning opportunities.	
SEL Survey Source: Panorama	BASELINE 645 students completed the Fall 2023 SEL survey. 79% of students feel supported through their relationships with friends, family, and adults at school. ACTUAL OUTCOME 24-25 PANORAMA STUDENT SURVEY: 85% of students feel supported through their relationships with friends, family, and adults at school. 6% growth as compared to the 23/24 Panorama Survey	By May 2026, 88% of students will feel supported through their relationships with friends, family, and adults at school.
Professional Development Training Curriculum and Instruction and Effectiveness Source: Professional Development Calendar	PD offered in 24-25 ELD: 3 sessions PLC: 37 sessions AVID: 3 day conference attended by 6 teachers, 2 planning days for AVID, summer 2025 3 day conference MATH: 3 Sessions GUIDING COALITION: 4 sessions RESTORATIVE PRACTICES: 1 sessions EXECUTIVE FUNCTION: 2 sessions ACTUAL OUTCOME 24-25 In 2023-2024, AVID had a 3 day conference for 3 teachers. In the current school year, there is an increased in training on AVID.	Provide on-going professional development for staff based on needs assessment.

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	Support safety and health of staff and students. Plans for support staff and materials for safe ingress and egress of students and emergency situations.	All Students	
2.2	BPMS will work with SSC, ELAC, PTSA for the creation of the school safety plan.	All Students	
2.3	Provide teacher time for teachers to enhance instruction and intervention by determining essential standards and sharing best practices. Access and provide individual student data to Professional Learning Communities (PLC) to inform and modify instruction and to systematically align interventions for students at risk of not meeting grade-level standards (LEA Goal).	All students	
2.4	Parents will have access online to view student grades, assignments and assessments via Canvas app. Grade reports will be sent home through Parent Square Secure-Documents.	All students	
2.5	Professional Development for teachers to be trained on AVID strategies, ELD, content curriculum, PBIS, Behavior Support, online platforms for behavior, iReady, and other areas as determined by needs assessment and LCAP staff survey.	All Students	3137 Title I 1000-1999: Certificated Personnel Salaries
2.8	PBIS Team members will meet throughout the year to look at student behavior data and develop behavior interventions. Provide incentives and spirit wear. PBIS Team will share best practices to staff.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

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.

College and Career Readiness

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

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.

Buena Park Middle School offers over 18 different elective options for students. There was a recent bell schedule made to the school and now all classes are attended daily. Recent bell schedule changes took into consideration intervention classes. We also partner with community organizations to support our school and families through CTE pathways. Need will also be identified by the information provided through our community surveys and elective department PLC time.

Note: To maintain continuity during the transition to a Spring School Plan, the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

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
Programs, Electives and alternative course availability Source: LCAP Student Survey	BASLINE 23-24 LCAP Student Survey 92% of students feel that the school offers elective options to explore their interests. ACTUAL 24-25 LCAP SURVEY DATA: 93.4% of students feel that the school offers elective options to explore their interests. 1.4% growth as compared to 23/24 LCAP survey	25-26 LCAP Student Survey 95% of students feel that the school offers elective options to explore their interests.
High school preparation Source: LCAP Student Survey	BASLINE 23-24 LCAP Student Survey (7th and 8th grade only) 84.9% of students feel that their classes are preparing them academically for high school. ACTUAL 24-25 LCAP SURVEY DATA:	25-26 LCAP Student Survey 90.5% of students feel that their classes are preparing them academically for high school.

