



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Ysidro Middle School	37683796098453	05/21/2026	06/18/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

At San Ysidro Middle School, we are committed to providing each student with a supportive and inclusive learning environment, ensuring that all students, including English Learners (ELLs), students with disabilities, and at-risk student groups, have the opportunity to achieve academic and personal success. In alignment with the San Ysidro School District's mission and Local Control Accountability Plan (LCAP), our efforts are focused on three key goals:

1. Student Achievement,
2. Culture, Climate, and Student Well-being, and
3. Parent Engagement.

Using input gathered from community forums, staff and parent feedback meetings, SSC, DPAC/DELAC meetings, management team sessions, student feedback, survey data, and the Differentiated Assistance process, we have refined our site plan to directly address the needs of our diverse learners. Specifically, feedback from parents and staff emphasized the need for increased academic interventions, greater support for English language development, more targeted support for students with disabilities, and expanded opportunities for family engagement and social-emotional learning.

Based on this feedback and our ongoing data analysis, San Ysidro Middle School will focus on the following priority actions:

1. Academic Intervention and Support for ELLs, Students with Disabilities, and At-Risk Students:

We will strengthen interventions to accelerate learning and address learning loss through a continuous improvement model that includes targeted push-in support, instructional aide support, expanded learning opportunities, and professional development. Teachers will engage in professional learning development focused on English Language Development (ELD) strategies and inclusive practices, with ongoing coaching and planning support from our Resource Teachers. Instruction will be enhanced through integrated ELD modules (SDCOE), providing enrichment and reinforcing academic language development.

2. Positive Behavior and Social-Emotional Supports:

We will expand our implementation of Positive Behavior Interventions and Supports (PBIS) in alignment with our Positive Discipline Plan to build safe, supportive environments where all students feel respected and valued. PBIS team development and social-emotional learning (SEL) curriculum implementation will address the specific needs of English Learners, students with disabilities, and chronically absent students. School social workers will support the mental health needs of students using a multi-tiered system of supports (MTSS), with particular attention to students identified as at-risk.

3. Parent and Community Engagement:

In response to parent feedback, we will expand workshops and classes at our Community Parent Center and school site, offering topics tailored to the needs of families of English Learners, students with disabilities, and other high-need student groups. School events will be designed to build positive connections between families and the school, fostering a welcoming environment that supports student achievement and family-school partnerships.

San Ysidro Middle School serves a diverse student population, including many students from high-needs groups such as English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness or foster care. Through targeted actions and services — including instructional coaching, supplemental materials, restorative practices, intervention supports, and social-emotional resources — we are committed to providing a high-quality education that promotes equity, access, and success for all students.

Educational Partner Involvement

How, when, and with whom did your 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

At San Ysidro Middle School, we engaged a broad range of educational partners in the development of our School Plan for Student Achievement (SPSA).

Through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) sessions, staff feedback meetings, parent and student surveys, and input from District Parent Advisory Committees (DPAC/DELAC), we gathered valuable insights to shape our goals and actions.

Feedback emphasized the need for targeted academic interventions for English Learners, students with disabilities, and at-risk students; expanded professional development on inclusive practices; enhanced social-emotional supports; and stronger parent engagement opportunities.

In addition, we partnered with a wide network of community organizations to strengthen our supports for students and families, including Health and Human Services, Casa Familiar, Assistance League of San Diego, Southwestern Community College, Love Thy Neighbor, San Ysidro Health, Feeding America, Blue Shield of California, Los Bomberos de San Diego, Hearts and Hands, the City and County of San Diego, San Diego County Office of Education, Church 180, Eastlake Church, the San Ysidro Women's Club, the Los Angeles Chargers and Albertsons, and both the San Diego and Chula Vista Police Departments — among many others.

This collaboration ensures that San Ysidro Middle School is deeply connected to our community, providing our students and families with essential resources, academic support, social-emotional care, and opportunities for success.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Needs Assessment and SPSA Development

San Ysidro Middle School (SYMS) conducts an annual needs assessment to inform and guide the development of its Single Plan for Student Achievement (SPSA). This process engages all stakeholders, including staff, students, parents, School Site Council (SSC), and ELAC committees, as well as participants in Coffee with the Principal meetings. The resulting data-driven SPSA aligns with district LCAP goals and is implemented, monitored, and evaluated using a continuous improvement model.

During the 2024-25 school year, feedback and recommendations from stakeholders were systematically collected to monitor, review, and refine the SPSA.

