



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 11, 2026	May 14, 2026

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

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

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

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

This plan is being used by 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

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.

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

To enhance strategic planning, the School Plan for Student Achievement (SPSA) development cycle has shifted from a Fall to a Spring timeline. The 2026-27 SPSA will retain its existing goals to continue alignment with LCAP. However, data will be updated to reflect current progress and needs. The 2026-27 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:

January 20, 2026 and February 10, 2026 - English Learner Advisory Committee reviewed school data for the needs assessment. ELAC made recommendations and gave input for the 2026-2027 SPSA. ELAC recommendations shared with SSC on March 11, 2026.

January 27, 2026 and February 19, 2026 - School Site Council reviewed school data for the needs assessment as well as 2025-2026 progress. SSC gave input on the 2026-2027 SPSA.

March 11, 2026 - SSC reviewed the plan and approved .

May 14, 2026 SPSA will be presented to Governing Board for approval

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.

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 2024-2025 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:

Chronic Absenteeism-Orange, English Learner Progress - Red, English Language Arts - 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 2024-2025 California School Dashboard, the only state indicator in the Orange category for all students performance was in the area of Chronic Absenteeism and English Language Arts. The red category for targeted student performance was English Learner Progress.

Chronic Absenteeism

Overall (All Students) Level-Orange

Student Groups in Red- English Learners, Hispanic, Long-Term English Learners

Student Groups in Orange- Homeless, Students with Disabilities, Socioeconomically Disadvantaged

English Language Arts

Overall (All Students) Level - Orange

Student Groups in Red - English Learners, Homeless, Long-Term English Learners

Student Groups in Orange - Hispanic, Students with Disabilities, Socioeconomically Disadvantaged

English Learner Progress

Targeted Students Level - Red

Student Groups in Red - English Learner, Long-Term English Learner

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.

The 2025-2026 LCAP survey data showed staff, parent, and student responses. According to the student LCAP survey, the highest need is in students having a say in the decisions the school makes. According to the staff LCAP, the highest interest is in professional learning. According to the parent LCAP survey, the highest need is in being provided adequate information on passion programs and encouraged to take part in before, during, afterschool enrichment activities.

Panorama data had a student completion rate of 525 responses in the Spring of 2025. Based on student responses, BPMS has needs in the areas of emotion regulation (44%) and self-efficacy (39%). Within the domain of emotional regulation 41% of the students feel that they remain calm when things go wrong for them. Self-efficacy - 52% of students responded favorably in how sure are they that they can complete all school work and 30% responded that they can complete the hardest school work given. 35% 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	4.96%	3.92%	4.42%	35	25	28
Asian	4.82%	4.08%	4.90%	34	26	31
Filipino	4.54%	4.70%	4.90%	32	30	31
Hispanic/Latino	78.72%	80.72%	79.15%	555	515	501
Pacific Islander	0.28%	0.16%	0.32%	2	1	2
White	4.11%	4.08%	4.27%	29	26	27
Two or More Races	1.7%	1.41%	1.58%	12	9	10
Not Reported	0.85%	0.94%	0.47%	6	6	3
Total Enrollment				705	638	633

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	221	197	204
Grade 7	226	221	202
Grade 8	258	220	224
Total Enrollment	705	638	632

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 23/24 to 24/25 year is 6 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	246	221	197	34.9%	34.6%	31.1%
Fluent English Proficient (FEP)	179	139	146	25.4%	21.8%	23.1%
Reclassified Fluent English Proficient (RFEP)	157	177	144	22.3%	27.7%	22.8%

Conclusions based on this data:

