School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gordon H. Beatty Middle School	30-66456-6027536	April 14, 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 Gordon H. Beatty 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 Gordon H. Beatty Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

Our plan aligns with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs by working closely with the district to analyze both state and local data as part of a comprehensive needs assessment. As a school, we aim to develop goals, measurable outcomes, strategies, and actions that are consistent with those of the Buena Park School District. Additionally, we are committed to providing supplemental services that support the academic success of high-needs students, while establishing a system to monitor and evaluate the effectiveness of the plan in meeting its objectives.

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).

Educational Partner Involvement

How, when, and with whom did Gordon H. Beatty 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 LCAP 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 School Site Council (SSC) held monthly meetings to review and update the School Plan for Student Achievement. To gain a clearer understanding of the school community's needs, the committee gathered input from both certificated and classified staff, as well as parents. The SSC meetings were held on the following dates: September 09, 2025, November 18, 2025, January 13, 2026, February 17, 2026, April 14, 2026.

The following indicates the dates of these specific meetings:
March 30, 2026 - Staff Meeting included time to provide input on the plan.
April 14, 2026 - SSC Council met to provide input on the school plan.
April 08, 2026 - ELAC members provided input on the school plan.
April 14, 2026 - SSC to review and approve the plan.
May 14, 2026 - SPSA Approved at Board Meeting

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 2025 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:
Red-None
Orange-Chronic Absenteeism

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 2025 California School Dashboard, the following state indicators and student groups were identified for being two or more performance levels below the all student performance:

Chronic Absenteeism: Overall (All Students) Level-Orange
Student Groups in Red- Students with Disabilities
Student Groups in Orange- English Learners, Long Term English Learners, Socio Eco, Filipino

English Language Arts: Overall (All Students) Level-Blue
Student Groups in Red- None
Student Groups in Orange- Long Term English Learners, Student with Disabilities

Mathematics: Overall (All Students) level-Green
Student Groups in Red-Long Term English Learners, Students with Disabilities
Student Groups in Orange- Hispanic

English Learner Progress Indicator: Overall (All Students) level-Green
Student Groups in Red- None
Student Groups in Orange- None

Suspension Rate: Overall (All Students) level-Green
Student Groups in Red-None
Student Groups in Orange- Filipino, Long Term English Learners, Students with Disabilities

Other Needs

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

To improve outcomes for Students with Disabilities, Beatty Middle School will implement targeted small-group and individualized interventions aligned to identified student needs in literacy and mathematics. Additional support will be provided through after-school tutoring, structured intervention opportunities, and summer learning programs to accelerate progress toward grade-level standards.
To address student behavior and reduce suspension rates, the school will strengthen Tier 1, 2, and 3 supports through PBIS, restorative practices, and targeted behavioral interventions, with ongoing progress monitoring to ensure effectiveness.
Family engagement will be enhanced through consistent, multilingual communication regarding student progress, available supports, and opportunities for involvement, ensuring families are active partners in supporting student achievement.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.16%	0.15%	2	1	1
African American	2.71%	1.87%	1.82%	17	12	12
Asian	28.71%	31.05%	31.76%	180	199	209
Filipino	4.78%	4.84%	3.95%	30	31	26
Hispanic/Latino	54.39%	52.11%	53.80%	341	334	354
Pacific Islander	0.80%	0.62%	0.15%	5	4	1
White	5.26%	5.15%	4.41%	33	33	29
Multiple/No Response	2.23%	3.28%	2.74%	14	21	18
			Total Enrollment	627	641	658

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	222	208	224
Grade 7	198	227	210
Grade 8	207	206	224
Total Enrollment	627	641	658

Conclusions based on this data:

1. Beatty Middle School serves a diverse student population across all grade levels, and our SPSA reflects a comprehensive approach to addressing the academic, social-emotional, and behavioral needs of all students in grades 6–8.
2. As our student population continues to grow, Beatty Middle School will ensure equitable access to both academic and elective courses by implementing consistent placement practices and expanding course offerings to provide a diverse range of opportunities for all students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	135	127	124	26.9%	21.5%	18.8%
Fluent English Proficient (FEP)	199	214	228	30.9%	31.7%	34.7%
Reclassified Fluent English Proficient (RFEP)	183	189		6.9%	29.2%	

Conclusions based on this data:

1. Although the English Learner (EL) population has decreased over the past three years, this subgroup continues to require targeted academic support. Beatty Middle School will provide integrated support during the school day, along with additional assistance through the after-school Homework Club program to ensure continued progress toward grade-level standards and reclassification.

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	190	221	213	189	218	211	189	218	211	99.5	98.6	99.1
Grade 7	216	200	229	213	193	226	213	193	226	98.6	96.5	98.7
Grade 8	203	207	210	201	202	203	201	202	203	99.0	97.6	96.7
All Grades	609	628	652	603	613	640	603	613	640	99.0	97.6	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	2522.	2523.	2531.	22.75	22.02	30.33	27.51	27.06	25.12	19.58	22.02	15.64	30.16	28.90	28.91
Grade 7	2549.	2548.	2568.	17.84	24.87	27.43	38.50	24.35	30.97	18.31	24.35	19.03	25.35	26.42	22.57
Grade 8	2579.	2549.	2581.	28.36	17.33	26.11	27.86	27.23	29.06	23.88	23.27	20.20	19.90	32.18	24.63
All Grades	N/A	N/A	N/A	22.89	21.37	27.97	31.51	26.26	28.44	20.56	23.16	18.28	25.04	29.20	25.31

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	22.75	19.82	20.85	47.62	52.07	51.66	29.63	28.11	27.49
Grade 7	22.07	22.80	24.34	60.09	52.33	58.41	17.84	24.87	17.26
Grade 8	25.87	18.81	29.56	53.73	52.97	46.80	20.40	28.22	23.65
All Grades	23.55	20.42	24.84	54.06	52.45	52.50	22.39	27.12	22.66

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	21.16	20.18	30.81	44.97	46.33	41.23	33.86	33.49	27.96
Grade 7	23.00	28.50	35.84	52.11	45.08	40.27	24.88	26.42	23.89
Grade 8	26.87	23.27	29.06	49.75	43.56	42.36	23.38	33.17	28.57
All Grades	23.71	23.82	32.03	49.09	45.02	41.25	27.20	31.16	26.72

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	15.34	14.29	14.69	71.43	72.35	71.09	13.23	13.36	14.22
Grade 7	12.68	15.03	17.26	74.18	69.43	69.47	13.15	15.54	13.27
Grade 8	20.40	17.33	17.73	69.15	63.37	69.46	10.45	19.31	12.81
All Grades	16.09	15.52	16.56	71.64	68.46	70.00	12.27	16.01	13.44

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	20.11	17.97	24.17	56.61	64.52	55.92	23.28	17.51	19.91
Grade 7	21.13	25.91	29.20	59.62	53.89	53.54	19.25	20.21	17.26
Grade 8	27.36	21.78	27.09	57.21	60.89	57.64	15.42	17.33	15.27
All Grades	22.89	21.73	26.88	57.88	59.97	55.63	19.24	18.30	17.50

Conclusions based on this data:

1. Overall, 56% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the claims indicate 77% of students scored Near or Above Standard in Reading, 73% in Writing, 87% in Listening, and 83% in Research/Inquiry.
2. Trend: We continue to see a steady increase from 23-24 to 24-25 in the area of English Language Arts. These data indicates that most students are making a steady growth. However, it is also important to point out that other students need additional support in the area of English Language Arts.
3. Next steps: Beatty Middle School will continue to implement grade-level standards aligned to the ELA curriculum and pacing guides to ensure consistent, standards-based instruction. Teachers will utilize district, summative, and formative assessment data to monitor student progress toward mastery, inform instructional adjustments, and provide targeted interventions through ongoing PLC collaboration.

