

Bridges Preparatory Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 400 South Santa Fe Ave.
Compton, CA , 90221-3244

Principal: Alejandro Gomez, Executive
Director

Phone: (866) 201-3890

Grade Span: 6-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Alejandro Gomez, Executive Director

📍 Principal, Bridges Preparatory Academy

Contact

Bridges Preparatory Academy
400 South Santa Fe Ave.
Compton, CA 90221-3244

Phone: [\(866\) 201-3890](tel:8662013890)

Email: agomez@bpacompton.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@laoe.edu
Website	www.laoe.edu

School Contact Information (School Year 2025–26)

School Name	Bridges Preparatory Academy
Street	400 South Santa Fe Ave.
City, State, Zip	Compton, CA , 90221-3244
Phone Number	(866) 201-3890
Principal	Alejandro Gomez, Executive Director
Email Address	agomez@bpacompton.org
Website	http://bpacompton.org
Grade Span	6-8
County-District-School (CDS) Code	19101990140798

School Description and Mission Statement (School Year 2025–26)

Bridges Preparatory Academy is dedicated to providing all students with a rigorous, college-preparatory education through a comprehensive "whole child" approach. Serving 164 students in grades 6-8, BPA is an innovative middle school focused on closing the achievement gap for all student groups. The school reflects the diversity of its community, with a student population that is 89% Hispanic, 9% African American, 1% White, and 1% American Indian/Alaskan Native. The school serves significant populations of high-need students, including 24% English Learners, 15% Students with Disabilities, and 90% Socioeconomically Disadvantaged students, along with students experiencing homelessness and those in foster care.

Educational Program

BPA's academic program features double-block ELA/Math instruction, a daily Learning Lab, and a daily Advisory Program that integrates Social-Emotional Learning (SEL) throughout instruction and across all disciplines. The school's unique educational model is grounded in the Multi-Tiered System of Supports (MTSS) Framework, addressing academic, social-emotional, and behavioral needs through a trauma-sensitive approach. BPA utilizes Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to establish a positive school climate and support students who have experienced childhood trauma, particularly those from the Compton community. As a small school, BPA's entire staff meets daily, fostering open and transparent communication that enables efficient, student-centered decision-making.

Grant Support and Community School Expansion

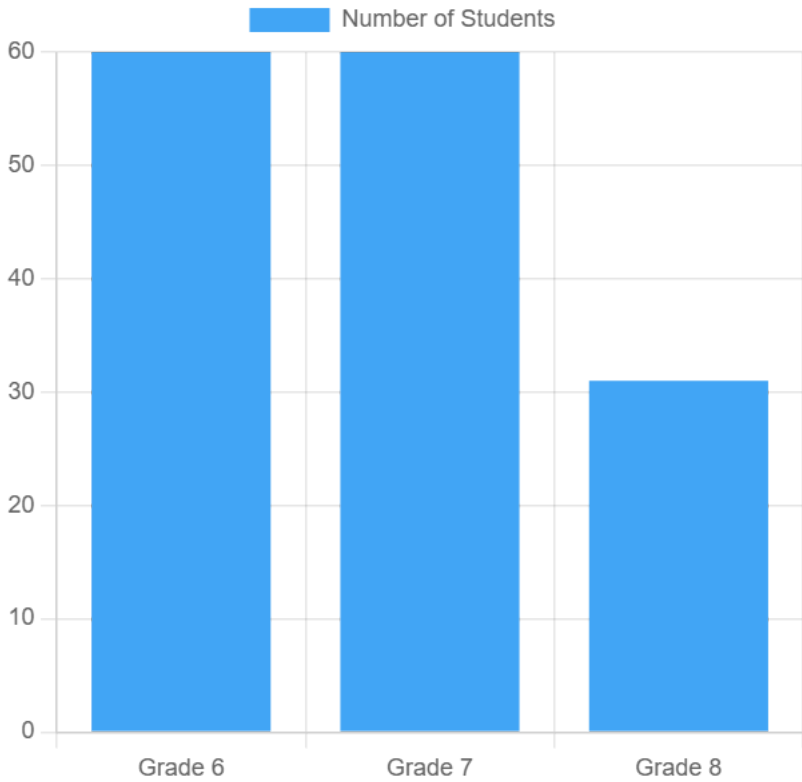
BPA has secured significant grant funding to support its growth and enhance services. The school is a recipient of the Cohort 4 California Community Schools Partnership Program (CCSPP) Implementation Grant, a five-year grant supporting its expansion into a full Community School while strengthening MTSS implementation in alignment with LCAP goals. As a recipient of the MTSS SUMS Phase 3 Grant, BPA continues comprehensive, equity-focused staffwide MTSS training to improve service delivery and schoolwide practices. BPA was also a recipient of the Community Engagement Initiative (CEI) Grant, further supporting its family and community outreach efforts.