1. There is a decrease in the total number of English Learners. Declining enrollment overall and increase in reclassified fluent English proficient percentages have contributed to the declining numbers of English Learners.
2. Reclassification percentage rates for 24/25 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	213	192	203	208	185	196	208	185	196	97.7	96.4	96.6
Grade 7	212	215	197	204	210	190	204	210	190	96.2	97.7	96.4
Grade 8	261	216	220	253	209	216	253	208	216	96.9	96.8	98.2
All Grades	686	623	620	665	604	602	665	603	602	96.9	97	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2486.	2473.	2466.	12.50	5.95	4.08	19.71	21.08	21.43	28.85	27.03	28.06	38.94	45.95	46.43
Grade 7	2507.	2523.	2503.	8.82	12.86	6.84	25.98	26.67	28.95	29.90	25.24	25.26	35.29	35.24	38.95
Grade 8	2516.	2526.	2527.	9.49	5.77	12.04	20.95	33.17	24.54	28.85	29.33	26.85	40.71	31.73	36.57
All Grades	N/A	N/A	N/A	10.23	8.29	7.81	22.11	27.20	24.92	29.17	27.20	26.74	38.50	37.31	40.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.42	11.35	4.62	50.48	49.73	51.79	35.10	38.92	43.59
Grade 7	11.76	15.24	8.42	57.35	57.14	63.16	30.88	27.62	28.42
Grade 8	9.49	9.13	13.89	55.73	57.69	51.85	34.78	33.17	34.26
All Grades	11.73	11.94	9.15	54.59	55.06	55.41	33.68	33.00	35.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.69	4.86	4.10	44.71	45.95	51.79	47.60	49.19	44.10
Grade 7	8.33	15.71	7.41	54.41	45.24	52.91	37.25	39.05	39.68
Grade 8	7.11	5.29	10.65	47.04	55.77	47.69	45.85	38.94	41.67
All Grades	7.67	8.79	7.50	48.57	49.09	50.67	43.76	42.12	41.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.10	8.65	5.64	70.19	70.81	65.13	19.71	20.54	29.23
Grade 7	9.31	13.33	6.84	74.51	73.81	77.37	16.18	12.86	15.79
Grade 8	11.46	8.17	12.04	69.96	76.44	70.37	18.58	15.38	17.59
All Grades	10.38	10.12	8.32	71.43	73.80	70.88	18.20	16.09	20.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.31	10.27	7.69	59.62	58.38	62.05	23.08	31.35	30.26
Grade 7	14.71	18.10	11.58	58.33	59.52	61.58	26.96	22.38	26.84
Grade 8	13.83	13.46	16.67	64.43	71.15	62.96	21.74	15.38	20.37
All Grades	15.19	14.10	12.15	61.05	63.18	62.23	23.76	22.72	25.62

Conclusions based on this data:

- Overall, 32.73% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the claims indicate 64.56% of students scored Near or Above Standard in Reading, 58.17% in Writing, 82.12% in Listening, and 75.33% in Research/Inquiry.
- Trend: The data indicates that there is a slight decrease in English Language Arts by 2.76%.
- 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	212	192	203	209	192	196	209	192	196	98.6	100	96.6
Grade 7	212	215	197	208	214	196	208	214	196	98.1	99.5	99.5
Grade 8	261	216	220	255	215	217	254	215	217	97.7	99.5	98.6
All Grades	685	623	620	672	621	609	671	621	609	98.1	99.7	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2474.	2438.	2452.	9.57	6.77	5.61	12.44	10.94	9.18	29.67	18.75	27.55	48.33	63.54	57.65
Grade 7	2468.	2478.	2482.	5.77	8.88	6.12	11.06	11.68	14.80	25.00	28.50	28.06	58.17	50.93	51.02
Grade 8	2473.	2463.	2495.	5.12	3.72	9.68	7.48	10.70	9.68	23.62	17.67	21.20	63.78	67.91	59.45
Grade 11															
All Grades	N/A	N/A	N/A	6.71	6.44	7.22	10.13	11.11	11.17	25.93	21.74	25.45	57.23	60.71	56.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	6.22	6.25	4.08	38.28	25.00	34.69	55.50	68.75	61.22
Grade 7	7.21	10.75	10.20	33.17	35.98	42.86	59.62	53.27	46.94
Grade 8	3.15	2.79	9.68	40.16	36.74	42.40	56.69	60.47	47.93
Grade 11									
All Grades	5.37	6.60	8.05	37.41	32.85	40.07	57.23	60.55	51.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	6.70	6.25	5.10	52.15	36.98	44.39	41.15	56.77	50.51
Grade 7	3.37	5.61	5.10	52.40	48.13	46.43	44.23	46.26	48.47
Grade 8	3.54	4.65	7.37	53.54	53.49	45.62	42.91	41.86	47.00
All Grades	4.47	5.48	5.91	52.76	46.54	45.48	42.77	47.99	48.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.40	6.25	4.59	53.11	47.92	53.57	33.49	45.83	41.84
Grade 7	3.85	7.01	5.10	59.62	62.62	60.71	36.54	30.37	34.18
Grade 8	4.72	4.19	9.68	55.51	57.67	49.31	39.76	38.14	41.01
All Grades	7.15	5.80	6.57	56.04	56.36	54.35	36.81	37.84	39.08

Conclusions based on this data:

- Overall, 18.39% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate 40.9% of students scored Near or Above Standard in Concepts & Procedures, 51.39% in Problem Solving & Modeling, and 61.1% in Communicating Reasoning.
- Trends: There was a slight increase in scores for At, Near Standard, or Above for the 24-25 school year.
- Next steps: Address grade level standards and pacing guides. Teachers will receive training in new math curriculum 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1524.0	1510.9	1529.8	1532.6	1504.3	1531.9	1514.8	1517.0	1527.3	70	59	69
7	1521.4	1527.6	1513.2	1522.2	1531.7	1506.7	1520.1	1523.0	1519.3	77	68	58
8	1548.7	1546.0	1532.9	1554.1	1546.2	1524.5	1542.9	1545.3	1540.6	88	78	55
All Grades										235	205	182