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	190	221	213	189	219	211	189	219	211	99.5	99.1	99.1
Grade 7	216	200	229	213	197	226	213	197	226	98.6	98.5	98.7
Grade 8	203	207	209	201	205	202	201	204	202	99.0	99	96.7
All Grades	609	628	651	603	621	639	603	620	639	99.0	98.9	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	2532.	2541.	2530.	28.04	33.33	32.70	17.99	15.07	18.48	24.87	24.66	18.48	29.10	26.94	30.33
Grade 7	2524.	2529.	2549.	19.25	22.84	28.76	15.49	16.24	15.93	28.17	24.37	23.45	37.09	36.55	31.86
Grade 8	2530.	2535.	2541.	16.92	19.12	25.74	12.94	14.22	7.43	23.88	25.00	21.78	46.27	41.67	45.05
Grade 11															
All Grades	N/A	N/A	N/A	21.23	25.32	29.11	15.42	15.16	14.08	25.70	24.68	21.28	37.65	34.84	35.52

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	28.04	31.96	31.75	44.44	41.10	36.02	27.51	26.94	32.23
Grade 7	21.60	27.92	31.86	42.72	37.06	36.28	35.68	35.03	31.86
Grade 8	14.93	15.69	20.30	43.78	42.16	39.60	41.29	42.16	40.10
Grade 11									
All Grades	21.39	25.32	28.17	43.62	40.16	37.25	34.99	34.52	34.59

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	19.05	22.83	21.80	46.03	47.03	47.87	34.92	30.14	30.33
Grade 7	19.72	19.29	20.80	48.36	47.72	52.21	31.92	32.99	26.99
Grade 8	18.41	15.69	22.77	52.74	57.35	43.07	28.86	26.96	34.16
All Grades	19.07	19.35	21.75	49.09	50.65	47.89	31.84	30.00	30.36

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	23.28	26.03	24.17	50.26	55.71	49.76	26.46	18.26	26.07
Grade 7	15.49	19.29	21.68	58.69	55.84	56.64	25.82	24.87	21.68
Grade 8	13.93	19.12	19.31	57.21	56.37	49.01	28.86	24.51	31.68
All Grades	17.41	21.61	21.75	55.56	55.97	51.96	27.03	22.42	26.29

Conclusions based on this data:

1. Overall, 43% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate 65.% of students scored Near or Above Standard in Concepts & Procedures, 70% in Problem Solving & Modeling, and 74% in Communicating Reasoning.
2. Our mathematics performance remains above the state average; however, Beatty Middle School will focus on ensuring consistent, measurable growth over time by strengthening standards-based instruction, monitoring student progress through ongoing data analysis, and implementing targeted interventions to support continuous improvement for all students.
3. Next Steps: Beatty Middle School will continue to implement grade-level standards aligned to pacing guides using i-Ready to support standards-based mathematics instruction. Student progress will be monitored through ongoing analysis of formative, interim, and summative assessment data. Teachers will utilize grade-level collaboration time to review data, adjust instruction, and plan targeted interventions or reteaching opportunities.

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) web page or the 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	1506.2	1526.9	1518.7	1510.0	1529.2	1522.5	1501.8	1524.0	1514.5	46	35	37
7	1553.1	1535.6	1544.3	1563.2	1540.4	1551.5	1542.5	1530.3	1536.7	53	51	35
8	1593.8	1560.5	1560.7	1612.8	1568.0	1567.5	1574.4	1552.5	1553.5	43	36	46
All Grades										142	122	118

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	6.52	14.29	13.51	32.61	42.86	37.84	34.78	31.43	35.14	26.09	11.43	13.51	46	35	37
7	33.96	27.45	31.43	35.85	27.45	34.29	15.09	25.49	20.00	15.09	19.61	14.29	53	51	35
8	51.16	44.44	32.61	30.23	25.00	32.61	9.30	11.11	19.57	9.30	19.44	15.22	43	36	46
All Grades	30.28	28.69	26.27	33.10	31.15	34.75	19.72	22.95	24.58	16.90	17.21	14.41	142	122	118

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	34.78	37.14	32.43	32.61	42.86	43.24	17.39	8.57	13.51	15.22	11.43	10.81	46	35	37
7	52.83	39.22	45.71	28.30	35.29	34.29	5.66	13.73	14.29	13.21	11.76	5.71	53	51	35
8	65.12	50.00	47.83	25.58	25.00	28.26	0.00	16.67	13.04	9.30	8.33	10.87	43	36	46
All Grades	50.70	41.80	42.37	28.87	34.43	34.75	7.75	13.11	13.56	12.68	10.66	9.32	142	122	118

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	0.00	2.86	5.41	13.04	22.86	18.92	39.13	45.71	32.43	47.83	28.57	43.24	46	35	37
7	16.98	15.69	14.29	28.30	21.57	22.86	32.08	27.45	34.29	22.64	35.29	28.57	53	51	35
8	25.58	19.44	17.39	39.53	30.56	34.78	18.60	22.22	21.74	16.28	27.78	26.09	43	36	46
All Grades	14.08	13.11	12.71	26.76	24.59	26.27	30.28	31.15	28.81	28.87	31.15	32.20	142	122	118

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	4.35	25.71	21.62	76.09	51.43	40.54	19.57	22.86	37.84	46	35	37
7	26.42	19.61	25.71	60.38	52.94	57.14	13.21	27.45	17.14	53	51	35
8	30.23	25.00	32.61	62.79	52.78	47.83	6.98	22.22	19.57	43	36	46
All Grades	20.42	22.95	27.12	66.20	52.46	48.31	13.38	24.59	24.58	142	122	118

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	52.17	68.57	67.57	34.78	17.14	27.03	13.04	14.29	5.41	46	35	37
7	77.36	72.55	80.00	13.21	15.69	11.43	9.43	11.76	8.57	53	51	35
8	86.05	72.22	67.39	4.65	22.22	23.91	9.30	5.56	8.70	43	36	46
All Grades	71.83	71.31	71.19	17.61	18.03	21.19	10.56	10.66	7.63	142	122	118

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	2.17	8.57	8.11	28.26	48.57	32.43	69.57	42.86	59.46	46	35	37
7	22.64	13.73	25.71	39.62	35.29	37.14	37.74	50.98	37.14	53	51	35
8	39.53	22.22	28.26	37.21	44.44	26.09	23.26	33.33	45.65	43	36	46
All Grades	21.13	14.75	21.19	35.21	41.80	31.36	43.66	43.44	47.46	142	122	118

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	15.22	5.71	10.81	63.04	80.00	67.57	21.74	14.29	21.62	46	35	37
7	16.98	11.76	2.86	64.15	72.55	77.14	18.87	15.69	20.00	53	51	35
8	16.28	19.44	4.35	79.07	69.44	86.96	4.65	11.11	8.70	43	36	46
All Grades	16.20	12.30	5.93	68.31	73.77	77.97	15.49	13.93	16.10	142	122	118

Conclusions based on this data:

1. Baseline Overall Data: 26% of students scored Level 4 overall and only 14.41% scored Level 1. Scores in Oral Language continue to be higher than Written Language.
2. Baseline Domain Data: Students are performing at higher rates in the Listening, Speaking, and Writing domains, with the majority scoring at the Well Developed or Moderately Developed levels. However, a smaller percentage of students are achieving the Well Developed level in the Writing domain, indicating a need for targeted instructional focus to strengthen writing skills and increase proficiency.
3. Next Steps: Beatty Middle School will strengthen and expand Integrated and Designated ELD instruction through consistent implementation of the ELA/ELD Frameworks to support language development across all content areas. Teachers will engage in ongoing collaboration and professional development to deepen their understanding of the ELPAC and effective instructional strategies that promote student success. Dedicated time will be allocated for the analysis of formative assessment data to monitor student progress, inform instruction, and guide targeted interventions for English Learners.