Community School Model and Partnerships

Currently in the planning phase of implementing a Community School, BPA is guided by the California Community Schools Framework and the Four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. BPA is building a coherent, comprehensive, and sustainable community school by leveraging existing resources and establishing partnerships with community and government agencies. Partners include S-TAC, Los Angeles Institute for Restorative Practices (LAIRP), and the LACOE PBIS Community of Practice, all of whom provide professional learning and coaching for teachers. The school has also partnered with PEBSAF and Rady4K to offer parent education workshops that engage, empower, and transform families, equipping them with the knowledge and skills to support student success.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	60
Grade 7	60
Grade 8	31
Total Enrollment	151



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	9.90%
Filipino	0.00%
Hispanic or Latino	88.10%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	0.70%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.50%
Foster Youth	0.70%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	88.10%
Students with Disabilities	12.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	66.67%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	33.33%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	3.00	100.00%	567.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.90	79.96%	308.40	61.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	20.04%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	4.90	100.00%	501.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	15.00%	282.20	60.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	26.70	5.75%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	64.30	13.85%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	63.10	13.60%	12112.80	4.34%
Unknown/Incomplete/NA	4.20	85.00%	28.00	6.03%	13705.80	4.91%
Total Teaching Positions	5.00	100.00%	464.40	100.00%	278927.10	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	1.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none">• ELA: StudySync• ELD: National Geographic California Inside	0
Mathematics	<ul style="list-style-type: none">• Envision Mathematics• Big Ideas Math	0
Science	Savvas Elevate Science (Earth, Life, and Physical)	0
History-Social Science	Cengage National Geographic (Ancient Civilization, World History, U.S. History)	0
Foreign Language	Not applicable	0
Health	Ripple Effects, SEL Curriculum (CASEL Designated)	0
Visual and Performing Arts	Not applicable	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Bridges Preparatory Academy is committed to maintaining safe, clean, and well-functioning facilities for all students and staff. The school conducts comprehensive facility assessments on an annual basis using the California Facility Inspection Tool (FIT). Assessment results are transparently communicated through the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators Report to ensure public accountability and continuous improvement.

Based on the most recently completed FIT evaluation conducted on October 2025, Bridges Preparatory Academy's school facility is maintained in good repair and meets or exceeds all applicable standards of cleanliness, safety, and functionality, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b). The inspection, conducted by the Los Angeles County Office of Education, assessed all required building systems and components, including gas systems, mechanical/HVAC, sewer, interior surfaces, overall cleanliness, pest and vermin control, electrical systems, restrooms, sinks and drinking fountains, fire safety, hazardous materials, structural integrity, roofs, playground and school grounds, and windows, doors, gates, and fences. No deficiencies or extreme deficiencies were identified, and all evaluated areas were rated in good repair.

The facility received 100 percent ratings across all eight FIT categories, resulting in an overall school site rating of Exemplary. This rating indicates that the school meets all standards of good repair, with no conditions that pose a risk to the health or safety of students or staff.

In alignment with its facilities management practices, Bridges Preparatory Academy prioritizes the prompt remediation of any identified deficiencies should they arise. Maintenance and repairs are scheduled based on urgency and potential impact on the learning environment, and progress on facility improvements is monitored on a quarterly basis to ensure timely completion and ongoing compliance with state safety and maintenance standards.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	39%	38%	44%	45%	47%	48%
Mathematics (grades 3-8 and 11)	35%	18%	28%	28%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	143	100.00%	0.00%	38.46%
Female	71	71	100.00%	0.00%	43.66%
Male	72	72	100.00%	0.00%	33.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	14	14	100.00%	0.00%	28.57%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	126	126	100.00%	0.00%	40.48%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00%	0.00%	18.42%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	126	100.00%	0.00%	36.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	10.00%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	143	100.00%	0.00%	18.18%
Female	71	71	100.00%	0.00%	16.90%
Male	72	72	100.00%	0.00%	19.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	14	14	100.00%	0.00%	7.14%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	126	126	100.00%	0.00%	19.84%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00%	0.00%	10.53%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	126	100.00%	0.00%	17.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	10.00%