	87.5% of students feel that their classes are preparing them academically for high school. 2.6% growth as compared to 23/24 LCAP	
College and Career events Source: LCAP Parent Survey	BASELINE 23-24 LCAP Parent Survey 89.2% of parents feel that they are encouraged to attend events related to preparing for college/career readiness ATTENTION HERE LETY ACTUAL 24-25 LCAP SURVEY DATA: 73.9% of parents feel that they are encouraged to attend events related to preparing for college/career readiness 15.3% decline as compared to 23/24 LCAP	25-26 LCAP Parent Survey 91.2% of parents feel that they are encouraged to attend events related to preparing for college/career readiness
Passion Programs (VAPA, STEM, AVID, IB) Source: LCAP Parent Survey	BASELINE 23-24 LCAP Parent Survey 73% of parents feel they are provided adequate information on Passion programs to help them understand what their children are learning in school. ACTUAL 24-25 LCAP SURVEY DATA: 72.8% of parents feel they are provided adequate information on Passion programs to help them understand what their children are learning in school. 0.2% decline as compared to 23/24	25-26 LCAP Parent Survey 76% of parents feel they are provided adequate information on Passion programs to help them understand what their children are learning in school.
CAST (Science) Source: Dashboard	On the 2024 Spring CAST (Science) 15% of students met or exceeded standard	On the 2025 Spring CAST (Science) A minimum of 18% of students meeting or exceeding standard

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	School-wide AVID program that helps students prepare for college and careers for all three grade levels within the school and offers strategies to support literacy.	All students	5000 Title I 1000-1999: Certificated Personnel Salaries AVID Coordinator 1283 Title I 5000-5999: Services And Other Operating Expenditures Subscription
3.2	Professional Development for teachers to be trained on AVID strategies.	All students	3,217 Title I 5800: Professional/Consulting Services And Operating Expenditures

			AVID Conference
3.3	Continue to fund the ASB Leadership and Yearbook stipends, funding through other sources.	All Students	
3.4	Host college and career activities and events throughout the year to promote parent/community involvement and family bonding. Staff members will support events by attending and assisting as needed. Work in partnership with PTSA for funding. Seek partnerships to support college and career preparation.	All students	
3.5	Fund AVID lead to support staff with additional instructional needs of students in the AVID program.	AVID Students	2000 Title I 1000-1999: Certificated Personnel Salaries Stipend
3.6	Provide AVID tutors for additional support in the AVID program and expand AVID tutorial.	At-Risk Students	38131 Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries
3.7	Planning/collaboration for teachers to impact instruction and expand college and career pathways during their established PLC time.	All students	Planning and Collaboration
3.8	Contract for Computer Science materials and support. Supplemental materials for coding and robotics classes: TechSmart, PLTW.	All students	6500 Title I 5800: Professional/Consulting Services And Operating Expenditures Subscriptions
3.9	Support VAPA program and build music and Visual Arts program. Build community partnerships and create more exposure for programs inside and outside of the school community. Build murals to beautify the school.	All students	
3.10	Support science integration into other contents through cross-curriculum partnerships to support with increase in CAST scores.	All Students	
3.11	Provide enrichment programs in the areas of Honors Program, STEM, Speech and Debate, Chess, and Art.	All Students	
3.12	Provide students with school-wide Agenda planners to assist them with organization, time management, homework follow through, and to provide another tool for parent communication. Avid Strategy in support of moving towards a school wide AVID school.	All Students	2000 Title I 4000-4999: Books And Supplies Student planner
3.19			

Annual Review

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.

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

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.

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.

Enhance Parent and Community Communication and Engagement

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

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.

Buena Park Middle School will promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures including guidelines for health and safety dedicated to the security of students, staff, and others approved to be on campus. Buena Park Middle School will continue to implement the multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). BPMS will continue to refine practices to build on restorative practices. Our PBIS team is always researching and building strategies to better meet the behavior needs of our students. Students have access to school-based counseling delivered by the school psychologist, site counselor, or by other agency partners. Buena Park Middle School has parent involvement opportunities through our PTSA, SSC, ELAC and special events.

Suspension and chronic absenteeism data substantiates the need to eliminate disparities and increase attendance for all students, but especially our Black/African-American students and homeless students. These two student subgroups were identified for ATSI. A root cause analysis conducted at the district level has highlighted the need to enhance emotional connectedness for our students, particularly those of color and those experiencing homelessness. The LCAP has included that two key areas were identified for improvement. First, there is an urgency to raise cultural competency among adults within the school community. Second, the district has begun exploring effective alternatives to suspension that incorporate restorative practices and evidence-based interventions related to trauma and emotional management. Buena Park Middle School has a SEOC (Student and Family Outreach Coordinator) whose primary responsibility is to foster relationships with students and families. This role involves mentoring students, as well as providing families with valuable information and resources to support their educational journey and well-being. This initiative is integral to creating a supportive and inclusive school environment where every student has the opportunity to thrive.