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**
641	**73.8%**	**19.8%**	**0.3%**
Total Number of Students enrolled in Gordon H. Beatty 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	127	19.8%
Foster Youth	2	0.3%
Homeless	36	5.6%
Socioeconomically Disadvantaged	473	73.8%
Students with Disabilities	102	15.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.9%
American Indian	1	0.2%
Asian	199	31%
Filipino	31	4.8%
Hispanic	334	52.1%
Two or More Races	21	3.3%
Pacific Islander	4	0.6%
White	33	5.1%

Conclusions based on this data:

1. Beatty Middle School serves an ethnically diverse student population, with Hispanic and Asian students representing the two largest groups. This diversity contributes to a broad range of academic, linguistic, and social-emotional needs that inform our instructional practices and support systems.
2. At Beatty Middle School, English learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness are identified as key subgroups requiring targeted academic support and differentiated interventions.
3. Title I funds will ensure that support is provided to the subgroups that make up Beatty MS.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Current Data: Based on the Fall 2025 Dashboard data above, our state indicators for ELA indicated an increase of 23.3 points (15.2 Points Above Standard) and mathematics indicated an increase of 6.6 points (24.6 Points Below Standard) for academic performance.
2. Trend: In comparison to the Fall 2024 Dashboard data, scores for English and math showed an increase.

3. Next Steps: Beatty staff will continue to monitor all state indicators and use data to inform ongoing adjustments to programs and interventions, ensuring responsive and continuous improvement in student outcomes.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	2

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	English Learners	Long-Term English Learners
Blue	Yellow	Orange
15.2 points above standard	17.5 points below standard	74.3 points below standard
Increased 23.3 points	Increased 41.5 points	Increased 49 points
616 Students	205 Students	79 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	71.9 points below standard	5.4 points below standard
3 Students	Increased 30.2 points	Increased 22.8 points
	31 Students	459 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
131.2 points below standard	74.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 14.1 points	Declined 20.3 points	1 Student
100 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
86.8 points above standard	102.5 points above standard	35.5 points below standard
Increased 24.8 points	Increased 10.8 points	Increased 16.8 points
195 Students	30 Students	317 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
59.6 points above standard	Fewer than 11 students - No Data for Privacy	14.4 points above standard
Increased 7.9 points	4 Students	Increased 47.7 points
21 Students		32 Students

Conclusions based on this data:

1. Current Data: According to this Dashboard data, our status increased for our Hispanic students by +16.8 points. English Learners increased +41.5 points along with Socioeconomically Disadvantaged at +22.8 points and Students with Disabilities at +14.1 points above standard.
2. Trend: This comparison shows that while we continue below the standard in the above groups, we have made some positive increases in points for most of these groups.
3. Next Steps: Continue to strengthen Integrated and Designated ELD instruction to support English Learners, while providing targeted small-group interventions for students with disabilities, socioeconomically disadvantaged students, and Hispanic and AA students to address identified areas of need and improve academic outcomes.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	2	1	1

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	English Learners	Long-Term English Learners
Green	Yellow	Red
24.6 points below standard	65.5 points below standard	138.5 points below standard
Increased 6.6 points	Increased 6.6 points	Maintained 2 points
620 Students	210 Students	79 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	139.8 points below standard	48.1 points below standard
3 Students	Declined 38 points	Increased 3.4 points
	33 Students	462 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
178.1 points below standard	146.3 points below standard	Fewer than 11 students - No Data for Privacy
Declined 9 points	Declined 37.5 points	1 Student
99 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
65.4 points above standard	55.6 points above standard	88.3 points below standard
Increased 11.7 points	Increased 4.4 points	Declined 7.2 points
197 Students	30 Students	319 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
53.2 points above standard	Fewer than 11 students - No Data for Privacy	16.2 points below standard
Declined 3.5 points	4 Students	Increased 20 points
21 Students		32 Students

Conclusions based on this data:

1. Current Data: On the state indicator for mathematics, which fell below the standard, it declined in the area for Hispanic (-7.2) and increased in the areas for Asian (+11.7), English Learners (+6.6), Socioeconomically Disadvantaged (+3.4), and All Students (+6.6) student groups.
2. Trend: This comparison shows that while we continue below the standard in the above groups, we show a positive increase (decrease in below the standard status) for most groups.
3. Next Steps: Beatty Middle School will continue to provide high-quality, standards-aligned mathematics instruction utilizing math supplemental materials during the math textbook adoption period to support core instruction. Student progress will be closely monitored through Common Formative Assessments and other data sources to inform instructional adjustments and targeted interventions. Particular attention will be given to the Hispanic student group, as data indicates a decline in performance while overall math achievement remains below standard. Targeted supports and interventions will be implemented to address this need and improve outcomes for this subgroup.

School and Student Performance Data

Academic Performance
Science

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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	English Learners	Long-Term English Learners
Green	Orange	Yellow
56.4 science points	42.6 science points	39.8 science points
Increased 2.2 points	Maintained -0.6 points	Increased 6.2 points
196 Students	61 Students	38 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	39.9 science points	53 science points
	13 Students	Increased 2.4 points
		148 Students

Students with Disabilities	African American	American Indian
No Performance Color 34.2 science points Maintained -0.2 points 35 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Blue 67.8 science points Maintained 0.2 points 55 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Yellow 48.6 science points Maintained 1.1 points 105 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 48.4 science points Declined 4.1 points 11 Students

Conclusions based on this data:

1. Current Data: On the state indicator for science, which is at the standard, increase in the area for All Student (+2.2), Long Term EL (+6.2), and Socioeconomically Disadvantaged (+2.4). Yet maintained for EL Learners (-6.6), Asian (+0.2), and Hispanic (+1.1) student groups.
2. Trend: While we have maintained for most groups and need to focus on our English Language Learners to ensure they do not decrease.
3. Next Steps: Beatty Middle School will continue to provide high-quality, standards-aligned science instruction grounded in NGSS practices, with an emphasis on inquiry-based and hands-on learning experiences. Student progress will be monitored through common formative assessments, performance tasks, and interim data to inform instructional adjustments and targeted interventions. Teachers will utilize PLC collaboration time to analyze data, align instruction, and plan reteaching opportunities to address identified gaps. Particular attention will be given to maintaining current levels of performance while implementing targeted supports for student groups at risk of declining, ensuring continued growth and preventing movement below standard.