Student Feedback

Student input was gathered through both formal and informal methods, including the **MySAEBRS Survey** and **California Healthy Kids Survey**, administered in October 2024, January 2025, and April 2025. Additional surveys included a **Career Interest Survey** (December 2024) and a **Career Night & School Culture Survey** (January 2025). Students provided feedback on school climate, classroom instruction, diversity and identity affirmation, student voice, classroom belonging, anti-bullying, respect for others, and school-wide discipline. Survey results highlighted a need to focus on student voice, affirming identity, classroom belonging, anti-bullying, and consistent school-wide discipline.

Staff Feedback

Staff provided feedback through surveys and structured discussions, including:

- Staff Collaboration End-of-Year Feedback Survey (May 2024)
- Students Perception Survey Gallery Walk (October 2024)
- CA Healthy Kids Staff Survey (April 2025)
- SPSA 2024-25 Review and Feedback for 2025-26 (April 2025)
- EL and SWD Academics (April 2025)
- Chronic Absenteeism (May 2025)
- NCUST School Self-Assessment Tool Feedback (May 2025)

Additional feedback was collected through Data Reflection Sessions, Department Meetings, one-on-one meetings, and informal discussions regarding school activities, academic achievement, and school climate.

Parent Feedback

Parents participated in ELAC and Coffee with the Principal meetings throughout the year, providing input on the **School-Level Parent and Family Engagement**

Policy, student progress in ELA and Math, school safety compliance, and LCAP goals. These meetings informed the development and updates of SPSA.

School Site Council (SSC)

The SSC met monthly to discuss the current and future SPSA. Members received updates on SPSA implementation, reviewed parent involvement initiatives, and provided feedback for the **SYMS Safety Plan** and **Needs Assessment Survey**.

Classroom Observations and Instructional Review

Permanent teachers are evaluated biennially, and probationary teachers are evaluated annually. Regular administrative walkthroughs monitor academic and behavioral goals, focusing on the implementation of the adopted curriculum, which is aligned with California Standards (ELA, Math), and highly effective teaching practices. Bi-yearly visits by the SYSD Instructional Leadership Team and Cabinet provide additional oversight and calibration.

Analysis of the Current Instructional Program

Based on CAASPP results (2023-24), ELA and Math unit assessments, stakeholder feedback, and collaboration with the District Instructional Leadership Team (ILT), areas of need were identified:

1. **Academic Achievement:** Students' proficiency in ELA and Math, particularly English Learners (ELs) and Students with Disabilities (SWD), remains below grade-level expectations. CAASPP 2023-24 data revealed:
 - ELA: Overall -68.5 points below grade level; ELs -86.7; SWD -138.8
 - Math: Overall -120.9 points below grade level; ELs -139.5; SWD -164.2
2. **Unit Assessment Data:** Over two years, 7th-grade ELA improved by 13%, while 8th-grade ELA decreased by 6%. Math showed 11% growth in 7th grade and a 10% decrease in 8th grade. SWD and EL students continue to underperform compared to other subgroups:
 - SWD: ELA 36%, Math 18%
 - EL: ELA 33%, Math 23%

3. **Staff Needs:** Staff surveys (April 2025) indicated a continued need for access to web-based programs that support data collection and instruction, including IXL (ELA, Math, Science, Social Studies) and Nearpod.

Standards, Assessment, and Accountability

SYMS uses state and local assessments to guide instructional decisions:

- **Curriculum-Embedded Assessments:** Teacher-generated ELA and Math unit assessments monitor student progress, inform reteaching, and guide lesson planning.
- **ELPAC Data:** Combined with CAASPP-aligned unit assessments, ELPAC data is used to monitor the progress of English Learners and guide targeted interventions.
- **Data Reflection Sessions (DRS):** Teachers and administration analyze assessment results to adjust instruction, develop lesson plans aligned to student needs, and implement intervention programs.

Summary

The needs assessment process and subsequent analysis of student, staff, and parent data allow SYMS to identify gaps in academic achievement, particularly for EL and SWD populations. These findings directly inform SPSA development, instructional planning, and ongoing improvement efforts to ensure all students receive equitable support and access to rigorous, standards-aligned instruction.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

During the 2023-2024 school year, classroom observations were conducted by the site principal and assistant principal. Data from class visits were collected and used in the formal evaluations of certificated teachers according to the District evaluation schedule and as indicated in the Collective Bargaining Agreement. Data from the 2023-2024 school year, from the formative unit assessments were used to create agreements among PLC members. SYMS Administrators will use these agreements as the basis for observations and subsequent feedback. Site Administrators have developed a schedule to ensure that all classrooms are visited weekly. During the 2023-2024 school year, site-level staff meetings and/or professional development have been centered on the school-wide focus of student engagement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

San Ysidro Middle School has a highly qualified staff of certificated teachers. Each teacher is a single subject credentialed teacher assigned to instruction in their subject area. As new electives are being added to the school curriculum, there will be an effort to provide students with more options for electives. Additionally, teachers of specific electives such as Project Lead the Way (PTLW), Spanish, ELD, and Advancement Via Individual Determination (AVID) received program-specific training throughout the 2023-2024 school year. On August 2023, the San Diego County Office of Education Williams Team visited San Ysidro Middle School and completed a materials and facilities inspection. The inspection found a sufficiency of Textbooks and Instructional Materials.