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	13.73%	14.29%	34.16%	37.66%	30.73%	32.33%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	28	100.00%	0.00%	14.29%
Female	17	17	100.00%	0.00%	17.65%
Male	11	11	100.00%	0.00%	9.09%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	24	24	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	24	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parent and Family Engagement at Bridges Preparatory Academy (BPA)

Bridges Preparatory Academy recognizes that meaningful parent and family participation in school governance and daily school life is essential to student success. BPA is committed to fostering authentic partnerships with families by providing structured, inclusive, and accessible opportunities for engagement in decision-making, school activities, and student support systems.

Organized Opportunities for Parent Leadership and Governance

Parents and guardians are encouraged to take an active role in shaping school policies, programs, and priorities through participation in formal advisory and leadership committees. These bodies ensure that family voices are represented and valued in schoolwide decision-making processes.

Parents and guardians may participate in the following committees:

- English Language Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC), when applicable
- EL Parent Advisory Committee (EL-PAC), in accordance with California Education Code Section 52062(a)(2)
- Parent Advisory Committee (PAC), in accordance with California Education Code Section 52062(a)(1)
- Community Schools Steering Committee

These committees provide direct input on LCAP and budget priorities, instructional programs, student support services, school climate initiatives, and family engagement strategies.

Community Engagement Initiative (CEI) Grant

As a recipient of the Community Engagement Initiative Grant, BPA has established a CEI Committee composed of school leadership, educators, parents, and students. This collaborative body strengthens shared decision-making, supports family-centered practices, and advances inclusive engagement strategies that elevate student and parent voice. The CEI Grant enhances BPA's capacity to engage families as true partners in school improvement and community building.

Equitable Access and Inclusive Participation

To ensure all families can fully participate, translation and interpretation services are provided for meetings and materials upon request. All communications and engagement opportunities are offered in English and Spanish,

in alignment with primary language survey data and the state's 15 percent translation threshold. These supports remove language barriers and promote equitable access for all families, including English Learner households.

Communication and Family Access

BPA uses multiple platforms to keep families informed and connected. ParentSquare is used for announcements, events, and regular school updates. The PowerSchool Parent Portal provides real-time access to student attendance, grades, and behavior information. The school website offers general school information, calendars, and family resources. All communications are provided in English and Spanish.

Family Engagement Activities and School Events

The Community Schools Coordinator, Principal/Instructional Coach, and Executive Director host regular opportunities for meaningful family involvement. These include Coffee with the Principal informal gatherings, Back to School Night, Open House, and parent-teacher conferences. These events foster open communication, relationship-building, and collaboration between families and school staff.

Community Schools Initiative and Targeted Family Support

Through the Community Schools model, BPA actively partners with community agencies and organizations aligned with the Four Pillars of Community Schools, the MTSS framework, and the Expanded Learning Opportunities Program. The Community Schools Coordinator leads outreach efforts that include coordination of community-based services, home visits for families of chronically absent or truant students, and collaboration with the Counselor and Executive Director to develop individualized attendance and re-engagement plans. This integrated approach addresses academic, social-emotional, behavioral, and mental health needs while strengthening family-school connections.

Parent Education and Empowerment

BPA offers extensive parent education opportunities designed to empower families as partners in their child's education. These include PEBSAF parent workshops and Ready4K implementation to support learning at home. In addition, the Executive Director and Counselor facilitate workshops on parent-identified topics such as academic support in literacy and math, social-emotional learning, restorative practices, technology and internet safety, understanding Individual Learning Plans, attendance awareness, high school transition planning, and sex trafficking awareness. These learning opportunities equip families with practical tools and knowledge to support student success and well-being.

Contact Information for Parent Involvement

Families interested in participating in school committees, events, or parent education opportunities may contact the Community Schools Coordinator for engagement and partnership opportunities, the school office for general inquiries, or the Executive Director or Principal/Instructional Coach for governance and leadership involvement.