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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	Yellow
61 making progress.	60.3 making progress.
Number Students: 105 Students	Number Students: 68 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**
12.4%	26.7%	3.8%	57.1%

Conclusions based on this data:

1. Current Data- English Learners decreased one level at 12.4%.
2. Trend- Our English Learners are making progress in both ELA and math.
3. Next Steps: Beatty Middle School will continue to implement and strengthen Integrated and Designated ELD to provide targeted language development for all English Learners. Teachers will engage in focused collaboration to align instruction with the ELA/ELD Framework and standards, ensuring consistent, standards-based practices that support language acquisition and academic achievement.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				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	English Learners	Long-Term English Learners
Orange	Orange	Orange
12% Chronically Absent	12.7% Chronically Absent	12.6% Chronically Absent
Maintained -0.2	Increased 2	Increased 2.2
668 Students	142 Students	87 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	36.4% Chronically Absent	14.5% Chronically Absent
3 Students	Maintained 0.4	Maintained 0.3
	44 Students	505 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
25.9% Chronically Absent	0% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 6.9	Declined 5.9	1 Student
112 Students	13 Students	

Asian	Filipino	Hispanic
Blue	Orange	Yellow
2% Chronically Absent	6.5% Chronically Absent	18.2% Chronically Absent
Maintained 0.3	Increased 6.5	Declined 0.5
204 Students	31 Students	352 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
13.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.8% Chronically Absent
Increased 4.3	4 Students	Declined 3.4
29 Students		34 Students

Conclusions based on this data:

1. Based on this data, the following subgroups showed a decline in chronic absenteeism: Hispanic and White
2. We need to continue to monitor attendance, offer resources, and communicate with families who are in need support for the following subgroups: English Learners (EL), Long Term EL, Students with Disabilities, and Filipino
3. Next Steps: Strengthen student and parent engagement through clear, consistent communication about attendance expectations and the impact of absences on learning, while providing resources, support, and incentives to promote regular attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	3	0

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	English Learners	Long-Term English Learners
Green	Yellow	Orange
3.4% suspended at least one day	4.8% suspended at least one day	5.6% suspended at least one day
Declined 1.8%	Maintained 0%	Increased 1.1%
679 Students	145 Students	89 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	8.7% suspended at least one day	4.5% suspended at least one day
3 Students	Declined 3.3%	Declined 1.5%
	46 Students	514 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
7% suspended at least one day	7.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.1%	Increased 2.1%	1 Student
114 Students	13 Students	

Asian	Filipino	Hispanic
Green	Orange	Green
1.5% suspended at least one day	3.2% suspended at least one day	4.1% suspended at least one day
Declined 1.8%	Increased 3.2%	Declined 1.8%
205 Students	31 Students	362 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
3.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.9% suspended at least one day
Declined 6.1%	4 Students	Maintained 0%
29 Students		34 Students

Conclusions based on this data:

1. Current Data: Based on the Fall 2025 Dashboard data above, groups either decreased or maintained with the exception of Long Term English Learners, Filipino, and Students with Disabilities. Those three groups increased.
2. Trend: The number of overall suspensions decreased in 2025 by 1.8% from the previous year. This was a .1% difference from the previous year.
3. Next Steps: Beatty staff will strengthen the implementation of a progressive discipline framework by consistently applying the PBIS Behavior Matrix and aligning responses to student behavior with tiered supports. Ongoing monitoring of behavior data will guide targeted interventions, ensuring proactive, consistent, and supportive practices that reduce suspensions and improve student outcomes.

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 English Language Arts (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.

ELPAC data for students of Gordon H. Beatty Middle School:
2024 Results 2025 Results

- 122 students - 118 students

Level 4: 29% or 35 students 26.27% or 31 students
Level 3: 31% or 38 students 34.75% or 41 students
Level 2: 23% or 28 students 24.58% or 29 students
Level 1:17% or 21 students 14.41% or 17 students
RFEP: 5.9% or 31 students 29.5% or 189 students

Based on the ELPAC data there is a change from 2024 to 2025 and although the number of students decreased in '25 from the previous year, it is important to continue focusing on ways to offer daily designated ELD instruction tailored to focus on specific language needs, structured around the ELPAC language domains of Listening, Speaking, Reading, and Writing. In addition, instruction should include both conversational and academic language skills to ensure that students are engaging and practicing communication skills. To address our Students with Disabilities, we will continue to address support in math and ELA through our co-teaching math and English classes as well as through student skills.

Beatty Middle School is focusing on advancing student achievement by addressing specific trends and needs across grade levels:

- Positive Trends: The three grade levels had an increase in students exceeding standards, and there was a decrease in students not meeting standards. Sixth graders demonstrated the highest growth.
- Challenges: Eighth graders are in need of intervention support and seventh graders need additional review of material to ensure they continue growing.
- Consistency: There is consistency across all grades, students in the "Standard Nearly Met" category remain consistent.

To build on these outcomes, Beatty Middle School is emphasizing the following strategies:

- Sixth Grade TEAM: Continue to prioritizing meaningful and intentional planning time to sustain high growth. In addition, articulation meetings with the elementary school sites will ensure students remain on target.
- PLC Days: Structured Thursdays allow the math department to collaboratively develop and refine math instruction.
- iReady Utilization: Continue addressing the need to use iReady supplemental materials for math teachers.
- Collective Structure: By honoring PLC days and working towards a unified approach, the school aims to create a consistent structure that drives further increases in student achievement.

This plan leverages collaboration, targeted support, and strategic planning to move teachers forward in enhancing student outcomes across all grade levels.
Beatty Middle School's strategy for moving teachers forward in building student achievement focuses on fostering purposeful collaboration and creating a sustainable, effective instructional framework. Here's how the school plans to achieve this:

1. Purposeful Collaboration: Recognizing the importance of collaboration around essential standards, Beatty Middle School will emphasize this as a core part of its community. This approach will help ensure that the work teachers do is meaningful and contributes to long-term success.

2. Clear Structure and Authentic Practice: The school will establish a clear structure for current practices, ensuring they are not only effective now but also serve as a foundation for future years.

These practices will be applied in authentic, real-world scenarios to address current educational challenges, including learning loss.

3. Adaptability and Implementation: There will be a clear plan for implementing instructional strategies and adapting them as needed to meet evolving student needs. This plan will be flexible to address disparities in student performance across grade levels and content areas.

4. Support from Administration: Teachers will receive support from site administration, reinforcing the importance of these initiatives and ensuring that they have the resources and backing needed for success. Site admin will collaborate with district admin to ensure that supports are in place (i.e. work with Angie Freese).

5. School Identity: The collaborative, structured approach to teaching and learning will become part of Beatty's identity, helping to align staff around a shared mission of improving student outcomes.

Challenges to Address:

- Grade-Level Performance Disparities: There were varied changes in student performance across grade levels particularly in math, with all grade levels moving farther away from the Standard Met score. All grades have a high percentage of students performing below standard in Concepts & Procedures.

- ELA and Tutorial Support: ELA performance, particularly in writing, continues to be a concern across all grades. Staffing for ELA and the effectiveness of Tutorial support on designated days and afterschool Homework Club will need to be evaluated and strengthened.

Through focused collaboration, clear planning, adaptability, and strong support, Beatty Middle School aims to address these challenges and improve student achievement across all grade levels.

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
Academic Indicator - Reading (ELA) iReady Source: i-Ready	Baseline: iReady Reading (ELA) May 2025 37% (236) Mid or above grade level 14% (89) Early On grade level Actual: iReady Reading (ELA) 2026 32% (206) Mid or above grade level 15% (95) Early On grade level	iReady Reading (ELA) by May 2027-Minimum of 3% improvement 40% Mid or above grade level 18% Early On grade level
Academic Indicator - Math iReady Source: i-Ready	Baseline: iReady Math May 2025 29% (183) Mid or above grade level 19% (123) Early On grade level Actual: iReady Reading (MATH) 2026 22% (141) Mid or above grade level 19% (124) Early On grade level	iReady Math by May 2027-Minimum of 3% improvement 32% Mid or above grade level 22% Early On grade level
Academic Indicator ELA CAASPP	Beatty Middle School's goals were identified based on 24-25 CAASPP ELA Data:	Site Goal for All Students: By spring 2027, we will increase by a minimum of 3 percents from 56.41% to 59%.