During the 2015-2016 school year, San Ysidro School District 6-8th grade Math teachers began a pilot of a state-adopted Math Curriculum (Collegeboard SpringBoard 2017). During the 2018-2019 school year, the district adopted English Language Arts Curriculum (Amplify 2018). SYMS Math and English Language Arts teachers were part of these text/curriculum adoptions. During the academic year 2021-22 and 2022-23, the San Ysidro School District conducted the NGSS Science Science Pilot program with the objective of adopting a new curriculum for Science. The San Ysidro School District also started the Social Science textbook adoption process with a pilot program conducted during the Fall of 2023. The San Ysidro School District has adopted Science McGraw-Hill CA Inspire Science and Social Science McGraw-Hill Impact Ca Social Science for 7th and 8th grade for the 2023-24 academic year.

SYMS used 2021-2022 funding to purchase instructional materials for all students (English Learners, EO, RFEP,...) which included reading materials (novels, short stories, etc.) for classrooms. Funds were also used to purchase materials to support computer base instruction which included technology hardware and software. Additionally, the district provided licenses for Accelerated Reader (AR), Achieve 3000, Imagine Learning, and Imagine Math for additional opportunities for students who are not meeting performance goals to be able to receive additional support. Students use these computer programs during core classes, in support classes as well as for homework. Teachers participated in training sessions to learn about these programs and have ongoing opportunities to further implement and use the data tracking portions of these programs to be able to utilize the data to monitor student progress and subsequent needs.

Alignment of staff development to content standards assessed student performance, and professional needs (ESEA)

Overall, professional development in 2019-2020 was centered around the implementation of the matrix with CAASPP-aligned assessments. Professional development provided in 2020-2021 was centered around NCUST best practices, lesson planning, and the anchoring of common language. The 2021-2022 professional development was centered on student engagement and EL Rise. During the summer of 2021, SYMS teachers had the opportunity to participate in GLAD training as well as AVID training.

The 2022-23 focus for professional development at SYMS focused on student engagement, learning, and mental health as well as continued professional development on web base programs (IXL, Imagine Learning, Achieve 3000). Additionally, professional development centered on English Language Arts across all curriculums for all teachers. During the academic year SYMS teachers participated in year two of the SDCOE ELRISE Professional Development program, ELA and ELD teachers received training in ELD Advance All, and Imagine Learning. In the area of Mental Health, SYMS staff received training in Threat Assessment, Trauma-Informed Practices, and Positive Behavior Intervention Systems (PBIS). San Ysidro Middle School also participated in the ICAN and Care Network programs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In 2015-2016, the San Ysidro School District led the development of grade-level curriculum matrices which were aligned to the California Core Curriculum Standards. The matrices were created collaboratively by grade-level teachers who used the California Common Core Assessment Blueprints, Claims, and Targets to determine the content of units. Additionally, each unit includes an aligned assessment. The assessment is given commonly throughout each grade level in the District and student data from the assessment is used to determine student progress with performance goals and the necessary supports to be provided for students who are not meeting performance goals. Data from these assessments are analyzed in Data Reflection Sessions (DRS) which are facilitated by a Principal. In the DRS teachers examine data for specific students, as well as subgroups such as English Learners and Students with Disabilities, to determine necessary adjustments to future instruction and/or current remediation. During the academic year 2022-23, SYMS participated in curriculum walks with district administrators to develop a common language regarding classroom practices so that discussion and feedback regarding the curriculum matrix and student assessment data will be targeted. For the academic year 2023-24 support for teachers will continue to be provided through ELA/ELD and Math Impact teachers. The Impact Teachers will support data analysis during Data Reflection Sessions, visit classrooms, and provide additional support through coaching and modeling lessons. In 2023-2024, the district Instructional Lead will be available to support new teachers and provide in-service training in the areas of classroom management, best practices, and school-wide focus on classroom engagement.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and

department (grades nine through twelve) (EPC)

Teachers collaborate by grade level/department level in Professional Learning Communities. Opportunities for collaboration occur four times each year after the completion of a unit from the District Curriculum Matrix and administration of the Unit Assessment. Additionally, teachers have minimum days one day each week when students leave early and teachers use the non-instructional time for professional preparation and collaboration. Each month, 50% of these minimum days are used for PLC planning and/or Common Core implementation meetings. This is in excess of 51 hours of yearly collaboration opportunities for PLC groups, grade levels,, and/or content-specific departments.