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	14.29	15.25	21.74	38.57	37.29	36.23	35.71	27.12	28.99	11.43	20.34	13.04	70	59	69
7	14.29	23.53	15.52	32.47	30.88	31.03	29.87	30.88	24.14	23.38	14.71	29.31	77	68	58
8	19.32	33.33	16.36	48.86	25.64	36.36	22.73	20.51	29.09	9.09	20.51	18.18	88	78	55
All Grades	16.17	24.88	18.13	40.43	30.73	34.62	28.94	25.85	27.47	14.47	18.54	19.78	235	205	182

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	38.57	35.59	42.03	47.14	35.59	34.78	10.00	8.47	13.04	4.29	20.34	10.14	70	59	69
7	28.57	36.76	24.14	44.16	35.29	34.48	14.29	16.18	13.79	12.99	11.76	27.59	77	68	58
8	37.50	38.46	25.45	43.18	34.62	43.64	12.50	11.54	16.36	6.82	15.38	14.55	88	78	55
All Grades	34.89	37.07	31.32	44.68	35.12	37.36	12.34	12.20	14.29	8.09	15.61	17.03	235	205	182

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1.43	5.08	10.14	15.71	27.12	20.29	48.57	37.29	40.58	34.29	30.51	28.99	70	59	69
7	5.19	8.82	6.90	20.78	23.53	13.79	35.06	36.76	41.38	38.96	30.88	37.93	77	68	58
8	5.68	15.38	10.91	30.68	25.64	21.82	37.50	28.21	30.91	26.14	30.77	36.36	88	78	55
All Grades	4.26	10.24	9.34	22.98	25.37	18.68	40.00	33.66	37.91	32.77	30.73	34.07	235	205	182

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	14.29	16.95	28.99	70.00	50.85	49.28	15.71	32.20	21.74	70	59	69
7	10.39	16.18	13.79	62.34	55.88	48.28	27.27	27.94	37.93	77	68	58
8	9.09	21.79	18.18	78.41	56.41	50.91	12.50	21.79	30.91	88	78	55
All Grades	11.06	18.54	20.88	70.64	54.63	49.45	18.30	26.83	29.67	235	205	182

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	64.29	55.93	60.29	31.43	25.42	30.88	4.29	18.64	8.82	70	59	68
7	72.73	70.59	55.17	19.48	14.71	24.14	7.79	14.71	20.69	77	68	58
8	64.77	66.67	61.82	30.68	16.67	25.45	4.55	16.67	12.73	88	78	55
All Grades	67.23	64.88	59.12	27.23	18.54	27.07	5.53	16.59	13.81	235	205	181

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	2.86	6.78	17.39	34.29	44.07	27.54	62.86	49.15	55.07	70	59	69
7	10.39	8.82	12.07	29.87	48.53	29.31	59.74	42.65	58.62	77	68	58
8	14.77	24.36	21.82	47.73	34.62	25.45	37.50	41.03	52.73	88	78	55
All Grades	9.79	14.15	17.03	37.87	41.95	27.47	52.34	43.90	55.49	235	205	182

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	14.29	15.25	20.29	77.14	66.10	75.36	8.57	18.64	4.35	70	59	69
7	3.90	11.76	3.45	70.13	76.47	75.86	25.97	11.76	20.69	77	68	58
8	2.27	7.69	1.82	84.09	75.64	90.91	13.64	16.67	7.27	88	78	55
All Grades	6.38	11.22	9.34	77.45	73.17	80.22	16.17	15.61	10.44	235	205	182

Conclusions based on this data:

1. Baseline Overall Data: 18.13% of students scored Level 4 overall and 19.78% scored Level 1. Scores in Oral Language is significantly higher than Written Language.
2. Baseline Domain Data: Students are scoring Well-developed at higher rates in Oral Language, which includes the Listening and Speaking Domains. There are fewer students scoring Well-developed in the Written Language which includes 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
633	91.3%	31.1%	0.8%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	197	31.1%
Foster Youth	5	0.8%
Homeless	61	9.6%
Socioeconomically Disadvantaged	578	91.3%
Students with Disabilities	81	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	4.4%
American Indian	0	0.0%
Asian	31	4.9%
Filipino	31	4.9%
Hispanic	501	79.1%
Two or More Races	10	1.6%
Pacific Islander	2	0.3%
White	27	4.3%

Conclusions based on this data:

1. Buena Park Middle School has a population of 31.1% English Learners.

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Current Data: Based on the 2024-2025 Dashboard data above, our state indicators for ELA are in the Orange range for academic performance and in math are in the Yellow range for academic performance.
2. Chronic Absenteeism is at the Orange range for BPMS.