Source: DTS Section: Student Performance Data - CAASPP (English Language Arts) CAASPP Distance from Standard Source: CERS, BPSD Data slides (July 2025) *Note: Numbers may differ slightly from Summer report to December Dashboard results as these numbers reflect 97-99% reporting.	The spring 2025 ELA data for all students indicates a level of Exceed and Met Standards of 27.97% and 28.44% respectively for an overall percentage of 56.41%. English Learners- 9.40% met or exceeded standard Distance from Standard Data: 6th: +14 pts 7th: +17 pts 8th: +1 pts	Goal for English learners: By spring 2027, we will increase by a minimum of 3 percent from 9.40% to 12% meeting or exceeding standard. Distance from Standard Data- Minimum of 3 pts improvement 6th: +17pts 7th: +20 pts 8th: +4 pts
Academic Indicator Math CAASPP Source: DTS Section: Student Performance Data - CAASPP (English Language Arts) CAASPP Distance from Standard Source: CERS, BPSD Data slides (July 2025) *Note: Numbers may differ slightly from Summer report to December Dashboard results as these numbers reflect 97-99% reporting.	Beatty Middle School's goals were identified based on 24-25 CAASPP Math Data: The spring 2025 math data for all students indicates a level of Exceed and Met Standards of 29.11% and 14.08% respectively for an overall percentage of 43.19%. English Learners - 6.83% met or exceeded standard Distance from Standard Data: 6th: -45 pts 7th: -17 pts 8th: -51 pts	Site Goal for All Students: By spring 2027 we will increase by a minimum of 3 percents from 43.19% to 46%. Goal for English learners: By spring 2027, we will increase by a minimum of 3 percent from 6.83% to 9% meeting or exceeding standard. Distance from Standard Data - Minimum of 3 pts improvement 6th: -42 pts 7th: -14 pts 8th: -48 pts
ELPAC Source: DTS Section: Student Performance Data - ELPAC	ELPAC data for students of Gordon H. Beatty Middle School: 2025 Results (118 students) Level 4 26.27% or 31 students Level 3 34.75% or 41 students	Site Goal For English Learners: By May 2027, English Learners will increase by a minimum of 3 percent in the following levels: Level 4- 29% Level 3- 37%

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	The CAST/CARE team will provide targeted academic support for students at risk of failing or currently failing courses. Through regular meetings, staff will analyze student data, monitor progress, and implement aligned interventions, ensuring students understand their academic status and the steps needed to meet course requirements and achieve success.	At Promise students	10000 Title I 1000-1999: Certificated Personnel Salaries Teacher Subs for Intervention, CAST/CARE, and Collaboration follow-up.
1.2	Instructional Support for At-Promise students • Support with small group instruction in literacy via a writing course for students below grade level. Provide funding for teacher planning time to identify	At Promise students	4600 Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty pay for planning time and participation in our school's leadership/guiding coalition team.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	intervention supports for students. ($2100) • Leadership/Guiding Coalition will meet to address school-wide supports/interventions in the areas of core instruction to increase student learning and engagement. ($2500)		
1.3	Provide individual student data to Professional Learning Communities to inform instructional planning and adjustments. Core departments, including Special Education and 6th Grade, will engage in structured collaboration, including after-school meetings, to analyze data, align instruction, and design targeted interventions for students at risk of not meeting grade-level standards, in alignment with LEA goals.	All Students	None Specified None Specified Teachers will meet in their PLC's by department to collaborate, lesson plan, and review student data on early release Thursday's.
1.4	Additional support through the After School Homework Club for at-promise students identified by CAST/CARE who may be struggling with ELA or math concepts, completing homework or projects independently, or meeting grade-level expectations. This support will extend to students via a Before School (7:30 - 8:30 AM) and Afterschool option (3:30 - 4:30 PM).	At-Promise students	9500 Title I 1000-1999: Certificated Personnel Salaries Extra pay for two teachers who will serve as Homework Club teachers before and after school.
1.5	Provide supplemental ELD support to English Learners during both Designated and Integrated ELD, incorporating materials and technology to support English Learners and Newcomer students. Educational field trips will be approved to ensure they provide meaningful opportunities to enhance conversational English and communication skills. ($5000).	English Learners	5000 Title I 5000-5999: Services And Other Operating Expenditures Support with Rosetta Stone language program for our EL students. As part of their expanded learning, EL students would have the opportunity to be part of field trips that will allow them to engage in conversational English with like peers and experiences that support language development.
1.6	Implement the NoRedInk supplemental program to support literacy and writing development. Teachers will administer a beginning-of-year diagnostic and end-of-year assessment to measure student growth, and assign weekly, differentiated lessons based on student needs. Student progress will be monitored regularly, with teachers using PLC collaboration time to review data, adjust instruction, and plan targeted interventions. ($10000)	All students	10000 Title I 5000-5999: Services And Other Operating Expenditures Purchase the NoRedInk program for use school-wide (2026-2027). NoRedInk is an online platform that helps students in grades 3–12 practice and improve their writing and grammar skills.
1.7	Provide teacher release time to support core subject planning and instructional coaching, including classroom observations and feedback cycles, to strengthen standards-based instruction	All Students	7000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and the implementation of targeted interventions. ($7000)		Teacher Subs for planning time and coaching observations.
1.8	Provide students with school-wide agenda planners to support time management, organization, and preparedness, while promoting homework completion and serving as an additional tool for ongoing parent communication. ($3200)	All Students	3200 Title I 4000-4999: Books And Supplies
1.9	Provide supplemental instructional materials to departments as well as build on classroom libraries for literacy development. ($3000)	All Students	3000 Title I 4000-4999: Books And Supplies Purchase supplemental material and book sets for classroom libraries
1.10	Provide bussing for the after-school homework club and enrichment programs. Bus transportation is needed for some students who need transportation home from the intervention. ($3000)	At-Promise Students	3000 Title I 5000-5999: Services And Other Operating Expenditures Transportation services for student interventions beyond the school day.
1.11	Review Reclassification criteria and monitor progress of ELs by analyzing ELPAC data, curriculum embedded assessments, CAASPP results and grades. EL progress monitoring will occur with the teacher of ELD, including sixth grade teachers to address student growth and development in the following classes: Emerging, Expanding, and Bridging. Students are assessed at the beginning of the school year to determine areas of need. All student numbers regarding the reading, writing, listening, and speaking progress are charted by teachers to determine intentional grouping. Students engage in weekly data chats that are monitored by teachers to evaluate progress. Collaboration with district on student progress and reclassification are ongoing. To foster growth, students will be encouraged to develop their skills in reading, writing, listening, and speaking, with teachers aligning the ELA and ELD frameworks. To support progress in this area, students will receive both designated and integrated ELD instruction, and teachers will implement ELD strategies in the classroom. The goal is to increase reclassification rates for RFEP students by 3%.	English Learners	None Specified None Specified Collaborate with EL and 6th grade EL teachers to ensure that services and supports are provided to students.
1.12	Implement the We Will Write program to strengthen student writing through structured, engaging, and collaborative practices. The program fosters a supportive classroom environment where students build writing skills through interactive and purposeful activities. Teachers will be supported in implementing strategies that make writing meaningful and engaging, promoting student	All Students	5200 Title I 5000-5999: Services And Other Operating Expenditures Purchase We Will Write program for 2026-2027.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	growth and increasing proficiency as effective writers. ($5200)		
1.19			

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.