There was a decline in the number of family respondents to the 24-25 LCAP survey as compared to the previous year, an area of participation that Buena Park Middle will work to improve in partnership with our parent engagement groups. There was also a 6.3% decline of parents taking the survey that are satisfied with school to home communication. A decline in the number of family participants in the LCAP Survey could have affected the decline of 6.3%, however, Buena Park Middle is working with SEOC, and platforms to improve school to home communication.

Note: To maintain continuity during the transition to a Spring School Plan, the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

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
Attendance Data	BASELINE Average attendance rate for this 23-24 school year was 94.26%.	Increase average attendance by 1-3%.
Suspension Rate	BASELINE There were 73 students suspended at Buena Park Middle School for the 23-24 school year. 16 suspensions for African American Students	Student suspensions will decrease by 3% for the 24-25 school year.
Parent Engagement in LCAP Source: LCAP Parent Survey	BASELINE 40 Buena Park Middle School families participated in the 23-24 BPSD LCAP Survey. ACTUAL 24-25 LCAP SURVEY 31 Buena Park Middle School families participated in the 24-25 BPSD LCAP Survey. decline by 9 responses as compared to 23-24.	There will be a minimum of 80 parents participating in the LCAP Survey for 25-26.
Parent Engagement Source: LCAP Survey	BASELINE 23-24 LCAP On average, 88.9% of parents taking the survey are satisfied with school to home communication. ACTUAL 24-25 LCAP SURVEY On average, 82.6% of parents taking the survey are satisfied with school to home communication. 6.3% decline as compared to 23-24.	25-26 LCAP On average, 91.9% of parents taking the survey are satisfied with school to home communication.
Parent Education Opportunities Source: LCAP Parent Survey	BASELINE 23-24 LCAP 86.2% of parent were satisfied with the availability of parent education opportunities ACTUAL 24-25 LCAP SURVEY 90.5% of parent were satisfied with the availability of parent education opportunities 4.3% growth as compared to 23-24.	25-26 LCAP 93.5% of parent were satisfied with the availability of parent education opportunities
SEL Survey Source: Panorama	BASELINE 645 students completed the Fall 2023 SEL survey. 79% of students feel supported through their relationships with friends, family, and adults at school. ACTUAL FALL 2024 SEL SURVEY - 551 students completed 85% of students feel supported through their relationships with friends, family, and adults at school. 6% growth as compared to 23-24.	By May 2026, 88% of students will feel supported through their relationships with friends, family, and adults at school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	School Engagement and Outreach Clerk (SEOC) supports students and families with families with attendance to promote higher attendance rate and decrease in chronic absenteeism rates especially for the identified ATSI subgroups (Black/African-American and Homeless student groups) including mentoring of students. Promote parent workshops, events, and meetings. Increase school to home communication on all school events, workshops, meetings.	All students, including ATSI student groups	
4.2	Parents will have access online to view student grades, assignments and assessments via Canvas app. Grade reports will be sent home through Parent Square Secure-Documents. School to parent communication about academic progress will be continuous including at-home supports for reading and writing.	All students	
4.3	Work with OC GRIP program partnership, SRO Officer support, and provide anti-bullying and drug awareness assemblies.	All students	
4.4	Provide after-school sports so that students have positive teamwork opportunities to improve school culture.	All students	
4.5	Parent Teacher Conferences will be held in the evening hours as well as early morning hours to involve parents. Translation will be provided for families.	All students	
4.6	A telephone, email, and text service (ParentSquare) will be used regularly to inform parents of upcoming events and important information. Information will also be broadcasted in preferred language. Get parent input when scheduling parent workshops.	All Students	
4.7	Parent workshops will be provided for general student achievement, bullying, understanding of the needs of Long Term English Learners, reclassification, drug awareness, social emotional learning, and technology. Specific technology workshops of Canvas and ParentSquare to promote more families stay connected to school information and communication.	All Students	1979 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures
4.8	Use of online platform - platform that unifies student data, communication, and tools into one easy-to-use dashboard. Manage behavior and implement MTSS/PBIS plans.	All Students	5000 Title I 5000-5999: Services And Other Operating Expenditures
4.9	Implement Positive Behavioral Interventions and Supports (PBIS) school-wide with a leadership team that plans and implements strategies to support positive behaviors. Extra hours will support staff to serve on the PBIS leadership team	All students	13000 Title I 1000-1999: Certificated Personnel Salaries PBIS leadership team
4.10	PTSA, SSC, ELAC meetings will be held regularly to empower parent involvement in school decision	All students	