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

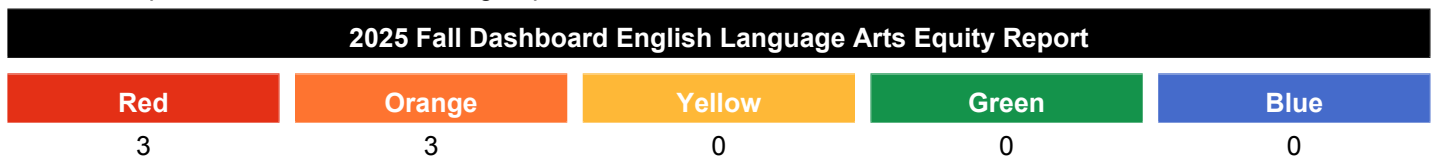
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 48.8 points below standard Declined 8.2 points 595 Students	English Learners  Red 86.1 points below standard Maintained -2.4 points 240 Students	Long-Term English Learners  Red 110.6 points below standard Declined 12.5 points 115 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  Red 81.2 points below standard Declined 14.9 points 42 Students	Socioeconomically Disadvantaged  Orange 54.2 points below standard Declined 9.6 points 551 Students

Students with Disabilities  Orange 112.7 points below standard Increased 7.6 points 77 Students	African American  No Performance Color 65.2 points below standard Increased 40.3 points 25 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 20.5 points above standard Declined 40.6 points 30 Students	Filipino  No Performance Color 24.9 points above standard Declined 11.8 points 31 Students	Hispanic  Orange 58.2 points below standard Declined 9.7 points 468 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 22.1 points below standard Maintained 1.1 points 26 Students

Conclusions based on this data:

1. Current Data: According to this Dashboard data, our performance increased for our African American students to 65.2 points below standard. English Learners maintained at 86.1 points below standard. Long Term English Learners declined to 110.6 points below standard. Students with Disabilities increased to 112.7 points below standard.
2. Trend: This comparison shows we declined overall by 8.2 points, but increased in subgroups such as Students with Disabilities and African American Students. All other groups maintained or declined.
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 support their growth. 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

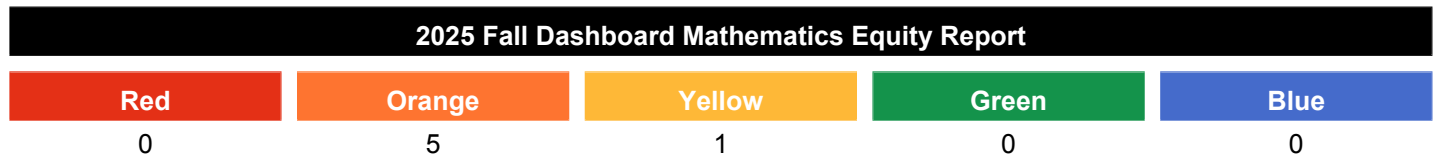
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 89.3 points below standard Increased 14 points 598 Students	English Learners  Orange 117.5 points below standard Increased 25.1 points 243 Students	Long-Term English Learners  Orange 149.9 points below standard Increased 3.3 points 115 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  Orange 118.8 points below standard Increased 11.2 points 44 Students	Socioeconomically Disadvantaged  Yellow 94.8 points below standard Increased 13.3 points 554 Students

Students with Disabilities  Orange 145.3 points below standard Increased 27.5 points 78 Students	African American  No Performance Color 87.3 points below standard Increased 60 points 25 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 3.7 points below standard Maintained 2.3 points 30 Students	Filipino  No Performance Color 3.3 points above standard Increased 29.1 points 31 Students	Hispanic  Orange 101.6 points below standard Increased 10.2 points 471 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 68.5 points below standard Increased 16.3 points 26 Students

Conclusions based on this data:

1. Current Data: On the state indicator for mathematics, our status increased overall for all students. Every single subgroup increased, with only Asian students maintaining.
2. Trend: The scores indicate our students are 89.3 points below standard. This was an increase from the previous school year by 14 points.
3. Next Steps: Continue to provide high quality math instruction 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 Science

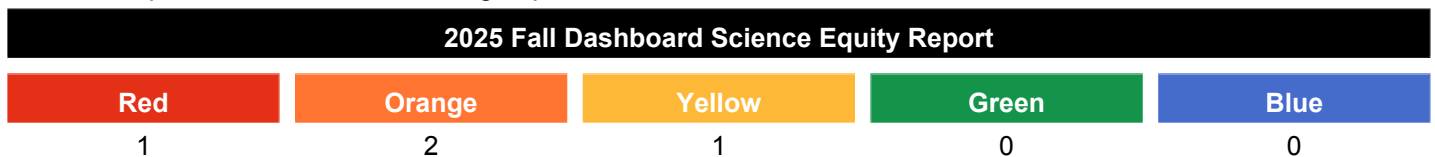
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 47 science points Increased 2.7 points 211 Students	English Learners  Orange 38.7 science points Maintained 0.8 points 72 Students	Long-Term English Learners  Red 34.9 science points Maintained -0.8 points 51 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 38.4 science points Declined 5.7 points 14 Students	Socioeconomically Disadvantaged  Yellow 45 science points Maintained 1.2 points 190 Students