Beatty Middle School will continue to implement a focused, standards-aligned curriculum in ELA, Mathematics, Science, and Social Studies to increase student achievement and support college and career readiness. The school will maintain a strong emphasis on literacy, including reading and writing, as well as mathematics. Instructional materials and resources will be utilized to enhance student learning and engagement. Teachers will use weekly Thursday collaboration time to analyze student work and assessment data, informing instructional decisions and targeted interventions. Students requiring additional academic support will be referred for intervention support. Ongoing professional development will continue to strengthen instructional practices. To further support student learning, staff will collaborate with specialists, including special education teachers, and other professionals, to develop and implement effective strategies and accommodations for students. Evidence-based literacy programs, such as the Sonday System, will be used to support students in developing foundational reading skills. In mathematics, instruction will emphasize student discourse, encouraging students to explain their reasoning both verbally and in writing. Teachers will incorporate visual aids, diagrams, and graphic organizers to make abstract concepts more accessible. Ongoing progress monitoring in both ELA and mathematics will be used to assess student growth, adjust instructional strategies, and ensure that all students are making progress toward grade-level standards.

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

There were no significant differences between the budgeted and actual expenditures of categorical funds. Funds will be expended in alignment with approvals from the School Site Council and Governing Board. The planned budgets were implemented during the 2025–2026 school year and will continue into the upcoming school year to support student learning and engagement.

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.

It is essential that interventions during and after the school day are aligned to student needs, particularly in English and mathematics, to increase engagement and target areas of improvement among identified student subgroups.

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.

Highly qualified staff delivering standards-based instruction
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.

Additional support for students to do creative and meaningful work in the classroom with teachers and refocus on tier 1 supports across the campus. To support our students, Beatty has identified the need for additional interventions beyond the regular school day, including homework assistance and academic counseling. Currently, students receive in-school support through our Tutorial Thursdays, a day dedicated to intervention in all class periods. This approach was developed to address students' needs for consistent academic support and to prevent learning gaps. Before implementing Tutorial Thursdays, we recognized that many students were struggling to understand class material and falling behind on homework. Tutorial Thursdays now provide essential support to help students stay on track academically.

The Schools To Watch survey given to teachers back in 2024, continues to guide our work as we understand student needs related to academic excellence, responsiveness to students' needs, and social equity. Becoming a Schools to Watch, both regionally and nationally, has ensured that we uphold the expectations and responsibility provided to Beatty of leading and engaging our students. As we move into re-designation next year, we will retake the survey to see how we have grown or address the areas of need.
School-wide teacher survey taken on 09/03/2024
Teachers collaborate in making decisions about rigorous curriculum, assessments, effective instructional methods, and evaluation of student work. 52%
Teachers collaborate to create integrated activities that cross content boundaries. 45%
The faculty is always seeking ways to improve programs, curriculum, and assessment to better meet student needs. 50%
Professional development is provided to help staff members understand, value, and respond to student and family diversity and the school's community. 46%
Learning is on-going for everyone. 50%
To continue addressing the needs of our school community, the LCAP Staff Survey, further, provided insight into how we can best support teachers and their work with students.

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
LCAP Student Survey	Baseline: LCAP student survey results 2025 School and classrooms are kept neat and clean - 88.9% I can get help with assignments outside of class - 88.2% Do you feel that you have access to programs and services - 90.3% Required technology is made available - 95.1% I know who to go to if I need help with my iPad - 92.4% Actual: LCAP Student Survey -Actual Outcome 2026 School and classrooms are kept neat and clean - 90% I can get academic support when I need it before, during and after school - 93% Teachers and adults at this school believe I can do well - 96% Required technology is made available - 98% I know who to go to if I need help with my iPad - 97%	By May 2027: School and classrooms are kept neat and clean - 93% I can get academic support when I need it before, during and after school - 96% Teachers and adults at this school believe I can do well - 99% Required technology is made available - 100% I know who to go to if I need help with my iPad - 100%
LCAP Staff Survey	Actual: LCAP Staff Survey- Actual Outcome 2026 Adequate technology supports are available for staff- 67% Teachers regularly inform parents of student progress- 95% I know how to obtain support for struggling students- 90% School builds strong partnerships with families- 100% In this district, a second language is viewed as a positive asset- 95% Education supports for Passion Projects is valuable- 53%	By May 2027: Adequate technology supports are available for staff- 70% Teachers regularly inform parents of student progress- 98% I know how to obtain support for struggling students- 93% School builds strong partnerships with families- 100% In this district, a second language is viewed as a positive asset- 98% Education supports for Passion Projects is valuable- 56%

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	Provide ongoing professional learning through internal collaboration and external partnerships, focusing on differentiated instruction, and culturally responsive teaching. Opportunities will include training on current, research-based practices, use of instructional feedback tools, and coaching cycles to strengthen instructional effectiveness and better support students with diverse learning needs. ($6000)	All Students	6000 Title I 5000-5999: Services And Other Operating Expenditures Workshops of pedagogical practices for teaching staff
2.2	Provide staff training on educational technology and digital tools that can enhance cognitive engagement, such as learning platforms,	All students	2000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	interactive whiteboards, or STEM-related software. ($2000)		1000-1999: Certificated Personnel Salaries workshops on tech related practices
2.3	Purchase additional curriculum resources, manipulatives, textbooks, or software programs in the areas of math and English that align with standards-based instruction and cater to a variety of learning styles. ($3900)	All students	3900 Title I 5000-5999: Services And Other Operating Expenditures Purchase learning materials and resources to address the different learning styles of students.
2.4	Implement a structured peer observation program that provides teachers with opportunities to observe classroom instruction, reflect on practice, and engage in collaborative dialogue to share effective strategies that increase cognitive engagement and improve student outcomes. ($2000)	All students	2000 Title I 1000-1999: Certificated Personnel Salaries Teacher sub coverage for peer observation and debrief.
2.5	Establish a structured mentoring program in which experienced teachers support newer staff through ongoing collaboration, modeling, and coaching to strengthen the implementation of standards-based instruction and effective classroom management practices.	All students	None Specified None Specified Pair veteran teachers with new teachers to collaborate and support with classroom instruction.
2.6	Provide ongoing professional learning and coaching to support teachers in refining classroom management practices, emphasizing clear routines, positive reinforcement, and the creation of structured, engaging, and safe learning environments that promote student success.	All Students	None Specified None Specified Focus on classroom management and structure
2.20			

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.

The implementation of these strategies focused on strengthening instructional capacity and increasing student engagement. Professional learning provides teachers with support in differentiated instruction, culturally responsive practices, and classroom management, while technology training enhanced the use of digital tools to support learning. Supplemental resources will support standards-aligned instruction in ELA and mathematics. Collaborative structures, including peer observations and mentoring, will promote reflective practices and supported teacher growth. Overall, these efforts will improve instructional practices, increased student engagement, and strengthened alignment to standards-based instruction, contributing to improved student outcomes.

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

There were no significant differences between the budgeted and actual expenditures of categorical funds. Funds will be expended in alignment with approvals from the School Site Council and Governing Board. The planned budgets were implemented during the 2025–2026 school year and will continue into the upcoming school year to support student learning and engagement.