For more information about parent involvement opportunities at Bridges Preparatory Academy, families may contact the school office or reach out through the following channels:

- **School Website:** www.bpacompton.org
- **ParentSquare:** Available through the school's communication platform
- **PowerSchool Parent Portal:** For academic and attendance monitoring
- **Community Schools Coordinator:** (866) 201-3890

- **Executive Director:** (866) 201-3890

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Building on current progress, Bridges Preparatory Academy will implement a comprehensive attendance improvement strategy for 2025-26 focusing on evidence-based interventions tailored to the needs of specific student groups identified through data analysis. The plan addresses the following areas:

- **Policy Communication and Early Intervention** The school will revise the Student Handbook to clearly outline attendance expectations and provide specific action steps for families as absences accumulate. Setting expectations from Day 1, with direct communication to students about attendance's impact on academics and extracurricular eligibility, will establish clear norms. Communication will include accessible formats for all families regardless of technology access, with materials provided in multiple languages to ensure equitable access to information.
- **Tiered Intervention Framework** A three-tiered MTSS-aligned system will be implemented with specific thresholds (5%, 10%, 15%) triggering tailored responses. Tier 1 universal strategies will include attendance recognition, classroom-based incentives, and engaging instructional practices for all students. Tier 2 targeted interventions will focus on students with emerging attendance concerns (5-9% absences), implementing check-in/check-out systems, attendance contracts, and peer support groups. Tier 3 intensive interventions will address chronically absent students (10%+ absences), featuring individualized attendance plans, case management, and coordination with community resources.
- **Transportation and Basic Needs Support** BPA will continue to provide transportation assistance programs, including carpooling networks, bus passes, and community partnerships for transportation resources. A resource coordination system will be established to address basic needs that impact attendance, including housing support, health services, and childcare resources. The Community Schools Coordinator will lead these efforts, connecting families with appropriate community resources to address fundamental barriers to attendance.
- **Family Engagement and Support** Proactive communication during orientations using attendance data will educate families about academic consequences of absences. Home visits after two unexplained absences will allow for early intervention before patterns become chronic. Family attendance workshops will be conducted in multiple languages, providing practical strategies for overcoming common attendance barriers. A parent-to-parent mentoring program will connect families who have successfully improved attendance with those currently struggling.
- **Staff Development and Student Engagement** Professional development for teachers will focus on relationship-centered practices and daily attendance intervention strategies. Using interest-based mentoring and engaging instructional practices will build a sense of belonging and routine among students with low engagement. Expanded afterschool programming will provide additional motivation for school attendance through high-interest activities connected to academic success.
- **Attendance Monitoring and Data Systems** Enhanced data systems will allow for real-time attendance tracking and automated early warning notifications to staff and families. Weekly attendance team meetings will review data, identify trends, and adjust interventions based on effectiveness. Quarterly program evaluation will assess the impact of attendance initiatives on different student populations, allowing for continuous improvement.

This comprehensive approach is based on proven practices in attendance improvement, including early warning systems associated with a 17% drop in chronic absenteeism (Source: Attendance Works) and family engagement strategies that have shown a 15% increase in attendance rates (Source: National Education Association). By aligning resources to these evidence-based approaches,

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	158	7	4.4%
Female	77	77	3	3.9%
Male	84	81	4	4.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	17	17	2	11.8%
Filipino	--	--	--	--
Hispanic or Latino	140	138	5	3.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	45	43	2	4.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	144	141	7	5.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	1	4.8%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Bridges Preparatory Academy will continue to implement a comprehensive support system designed to re-engage students and create a positive, safe, and engaging learning environment. This multi-faceted approach integrates evidence-based frameworks to address the social-emotional, behavioral, and mental health needs of our students. BPA will continue implementing Ripple Effects SEL Curriculum, a CASEL-designated program recognized by the National Dropout Prevention Center. This evidence-based digital platform delivers equity-driven social-emotional learning, mental health resources, and behavioral supports. Research demonstrates this program's effectiveness in improving student grades, increasing empathy, and reducing dropout rates.

The Ripple Effects curriculum functions as a cornerstone of our PBIS/MTSS/Community Schools Framework helping teachers identify root causes of learning obstacles and deliver appropriate small group interventions.