Students with Disabilities  No Performance Color 37.4 science points Maintained 0.3 points 23 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 69.4 science points 13 Students	Hispanic  Orange 44.5 science points Maintained 0.8 points 166 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Current Data: On the state indicator for science, our status increased overall for all students by 2.7 points.
2. Trend: Within the subgroups, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disability, and Hispanic students all maintained. Homeless student subgroup declined.
3. Next Steps: Continue to provide high quality science instruction and targeted intervention to provide additional support. Monitor student progress and plan interventions accordingly.

School and Student Performance Data

Academic Performance English Learner Progress

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

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Red	 Red
44 making progress.	41.1 making progress.
Number Students: 175 Students	Number Students: 107 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.5%	34.3%	7%	37.2%

Conclusions based on this data:

1. Current Data: 21.5% English Learners decreased one ELPI level. 37.2% progressed at least one ELPI level. 41.3% English Learners maintained ELPI level.
2. Trend: English Learners and Long-Term English Learners both continue to need support in both ELA and Math as both are in red.
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. Continued PD on ELD for teachers.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Orange

20.6% Chronically Absent

Declined 1.1

659 Students

English Learners



Red

24.8% Chronically Absent

Increased 3.3

210 Students

Long-Term English Learners



Red

25.4% Chronically Absent

Increased 1.2

126 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Homeless



Orange

36.4% Chronically Absent

Declined 6.5

55 Students

Socioeconomically Disadvantaged



Orange

21.3% Chronically Absent

Declined 1.2

609 Students

Students with Disabilities  Orange 31.1% Chronically Absent Declined 1.9 90 Students	African American  No Performance Color 36.7% Chronically Absent Declined 11.5 30 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 3.2% Chronically Absent Declined 3.9 31 Students	Filipino  Blue 0% Chronically Absent Declined 6.5 32 Students	Hispanic  Red 21.1% Chronically Absent Maintained 0.2 522 Students
Two or More Races  No Performance Color 50% Chronically Absent Increased 8.8 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 19.2% Chronically Absent Declined 14.1 26 Students

Conclusions based on this data:

1. Based on this data, there is a need to support the following subgroups: English Learners, Long-Term English Learners, and Hispanic students.
2. Continue to monitor attendance, offer resources and incentives, and communicate with families that need support. Need for strategies to engage families 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. Continued SART and SARB meetings and incentives for improved attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

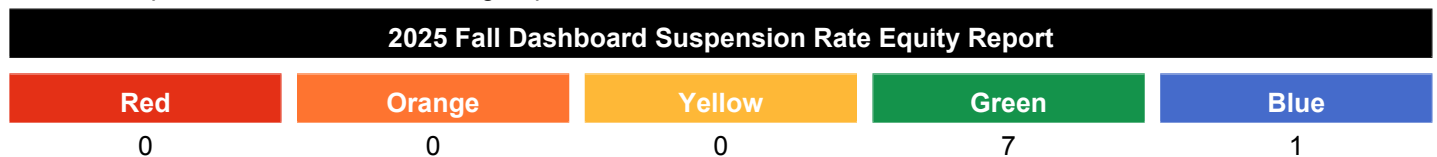
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.1% suspended at least one day Declined 2.6% 671 Students	English Learners Green 3.3% suspended at least one day Declined 4.2% 214 Students	Long-Term English Learners Green 3.9% suspended at least one day Declined 5% 129 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless Green 3.5% suspended at least one day Declined 2.7% 57 Students	Socioeconomically Disadvantaged Green 2.1% suspended at least one day Declined 2.9% 619 Students

Students with Disabilities  Green 3.3% suspended at least one day Declined 3.8% 92 Students	African American  Green 3.2% suspended at least one day Declined 3.2% 31 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 32 Students	Filipino  Blue 0% suspended at least one day Declined 3.1% 32 Students	Hispanic  Green 2.4% suspended at least one day Declined 2.3% 531 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 10.5% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 0% suspended at least one day Declined 3.7% 27 Students

Conclusions based on this data:

1. Current Data: Based on the 2024-2025 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 3.2% and Homeless student suspension rate declined by 2.7%
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:

8th grade students displayed a 5.96% increase in percentage of students that exceeded standard. This progress reflects our concerted efforts to strengthen our math instruction. Overall, there was an increase in the percentage of students meeting or exceeding standard.