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.

No major changes

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.

Impactful instruction of core subject and expansion of CTE pathways
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.

Beatty Middle School has career and college fair events as well as district CCF, to support students with career and college choices as well as with the opportunity to connect with individuals who are in career fields of student interest.
Our STEM and VAPA programs continue to offer students the opportunity to develop skills that they can apply in various programs upon entering high school.
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	Baseline: 2024-2025 LCAP Student Survey (7th and 8th only): 94.3% feel that the schools offers the opportunity to take honors or advanced courses 88.3% feel that the school offers elective classes to help explore interests including future careers 89.7% feel that their classes are preparing them academically for high school Actual: 2025-2026 LCAP Student Survey (7th and 8th Only) 96% feel that the schools offers the opportunity to take honors or advanced courses 91% feel that the school offers elective classes to help explore interests including future careers 88% feel that their school is preparing them for college and/or a future career	2026-27 LCAP Student Survey (7th and 8th Only): 99% feel that the schools offers the opportunity to take honors or advanced courses 94% feel that the school offers elective classes to help explore interests including future careers 91% feel that their school is preparing them for college and/or a future career

CAST Science (8th grade) Source: DataQuest	Baseline: Spring 2025 CAST (8th grade only): 37.75% met or exceeded standard	Spring 2027 CAST (8th grade only): 40% met or exceeded standard
Culturally Responsive Teaching and Learning Source: LCAP Student Survey	Baseline: 2024-25 LCAP Student Survey: 79.4% feel teachers encourage me to share stories and experiences from my family or culture Actual: 2025-2026 LCAP Student Survey 84% feel teachers encourage me to share stories and experiences from my family or culture	2026-27 LCAP Student Survey: 87% feel teachers encourage me to share stories and experiences from my family or culture
Physical Fitness Test - PFT Source: AERIES	Baseline: 2025 PFT Participation Rates: 100% Aerobic capacity (216 students) Actual: 2026 PFT Participation Rates: 99.9% Aerobic capacity (223 students)	2027 PFT Participation Rates: Percentages of students tested will be maintained or increased

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	Promote a college and career-focused mindset through structured guidance lessons and readiness activities, including the "Beatty Goes to College" field trip and career fair that highlight a variety of career pathways. The school will partner with local community colleges, California State Universities, and private institutions to strengthen a college-going culture. Transportation will be provided to ensure equitable access to visits at institutions of higher education. ($3000)	All students	3000 Title I 5000-5999: Services And Other Operating Expenditures
3.2	Classroom career exploration where teachers can integrate career-related discussions into everyday instruction, such as highlighting careers that use math or science, or discussing the importance of literacy in all fields. Collaborate with Career Connection to provide lessons to students on career exploration and opportunities. Career Connected Schools-RIASEC		0 None Specified
3.3	Focus on expanding career pathways by strengthening our existing innovative programs that prepare students for success in high-demand fields. These programs will equip students with practical skills, foster creativity, and provide exposure to emerging technologies, building a strong foundation for both college readiness and diverse career opportunities. Teachers will be provided with ongoing professional learning to deepen their knowledge and refine instructional practices. By connecting STEAM-related programs to broader college and career readiness initiatives, we will ensure students gain the knowledge, skills, and experiences necessary to succeed in their chosen paths. ($1200)	All students	1200 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	College and career fairs will be designed to engage and empower students to begin planning for life after high school through career sessions with industry professionals and college exploration with university representatives. In partnership with Career Connected Schools and in collaboration with OCDE, the school will plan and implement a career day during the school day to provide students with exposure to various career pathways, as well as an evening college fair for students and families to connect with college representatives and explore postsecondary opportunities.	All students	0 None Specified
3.5	Expand the after-school program to include extracurricular opportunities that engage students in team-based activities, training, and participation in organized competitions. Through structured peer interaction, these programs will promote increased student engagement, improved attendance, enhanced self-esteem, and stronger academic performance. Students will also have the opportunity to participate in after-school programs like DJ, Break Dancing or cheer, where they will develop collaboration and critical thinking skills. ($990)	All students	990 None Specified
3.14			
3.18			
3.22			

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.

The implementation of these strategies focused on building a college and career-going culture through exposure, exploration, and skill development. Students engaged in guidance lessons, college visits, and career fairs, supported by partnerships with higher education and Career Connected Schools to ensure equitable access and meaningful experiences. Career exploration was integrated into classroom instruction, while expanded STEAM programs provided hands-on learning aligned to high-demand fields. After-school opportunities, including extracurricular programs and eSports, further increased student engagement and connection to school. Overall, these strategies have effectively increased student awareness of college and career pathways, strengthened engagement, and supported the development of skills needed for future success.

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

There were no significant differences between the budgeted and actual expenditures of categorical funds. Funds will be expended in alignment with approvals from the School Site Council and Governing Board. The planned budgets were implemented during the 2025–2026 school year and will continue into the upcoming school year to support student learning and engagement.

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.

No major changes.

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.

Emotional engagement and connectedness
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.

Beatty Middle School will focus on building positive community where students can engage with each other and the school community. This will include our White student population for who we had high suspension rates. We will continue our partnership with our mental health agencies, including GRIP, Project Kinship, and Straight Talk. In addition, parent involvement opportunities through our PTSA, SSC, ELAC, PBIS, and special events will continue. We also partner with community organizations to support our school and families. Beatty MS will also continue to focus on Tier 1, 2, and 3 intervention supports via PBIS training.

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
Parent Perceptions of Engagement and Connectedness Source: LCAP Parent Survey	Baseline: LCAP parent survey results 2025: Before/during and after school supports are available - 84.8% Someone at school I can talk to in my preferred language - 97.1% I feel I have a say in decision making at this school - 84.8% School informs me of ways to get involved - 88.6% Communication between school and home - 91.2% Availability of parent education opportunities - 86.6% Actual: LCAP Parent Survey Outcome Data 2026: Adequate academic supports are available before, during and after school - 70% Someone at school I can talk to in my preferred language - 100% I feel I have a say in decision making at this school - 83% I am aware of the mental health supports provided by the district - 91% I feel adequate safety measures are in place to keep staff and students healthy - 100% I feel comfortable interacting with school site staff - 81%	By May 2027: Adequate academic supports are available before, during and after school - 73% Someone at school I can talk to in my preferred language - 100% I feel I have a say in decision making at this school - 86% I am aware of the mental health supports provided by the district - 94% I feel adequate safety measures are in place to keep staff and students healthy - 100% I feel comfortable interacting with school site staff - 84%
Student Perception of Engagement and Connectedness Source: LCAP Student Survey	Baseline: LCAP student survey results 2025: I can talk with a counselor about my feelings when I need it - 85.4% I feel I have a say in the decisions the school makes - 74.3% My teachers encourage me to share stories and experiences from my family or culture - 79.4% Actual LCAP Student Survey Outcome Data 2026: I can talk with a counselor about my feelings when I need it - 86% I feel I have a say in the decisions the school makes - 67% My teachers encourage me to share stories and experiences from my family or culture - 84%	By May 2027: I can talk with a counselor about my feelings when I need it - 89% I feel I have a say in the decisions the school makes - 70% My teachers encourage me to share stories and experiences from my family or culture - 87%
Attendance Source: AERIES Analytics	Baseline: August 2024 - June 2025 - 95.91%	By May 2027: 98% attendance rate
Chronic Absenteeism Source: CA Dashboard	Baseline: 2024 CA Dashboard ALL STUDENTS: YELLOW 12.2% CHRONIC ABSENTEEISM RATE FOR ALL STUDENTS 19% STUDENTS WITH DISABILITIES-YELLOW	2026 CA Dashboard: All Students: Yellow Goal is to decrease at least 9% Chronic Absenteeism Rate