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	1.37%	0.62%	5.74%	6.26%	6.49%	3.60%	3.28%	2.94%
Expulsions	0.67%	0.00%	0.00%	0.02%	0.02%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.62%	0.00%
Female	0.00%	0.00%
Male	1.19%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	5.88%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.69%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.76%	0.00%

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

School Safety Plan (School Year 2025–26)

For Bridges Preparatory Academy (BPA), the Comprehensive School Safety Plan (CSSP) is developed, maintained, and implemented in accordance with California Education Code sections 32280–32289.5 and is designed to ensure a safe, orderly, and supportive learning environment for all students and staff.

The most current Comprehensive School Safety Plan covers the 2025–2026 school year. The plan was most recently reviewed and updated during the annual safety planning cycle for the 2025–2026 school year and was discussed with school faculty and the School Safety Planning Committee, which includes representation from administration, certificated and classified staff, parents, and a student representative. The inclusion of a student representative on the School Safety Planning Committee ensures that student voice is incorporated into the review and discussion of school safety policies and procedures .

The Comprehensive School Safety Plan includes the following key elements:

- Assessment of the current status of school crime and safety-related concerns.
- Procedures for child abuse reporting, suspension and expulsion, and notifying staff of potentially dangerous situations.
- Emergency and disaster response procedures, including fire, earthquake, lockdown, shelter-in-place, evacuation, and reunification protocols, with specific accommodations for students with disabilities.
- Use of the Incident Command System (ICS) to clearly define roles and responsibilities during emergencies.
- Schoolwide safety strategies focused on prevention and intervention, including positive school climate initiatives, mental health supports, bullying prevention, suicide prevention, and nondiscrimination policies.
- Campus supervision, visitor management, and procedures for safe ingress and egress.
- Required and recommended emergency drills and staff training.
- Ongoing site inspections and mitigation practices to maintain a safe physical environment.

The plan is evaluated and amended at least annually to ensure continued compliance with legal requirements and responsiveness to school needs, and a current copy is made available for public review. Through this comprehensive and collaborative approach, Bridges Preparatory Academy remains committed to maintaining a safe and secure school environment that supports student well-being and academic success .

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	17.00	18	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	23.00		16	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	30.00		16	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	0	5	0
Mathematics	28.00	0	3	0
Science	28.00	0	3	0
Social Science	28.00	0	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	42.00			3
Mathematics	44.00			2
Science	44.00			2
Social Science	44.00			2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		2	1
Mathematics	30.00		3	2
Science	30.00		2	1
Social Science	30.00		2	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	134

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17413.04	\$5057.11	\$12355.93	\$78471.29
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	10.30%	--

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

Types of Services Funded (Fiscal Year 2024–25)

Programs and Services Supporting Students at Bridges Preparatory Academy

Bridges Preparatory Academy provides comprehensive programs and services designed to support the academic, social-emotional, behavioral, and mental health needs of all students. In response to identified learning gaps and a significant increase in chronic absenteeism, BPA has implemented a multi-faceted support system to re-engage students and create a positive, safe, and engaging learning environment.

Academic Intervention Programs

Based on comprehensive analysis of CAASPP results and NWEA MAP assessments, BPA has identified significant learning gaps, particularly among English Learners and Students with Disabilities. To address these needs, BPA implements a multi-faceted approach combining strategic scheduling, targeted interventions, technology-enhanced learning, and specialized instructional coaching.

Core Instructional Interventions

For the 2025-26 school year, BPA will implement strategic scheduling with double-blocks of ELA or Math for struggling learners to increase instructional time in core content areas. Daily Learning Labs provide dedicated intervention periods with multiple opportunities for Tier 2 targeted support and small group instruction. Instructional Aides deliver daily Tier 1 support through small group instruction in ELA and Math courses. Students access evidence-based digital platforms including BrainPOP (supporting ELA, Science, Social Studies, Math, and ELD), iXL (for ELA, Math, Science, and Social Studies), and Reflex Math, an adaptive program for mathematics fact fluency that continuously monitors each student's performance to optimize their learning experience. Comprehensive reports on students' strengths and growth areas enable teachers to scaffold instruction focusing on concepts not yet mastered. BPA continues to offer comprehensive expanded learning through its ELOP program, providing academic and social enrichment through daily afterschool programs, intercession activities, and summer programming to extend learning opportunities beyond the regular school day.