ENGLISH:

8th grade students displayed 6.27% increase in percentage of students that exceed standard for ELA.

Weaknesses:

ELA:

While in the previous school year of 23-24, there was growth in the ELA state scores, we have seen a decrease in the percentage of students meeting or exceeding standards for the 24-25 ELA CAASPP.

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 new math curriculum. Teachers will have a voice in choosing new math curriculum, will be receive training, and continue grade level collaboration time to monitor student progress and plan interventions. We will continue to support students in after school tutoring.

ENGLISH:

The overall decrease in students meeting or exceeding the standard in ELA shows the importance of 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 in 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 three student groups that received the lowest performance level for CAASPP ELA (Dashboard): English learner, Long-Term English Learner, and Homeless.

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 August 2025	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 ACTUAL: Buena Park Middle School's goals were identified based on 24-25 CAASPP ELA Data as : 32.73% of students met or exceeded standard. Distance from Standard Data: 6th: - 65 pts 7th: - 49 pts 8th: - 40 pts	Site Goal for All Students: In 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 Source: CERS, BPSD Data slides from August 2025	BASELINE: Buena Park Middle School's goals were identified based on 23-24 CAASPP Math Data: 17.55% of students met or exceeded standard. Distance from Standard Data: 6th: -114 pts 7th: -89 pts 8th: -123 pts ACTUAL: Buena Park Middle School's goals were identified based on 24-25 CAASPP Math Data: 18.39% of students met or exceeded standard. Distance from Standard Data: 6th: -100 pts 7th: -85 pts 8th: -90 pts	Site Goal for All Students: In Math we will have an increase of a minimum of 3% annually. Each grade level in CAASPP Math will get closer to Distance from Standard by 3 points annually.
English Learner Progress Source: DTS Section: English Learner Progress - 2025 Fall Dashboard English Learner Progress indicator	BASELINE: Fall 2024 - 56.9% of Buena Park Middle School English Learners are making progress towards English Language Proficiency. ACTUAL: Fall 2025 - 25.14% of English Learners are making progress and 38.41% of Long-Term English Learners are making progress towards English Language Proficiency.	Site Goal For English Learners: Increase the number of Buena Park Middle School English Learners that are making progress towards English Language Proficiency.

i-Ready Reading Source: i-Ready	BASELINE: i-Ready Reading 3rd Diagnostic, Spring 2024 20% Mid or above grade level 15% Early On grade level ACTUAL (PROGRESS): i-Ready Reading 3rd Diagnostic, Spring 2025 21% Mid or above grade level 15% Early On grade level In window 3, 2025, we have seen a 1% growth in mid or above 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 Spring for 2026.
i-Ready Math Source: i-Ready	BASELINE: iReady Math 3rd Diagnostic, Spring 2024 8% Mid or above grade level 15% Early On grade level ACTUAL (PROGRESS): iReady Math 3rd Diagnostic, Spring 2025 10% Mid or above grade level 16% Early On grade level In window 3, 2025, we have seen a 2% growth in mid or above, 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 Spring 2026.
Reclassification Source: BPSD Data slides from August 2025	BASELINE: 11.68% of English Learner students reclassified in 24-25 school year.	The Reclassification rate will increase by 3% for the 25-26 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. 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.	English learners	
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:	All Students	4180 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Subscriptions to digital programs such as Newsela, Edpuzzle, Gimkit, Wordwall, No Red Ink, etc.		
1.4	Provide time during Professional Learning Communities for teachers to inform and utilize math curriculum and interventions. Professional Development for Math curriculum.	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. Begin program after first quarter progress reports.	At-Promise students	5000 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. 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. 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.	All Students	4153 Title I 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: 2025-26

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

Analysis

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

Overall implementation and effectiveness of the strategies as compared to the 23-24 school year: In regards to CAASPP ELA, Buena Park Middle Schools did not increase their ELA percentage of students met or exceeded standard, there was a decrease of 2.76%. For CAASPP Math, Buena Park Middle School increased percentage of students met or exceeded standard by .84%, not the goal of 3%. For iReady Reading, Buena Park Middle School has seen a 1% growth in mid or above grade level for the 3rd diagnostic in spring 2025 as compared to spring 2024. For iReady Math, Buena Park Middle School has seen a 2% growth in mid or above and a 1% growth in early on grade level for the 3rd diagnostic in spring 2025 as compared to spring 2024. The goal was to increase in iReady ELA and Math by 3%, while there was growth, Buena Park Middle School did not reach the 3% increase goal.

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

The major difference between intended implementation and the actual implementation of the strategies/activities to meet the articulated goal was that tutoring began at a later than expected date for the 25-26 school year. There were also two new teachers in core content areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, Buena Park set a timeline for tutoring within activity 1.5 to begin tutoring earlier in the school year. Within activity 1.8, Buena Park is making shifts in the master schedule to add an ELA intervention class within the school day.