	15.2% WHITE STUDENT GROUP-YELLOW ACTUAL 2025 CA DASHBOARD: 12% CHRONIC ABSENTEEISM RATE FOR ALL STUDENTS 25.9% Students with Disabilities- Red 12.7% English Learners- Orange	Students with Disabilities student group Goal: Decrease to at least 16.9% with Yellow Performance color English Learner group Goal: Decrease to at least 9% with Yellow Performance color
Suspension Source: CA Dashboard	Baseline: 2024 CA DASHBOARD: GREEN FOR ALL STUDENTS 3.3% ASIAN-ORANGE 4.9% ENGLISH LEARNER-ORANGE ACTUAL 2025 CA DASHBOARD: GREEN FOR ALL STUDENTS 7% Students with Disabilities- Orange 5.6% Long Term English Learners-Orange	2026 CA Dashboard: Asian student group: Decrease to at least 4% English Learner group: Decrease to at least 2.6%
Student competency and well being Source: SEL Survey Data	SEL Survey Spring 2025: Student Competency & Well-Being Measures How did students perceive their own social-emotional skills? • Supportive Relationships 83% • Self Efficacy 42% • Emotional Regulation 47% • Growth Mindset 42%	By spring 2026: Supportive Relationships will increase by three percent to reflect: • Supportive Relationships 86% • Self Efficacy 45% • Emotional Regulation 50% • Growth Mindset 45%

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	Maintain the partnership with Outreach Concern counseling services and collaborate with OCDE partner agencies to provide weekly student mental health services. Provide consistent on-campus support for students and ensure that partner agencies are able to effectively connect with students and families to deliver needed mental health services.	All students	None Specified
4.2	Offer on-campus anti-bullying presentations through the Student Ambassador and Principal's Posse programs, while also hosting parent workshops focused on drug prevention, mental health awareness, and support for understanding the needs of English Learners. Workshops will be provided in partnership with mental health agencies and NAMI, with translation services supported by the district and the site Bilingual Service Provider.	All student	None Specified
4.3	The PBIS TEAM members will meet by-monthly to look at behavior matrix and conduct yearly TFI inventory to evaluate PBIS program on campus. In addition, PBIS TEAM members will participate in a PBIS Tier 3 training with OCDE to address the	All students	6500 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	focus of PBIS in year 3, behavior matrix, becoming a PBIS recognized school, and building structures of support ($13500).		Training will be provided on a yearly bases and will allow the PBIS team on site to get training an support to address Tier 2 behaviors and support.. 6000 Title I 1000-1999: Certificated Personnel Salaries Cover extra duty hours for certificated staff to plan and develop our PBIS program. 1000 Title I 2000-2999: Classified Personnel Salaries Cover extra duty hours for classified staff to plan and develop our PBIS program.
4.4	Provide after school sports, math competitions, art and music opportunities for students. Partner with SOARS to bring extra-curricular activities to campus as part of our after school program.	All students	
4.5	Provide a behavior tracking program for the development of a positive behavioral intervention support- LiveSchool. LiveSchool will support with addressing student behaviors as part of our Tier 1 supports. ($4900)	All students	4900 Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase LiveSchool for Tier I intervention supports
4.7	Beatty Middle School will support the development of clubs and on-campus activities that promote student engagement and create a positive school experience, ensuring students feel connected and motivated to attend each day.	All students	None Specified
4.8	Additional parent workshops and resources will be provided to support student achievement, including topics such as bullying prevention, the needs of Long-Term English Learners, students with disabilities, drug awareness, social-emotional learning, and the use of technology. These workshops will be shared with families to increase awareness, build understanding, and strengthen support for student success and will be multilingual. ($1672)	All students	1672 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures
4.9	PTSA, SSC, and ELAC meetings will be held regularly (monthly/quarterly) to keep parents informed about school events and provide opportunities for involvement through volunteer efforts. Informational meetings will also be offered for parents, staff, and students to support ongoing communication and engagement. School volunteers will be recognized at an end-of-year appreciation breakfast and will be multilingual.	All students	None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.10	Provide ongoing professional development in culturally responsive teaching and learning. In collaboration with the District Office of Curriculum and Instruction, staff will engage in training aligned to district goals in equity, diversity, and inclusion. Site administration will support and facilitate these efforts to ensure consistent implementation and a strong, culturally responsive school culture. Resources, including diverse literature, instructional materials, and digital tools, will be utilized to support teachers in meeting the needs of all learners. ($1000)	All Students	1000 Title I 5000-5999: Services And Other Operating Expenditures
4.11	Implement restorative practices to address student behavior and reduce suspensions, including regular restorative circles, mediation sessions, and structured conversations. Staff will consistently reinforce school-wide expectations and provide targeted Tier 2 and Tier 3 supports for students with recurring behavior challenges, including family involvement in individualized plans. All staff will engage in relationship-building practices to support a positive school climate, with the assistant principal and school counselor leading restorative circles and conflict mediation to promote accountability and behavioral growth.	All Students	None Specified
4.15			

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.

The implementation of these strategies focused on strengthening student wellness, improving behavior, and increasing school connectedness. Partnerships with Outreach Concern and OCDE agencies ensured consistent access to mental health services, while anti-bullying efforts and parent workshops supported awareness and family engagement. PBIS structures and restorative practices were implemented to monitor behavior, provide tiered supports, and reduce suspensions. Expanded extracurricular opportunities, including after-school programs and clubs, increased student engagement and connection to school. Ongoing communication through parent meetings and committees, along with professional development in culturally responsive practices, strengthened relationships among students, families, and staff.
Overall, these strategies have been effective in promoting a positive school climate, increasing student engagement, and improving behavior and support systems for all students.

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

There were no significant differences between the budgeted and actual expenditures of categorical funds. Funds will be expended in alignment with approvals from the School Site Council and Governing Board. The planned budgets were implemented during the 2025–2026 school year and will continue into the upcoming school year to support student learning and engagement.

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.

No major changes

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	$98990.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$100,662.00
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	$98,000.00
Title I Part A: Parent Involvement	$1,672.00

Subtotal of additional federal funds included for this school: $99,672.00

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 ($)
None Specified	$990.00

Subtotal of state or local funds included for this school: $990.00

Total of federal, state, and/or local funds for this school: $100,662.00

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	98,990	990.00
Title I Part A: Parent Involvement	1,672	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	990.00
Title I	98,000.00
Title I Part A: Parent Involvement	1,672.00

Expenditures by Budget Reference

Budget Reference	Amount
	990.00
1000-1999: Certificated Personnel Salaries	42,300.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	6,200.00
5000-5999: Services And Other Operating Expenditures	45,272.00
5800: Professional/Consulting Services And Operating Expenditures	4,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	990.00
1000-1999: Certificated Personnel Salaries	Title I	42,300.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	6,200.00
5000-5999: Services And Other Operating Expenditures	Title I	43,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,900.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,672.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,500.00
Goal 2	13,900.00
Goal 3	5,190.00
Goal 4	21,072.00

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 4/14/26.

Attested:

	Principal, Dr. Joaquin Valdez on 4/14/26
	SSC Chairperson, Rebecca Bisso on 4/14/26