Mathematics Instructional Coach/Interventionist

For 2025-26, BPA will add a Mathematics Instructional Coach/Interventionist focused on addressing significant achievement gaps, particularly for English Learners and Students with Disabilities. In the professional

development capacity, this educator leads evidence-based mathematical practices training, supports implementation of concrete-representational-abstract sequences, and facilitates mathematical discourse and conceptual understanding development. The coach conducts classroom observations, models lessons, provides one-on-one coaching, guides differentiation and scaffolding techniques with emphasis on language-rich mathematics instruction, and facilitates data-driven professional learning communities.

In the direct intervention role, this position provides Tier 2 and Tier 3 support to students with significant mathematical needs, utilizing diagnostic assessments to identify skill gaps and create targeted intervention plans. The coach delivers small group and individual instruction building mathematical understanding and fluency, collaborates with special education and general education teachers to ensure instructional alignment, and monitors student progress, adjusting interventions based on ongoing assessment data.

Reading Instructional Coach/Interventionist

To address literacy challenges, BPA will also add a Reading Instructional Coach/Interventionist grounded in the Science of Reading. The professional development component of this role includes leading comprehensive Science of Reading training, supporting implementation of research-based literacy strategies across all content areas, conducting weekly observations with model lessons and individualized coaching, facilitating professional learning communities focused on literacy data analysis, and guiding development of academic language instruction benefiting English Learners.

The intervention responsibilities include delivering intensive Tier 3 reading interventions for students with significant literacy needs, conducting detailed assessments to identify specific skill gaps, implementing systematic, explicit instruction in foundational reading skills, collaborating with special education and general education teachers to ensure alignment with IEPs, and tracking student progress with appropriate intervention adjustments based on assessment results.

Evidence-Based Frameworks and Professional Development

As a recipient of the MTSS SUMS Grant, BPA staff participate in comprehensive Multi-Tiered System of Supports (MTSS) training to effectively identify student needs, provide tiered interventions, and monitor progress. The school maintains its partnership with LACOE's Positive Behavioral Interventions and Supports (PBIS) Community of Practice, ensuring implementation of evidence-based practices schoolwide.

Through the California Community Schools Partnership Grant, staff receive specialized training in restorative practices, complementing the school's trauma-sensitive approach to social-emotional support. This integrated framework aligns with BPA's commitment to addressing adverse childhood experiences (ACEs) while maintaining rigorous academic standards.

Social-Emotional Learning and Mental Health Services

BPA implements Ripple Effects SEL Curriculum, a CASEL-designated program recognized by the National Dropout Prevention Center. This evidence-based digital platform delivers equity-driven social-emotional learning, mental health resources, and behavioral supports. Research demonstrates this program's effectiveness in improving student grades, increasing empathy, and reducing dropout rates.

The Ripple Effects curriculum functions as a cornerstone of BPA's PBIS/MTSS/Community Schools framework, helping teachers identify root causes of learning obstacles and deliver appropriate small group interventions. The program is utilized in two key contexts: The Social Worker leads dedicated SEL lessons and provides both small group and individual counseling services for students requiring additional support. All students participate in a daily Advisory course with consistent teacher-advisors who remain with them throughout their three years at BPA. This structure fosters strong positive relationships built on trust and includes biweekly one-on-one check-ins using the Ripple Effects program.

Personalized Support Planning

The Principal/Instructional Coach collaborates with teachers, parents, and students to develop an Individualized Learning Plan (ILP) for each student, ensuring personalized academic and social-emotional support. This comprehensive approach reflects BPA's commitment to addressing the whole child, recognizing that social-emotional wellbeing forms the foundation for academic success.

Student Engagement and School Climate Initiatives

Experiential Learning and Engagement: BPA expands learning beyond the classroom through outdoor education experiences and field trips designed to deepen content understanding, increase student motivation, and provide real-world connections to academic concepts. These experiential learning opportunities are strategically aligned with curriculum standards to enhance student engagement and academic achievement.

Student Voice and Leadership: BPA has established a Student Advisory Committee to ensure meaningful student participation in school governance and decision-making. This committee provides direct student input in the development of the school's LCAP and leads schoolwide initiatives that promote engagement and develop leadership skills. Through this formal structure, students have authentic opportunities to shape their educational experience and contribute to school improvement efforts.