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 25-26 LCAP surveys.

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	BASELINE 24-25 LCAP Student Survey (Jan-Feb) 91.7% of students felt that school and classrooms are in good shape. ACTUAL OUTCOME 25-26 LCAP STUDENT SURVEY: 91% of students felt that school and classrooms are in good shape. The percentage maintained as compared to 24/25 LCAP survey	On 26-27 LCAP Student Survey 92.9% of students will feel that school and classrooms are in good shape.
Professional Development Training Source: LCAP Staff Survey	BASELINE 24-25 LCAP Staff Survey (Jan - Feb) 75% of staff felt that Professional Learning opportunities to implement the state standards in ELA /ELD have been useful. 68.2% of staff felt that Professional Learning opportunities to implement the state standards in Math have been useful.	On 26-27 LCAP Staff Survey 74% of staff will feel that Professional Learning opportunities in ELA/ELD have been useful. 67% of staff will feel that Professional Learning opportunities in Math have been useful.

	ACTUAL OUTCOME 25-26 LCAP STAFF SURVEY: 74% of staff felt that Professional Learning opportunities to implement the state standards in ELA /ELD have been useful. 1% decline 24/25 school year for ELA/ELD learning opportunities 67% of staff felt that Professional Learning opportunities to implement the state standards in Math have been useful. 1.2% decline from 24/25 school year for math learning opportunities.	
SEL Survey Source: Panorama	BASELINE 551 students completed the Fall 2024 SEL survey. 85% of students feel supported through their relationships with friends, family, and adults at school. ACTUAL OUTCOME FALL 25-26 PANORAMA STUDENT SURVEY: 84% of students feel supported through their relationships with friends, family, and adults at school. 1% decline as compared to the 24/25 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: 2 sessions PLC: 37 sessions AVID: 3 day conference attended by 6 teachers, 3 planning days for AVID, summer 2025 3 day conference MATH: 4 Sessions GUIDING COALITION: 4 full-day sessions, 4 after-school sessions BEHAVIOR INTERVENTION: 2 sessions ACTUAL OUTCOME 24-25 In 2024-2025, AVID had a 3 day conference for 6 teachers. In the current school year, there will be another group of teachers sent to 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	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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.	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: 2025-26

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

Analysis

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

There was an increase of AVID and Guiding Coalition professional development in the 25-26 school year as compared to the previous school year. There was an increase of AVID/Guiding Coalition and PBIS time included within the staff meetings for the 25-26 school year. ELD training for the 25-26 school year was for designated ELD.

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

Professional development was provided for teachers in various areas as planned in activity 2.5.

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.

Increase focus on integrated ELD professional development for all teachers, not only the designated ELD teachers.

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 21 different elective options for students. Every class is attended daily by students. 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.

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	BASELINE 24-25 LCAP Student Survey 93.4% of students feel that the school offers elective options to explore their interests. ACTUAL 25-26 LCAP SURVEY DATA: 93% of students feel that the school offers elective options to explore their interests. Percentage maintained as compared to 24/25 LCAP survey	26-27 LCAP Student Survey 95% of students feel that the school offers elective options to explore their interests.
High school preparation Source: LCAP Student Survey	BASELINE 24-25 LCAP Student Survey (7th and 8th grade only) 87.5% of students feel that their classes are preparing them academically for high school. ACTUAL 25-26 LCAP SURVEY DATA: 90% of students feel that the school is helping to prepare them for college and/or future career.	26-27 LCAP Student Survey 92% of students feel that the school is helping to prepare them for college and/or future career.

	Verbiage changed on the LCAP survey.	
College and Career events Source: LCAP Parent Survey	BASELINE 24-25 LCAP Parent Survey 73.9% of parents feel that they are encouraged to attend events related to preparing for college/career readiness ACTUAL 25-26 LCAP SURVEY DATA: 92% of parents feel that they are encouraged to attend events related to preparing for college/career readiness. 18.1% increase as compared to 24/25 LCAP	26-27 LCAP Parent Survey 94% 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 24-25 LCAP Parent Survey 72.8% of parents feel they are provided adequate information on Passion programs to help them understand what their children are learning in school. ACTUAL 25-26 LCAP SURVEY DATA: 82% of parents feel they are provided adequate information on Passion programs to help them understand what their children are learning in school. 9.2% increase as compared to 24/25	26-27 LCAP Parent Survey 84% 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 2025 Spring CAST (Science) 21% of students met or exceeded standard	On the 2026 Spring CAST (Science) A minimum of 24% 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	12000 Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Conference

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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 leads 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	24000 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.	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

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall, more students have the opportunity to choose their elective classes as there was a change in the master schedule for 25-26 school year to allow 6th grade students to choose electives instead of taking an elective wheel. There was an increase of CTE elective offerings. Buena Park Middle School saw an increase percentage of positive responses in the LCAP survey as it relates to college and career.