	making processes, keep parents informed on current school events, and encourage parents to support the school through volunteer efforts. School volunteers will be recognized. Strategize and create incentives for families to participate in the LCAP survey.		
4.11	PTSA will sponsor numerous activities and events throughout the year to promote parent/community involvement and family bonding. Staff members will support PTSA sponsored events by attending and assisting as needed.	All Students	
4.12	Support students through leadership opportunities in ASB/Leadership Elective, FFA leadership, Music Council, and Student Ambassadors leadership group. Student leadership to provide peer support and activities/events that promote community, inclusivity, and school spirit.	All Student	
4.13	Promotion activities will be provided to allow families to celebrate student success. PTSA assist to fund promotion activities.	All Students	
4.14	Build positive culture and improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). Build BPMS partnerships to support bringing in guest speaker. Character Strong and BASE are supplemental curriculum for SEL and positive school culture.	All Students	
4.15	Build on restorative practices training. Emphasis on culturally responsive pedagogy, equity, and trauma informed instructional practices. All PD and staff support designed to support BPMS students of color and homeless groups so they feel a stronger sense of belonging within the school. ATSI: Dimension: Positive and Inviting School Climate SPSA Strategy/Action: 4.15 Evidence-based Intervention Utilize Restorative Practices to Impact School Climate and Curb Suspensions (WWC - What Works Clearinghouse, Tier 3)	All students, including Black/African-American and Homeless student groups identified for ATSI.	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

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	\$111,419
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,419.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$109,440.00
Title I Part A: Parent Involvement	\$1,979.00

Subtotal of additional federal funds included for this school: \$111,419.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$111,419.00

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
Title I	109440	0.00
Title I Part A: Parent Involvement	1979	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	109,440.00
Title I Part A: Parent Involvement	1,979.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,290.00
2000-2999: Classified Personnel Salaries	38,131.00
4000-4999: Books And Supplies	10,951.00
5000-5999: Services And Other Operating Expenditures	15,330.00
5800: Professional/Consulting Services And Operating Expenditures	9,717.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	37,290.00
2000-2999: Classified Personnel Salaries	Title I	38,131.00
4000-4999: Books And Supplies	Title I	10,951.00
5000-5999: Services And Other Operating Expenditures	Title I	13,351.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,717.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,979.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
30,172.00
3,137.00
58,131.00
19,979.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jay Beckelheimer	Principal
Megan Vanderwest	Classroom Teacher
Shelley Andros	Classroom Teacher
Isabel Murray	Classroom Teacher
Dylan Locke	Classroom Teacher
Hope Perry	Secondary Student
Lianna Torres	Secondary Student
Natalie Gutierrez	Secondary Student
Joanna Carranza	Parent or Community Member
Janelle Dickinson	Parent or Community Member
Mary Lefever	Parent or Community Member
Miguel Tapia	Other School Staff

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



English Learner Advisory Committee

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 03/27/2025.

Attested:



Principal, Jay Beckelheimer on 03/27/25



SSC Chairperson, Megan Vanderwest on 03/27/2025