Positive Behavior Interventions and Supports (PBIS): BPA implements a comprehensive PBIS framework that includes systematic incentive programs, recognition systems, and positive reinforcement strategies. This evidence-based approach is complemented by school-wide events, assemblies, and family/community gatherings that build a strong sense of belonging and foster positive relationships among students, staff, and families.

Safety, Security, and Equity

Safety and Security: The Executive Director and Leadership Team conduct thorough review and revision of the Comprehensive School Safety Plan, ensuring it addresses current best practices and emerging safety needs. The updated plan is presented to all stakeholders—staff, students, and families—with clear communication of safety protocols and emergency procedures.

Equity and Belonging: To promote equity and reduce barriers to participation, BPA provides a complete set of school uniforms for every student, ensuring all students can fully engage in the school community regardless of socioeconomic status. This initiative supports both school safety through easy identification and fosters a unified school identity that strengthens the positive school climate.

Professional Development

For the 2025-26 school year, Bridges Preparatory Academy has established a comprehensive professional development framework focused on evidence-based instructional practices to improve student achievement across all subgroups. This multi-tiered coaching system provides targeted support to enhance teacher effectiveness and ensure equitable learning outcomes for all students.

Instructional Leadership Structure

The Principal/Instructional Coach, a newly redesigned position, serves as the leader of the professional development program. This role includes overseeing and supervising newly added Instructional Coaches for Reading, Math, and ELD; conducting classroom walkthroughs and feedback cycles; analyzing and presenting data; and leading MTSS meetings. The Principal/Instructional Coach also provides direct instructional coaching to teachers across all content areas. This expanded Instructional Leadership team works collaboratively to deliver cohesive instructional support across all content areas, ensuring consistency and effectiveness in professional development efforts throughout the school.

Core Program Components

The program's core components include weekly instructional coaching cycles that utilize observation, modeling, co-teaching, and reflective feedback to build teacher capacity in research-based pedagogical strategies. A central focus is systematic training on scaffolding techniques and differentiation strategies to meet the diverse needs of English Learners, Socioeconomically Disadvantaged students, Long-Term English Learners, and Students with Disabilities. Regular analysis of student performance data informs instructional decisions and coaching priorities, while grade-level and department professional learning communities foster peer collaboration and shared best practices. Implementation includes monthly whole-staff professional development sessions, bi-weekly coaching cycles for all instructional staff, and quarterly progress monitoring with program evaluation.

Professional Development Focus Areas

Based on input from educational partners, BPA delivers targeted professional learning opportunities addressing identified instructional priorities. Teachers and Instructional Aides receive comprehensive training in Carol Dweck's Growth Mindset framework to foster student resilience and learning orientation. Linguistic development is enhanced through training on the Cengage ELD adoption with co-teaching strategies and the Picture Word Inductive Model specifically designed for English Learners. Social-emotional and behavioral support is strengthened through ongoing training in Restorative Practices facilitated by the Los Angeles Institute of Restorative Practices. Literacy development is addressed through professional learning on writing across the curriculum and The Writing Revolution methodologies. Mathematics instruction is enhanced through targeted coaching on the Saavas Math Curriculum implementation and Reflex Math Facts & Fluency program. Additionally, educators receive ongoing support with StudySync implementation and Positive Behavioral Interventions and Supports strategies.

Content-Specific Instructional Coaches

To deepen content expertise and instructional effectiveness, BPA has added both Mathematics and ELA Instructional Coaches. The Mathematics Instructional Coach supports teachers in developing conceptual understanding, procedural fluency, and problem-solving skills among students, providing demonstration lessons, co-teaching opportunities, and individualized support with particular emphasis on differentiation strategies for diverse learners. The ELA Instructional Coach focuses on enhancing literacy instruction across all content areas, supporting teachers in implementing evidence-based reading and writing strategies, developing text-dependent questioning techniques, and integrating literacy skills throughout the curriculum. Both instructional coaches conduct regular data analysis sessions with teachers to monitor student progress and adjust instructional approaches based on assessment results.

External Partnerships

BPA continues its participation in LACOE's PBIS Community of Practice to strengthen schoolwide positive behavior interventions, improve school climate, and address chronic absenteeism through consistent implementation of evidence-based practices. This ongoing partnership provides valuable external expertise and professional learning opportunities that complement the school's internal professional development initiatives.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	56	47	48