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

The implementation of the strategies/activities to meet the articulated goal were executed.

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.

Continue to grow college and career pathways through deepened partnerships (3.4). Increase the number of CTE credentialed teachers on campus (3.9).

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, Parent Volunteer Opportunities, 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 low number of family respondents to the 25-26 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. While participation was low, there was also a 9.4% increase of parents taking the survey that are satisfied with school to home communication. Buena Park Middle is working with SEOC, and platforms to continue to improve school to home communication.

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% ACTUAL: Average attendance rate for this 24-25 school year was 93.95%	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. ACTUAL: There were 23 students suspended at Buena Park Middle School for the 24-25 school year. The number of suspensions went down from 73 suspensions in 23-24 school year.	Student suspensions will decrease by 3% for the 26-27 school year.
Parent Engagement in LCAP Source: LCAP Parent Survey	BASELINE 31 Buena Park Middle School families participated in the 24-25 BPSD LCAP Survey. ACTUAL 25-26 LCAP SURVEY 13 Buena Park Middle School families participated in the 25-26 BPSD LCAP Survey. The number of participants decline by 18 responses as compared to 24-25.	There will be a minimum of 80 parents participating in the LCAP Survey for 26-27.
Parent Engagement Source: LCAP Parent Survey	BASELINE 24-25 LCAP On average, 82.6% of parents taking the survey are satisfied with school to home communication. ACTUAL 25-26 LCAP SURVEY On average, 92% of parents taking the survey are satisfied with school to home communication. 9.4% increase as compared to 24-25.	26-27 LCAP On average, 94% of parents taking the survey are satisfied with school to home communication.
Parent Education Opportunities Source: LCAP Parent Survey	BASELINE 24-25 LCAP 90.5% of parent were satisfied with the availability of parent education opportunities ACTUAL 25-26 LCAP SURVEY 92% of parent were satisfied with the availability of parent education opportunities 1.5% growth as compared to 24-25.	26-27 LCAP 94% of parent were satisfied with the availability of parent education opportunities
SEL Survey Source: Panorama	BASELINE 551 students completed the Fall 2024 SEL survey. 85% of students feel supported through their relationships with friends, family, and adults at school.	By May 2026, 86% of students will feel supported through their relationships with friends, family, and adults at school.

	ACTUAL FALL 2025 SEL SURVEY - 535 students completed 84% of students feel like they have supportive relationships. 1% decline as compared to 24-25. Compared to the district, the school is +1 percentage points to the district average.	
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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 attendance to promote higher attendance rate and decrease chronic absenteeism rates, including mentoring of students. Promote parent workshops, events, and meetings. Increase school to home communication on all school events, workshops, meetings.	All students	
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, curriculum understanding, and technology. Specific technology workshops of Canvas and ParentSquare to promote more families stay connected to school information and communication.	All Students	1810 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	All Students	11068 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	easy-to-use dashboard. Manage behavior and implement MTSS/PBIS plans.		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 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.	All students	
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, 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.	All students.	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Buena Park Middle School has provided consistent parent communication through technological means, parent conferences, and the use of the School Engagement and Outreach Clerk (SEOC). There were more parent workshops in the 25-26 school than the previous school year of 24-25 through Community Schools. The PBIS team has increased the number of positive interventions and supports in the 25-26 school year.

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

The major difference between intended implementation and the actual implementation of the strategies/activities to meet the articulated goal was the decreased number of parents in PTSA and parent involvement within PTSA.

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.

Emphasis will be placed on increasing parent involvement within PTSA to strengthen parent engagement (4.10).

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	\$108,970.00
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	\$107,160.00
Title I Part A: Parent Involvement	\$1,810.00

Subtotal of additional federal funds included for this school: \$108,970.00

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: \$108,970.00

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	107,160	0.00
Title I Part A: Parent Involvement	1,810	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	107,160.00
Title I Part A: Parent Involvement	1,810.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,290.00
2000-2999: Classified Personnel Salaries	24,000.00
4000-4999: Books And Supplies	10,951.00
5000-5999: Services And Other Operating Expenditures	21,229.00
5800: Professional/Consulting Services And Operating Expenditures	18,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	34,290.00
2000-2999: Classified Personnel Salaries	Title I	24,000.00
4000-4999: Books And Supplies	Title I	10,951.00
5000-5999: Services And Other Operating Expenditures	Title I	19,419.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,810.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
27,172.00
3,137.00
52,783.00
25,878.00

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 03/11/2026.

Attested:

	Principal, Jay Beckelheimer on 03/11/26
	SSC Chairperson, Megan Vanderwest on 03/11/2026