Teachers also meet in PLC groups in planning sessions to discuss findings from the DRS, share curriculum resources, discuss best practices, and determine the next steps for overall student achievement. This process of curriculum alignment to the core, commonly aligned assessments, and data reflection with planning will continue in 2023-2024. Data from the 2021-2022 and 2022-23 school years will be used in the subsequent year to measure student progress vertically and inform areas for professional development.

Equity

A San Ysidro Middle School team of an administrator and three teachers participated in the Equity Conference during the month of January 2023. During the conference, the SYMS team had the opportunity to collaborate with the different school site teams from the San Ysidro School District to identify and develop a plan of action to address inequalities at SYMS.

Staffing and Professional Development Strengths

San Ysidro Middle School has a highly qualified staff of teachers and support staff. During the academic 2021-22 and 2022-23, the SYMS Staffing was heavily impacted by the COVID-19 pandemic, creating the need for substitutes to cover certificated and classified positions. Due to the challenges presented by the pandemic, the SYMS Staff become more resilient in their endeavors to provide the best quality education possible and a professional level of service to our students and parents.

For the 2022-23 academic year, SYMS welcomed new staff to the Counseling Center (two counselors, and one school psychologist), and Main Office (Office Front Clerk), in conjunction with a Social Service Worker, Out Reach Consultant, two attendance specialists and community partners (SBCS, SY Health, Casa Familiar, Promise Neighborhood) making SYMS Counseling Center a strong resource for services to our students, parents and Staff.

SYMS teachers had the opportunity to receive training in GLAD strategies during the summer of 2022. During the academic year 2023-24, teachers received training in Social Emotional Strategies, as well as WRITE Training through the SDCOE and SYSD Education Department. The EL Rise SYSD-wide training provided the opportunity for SYMS teachers to collaborate with other site teachers and experts in English Learners' needs and instructional practices. San Ysidro Middle School staff also received training in Threat Assessments, Trauma-Informed Practices, PBIS, SBCS-Youth Suicide Prevention Program, VAPING, and Tabaco use.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.

Root Cause/Why: Student assessment data demonstrates the need for continued refinement of instructional strategies to address diverse learning needs and improve academic outcomes for all student groups.

Needs Statement 2 (Prioritized): Staff require continued professional development in integrated and designated English Language Development (ELD), including vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.

Root Cause/Why: English Learners continue to require targeted language supports to strengthen academic language proficiency and access grade-level curriculum.

Needs Statement 3 (Prioritized): San Ysidro Middle School requires expanded social-emotional learning (SEL), mental health, and counseling supports to address increasing student social-emotional and behavioral needs.

Root Cause/Why: Student wellness data, behavior reports, and educational partner feedback indicate an increased need for mental health services, emotional regulation supports, and school connectedness initiatives.

Needs Statement 4 (Prioritized): The school requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed practices schoolwide.

Root Cause/Why: Behavioral data and student climate indicators demonstrate the need for consistent schoolwide systems that promote positive behavior, reduce discipline concerns, and strengthen relationships among students and staff.

Needs Statement 5: San Ysidro Middle School requires additional attendance intervention supports, including outreach services, family engagement strategies, and attendance monitoring systems.

Root Cause/Why: Chronic absenteeism rates among several student groups continue to impact academic achievement, school connectedness, and student engagement.

Needs Statement 6 (Prioritized): Teachers and staff require ongoing training and support in inclusive instructional practices and strategies to effectively support students with disabilities within general education settings.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted interventions to access grade-level standards and demonstrate academic progress.

Teaching and Learning

Teaching and Learning Summary

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Data from the 2023-2024 CAASPP testing, and Unit Assessment Data from 2023-24 will be analyzed and utilized as follows:

- 1) Student data from the state assessment and unit assessments in ELA and Mathematics will be used to inform student placement in courses. Students who are not meeting performance goals will be provided opportunities within and beyond the school day for improvement. Examples include enrollment in English or Math support courses, assignment to after-school tutoring, and/or Saturday Intervention. Students who are meeting and/or exceeding performance goals will be scheduled into appropriate courses with students in heterogeneous groupings.
- 2) The school administration in collaboration with SYSD Educational services will use student data from the state assessment and unit assessments to modify the District common assessments to more adequately predict student performance in the core curriculum during the school year. This will allow teachers to identify students who are not meeting performance goals and provide individualized support in the classroom.
- 3) Student data from the state assessment and unit assessments will be used to analyze trends in the district and school with respect to subject areas, subgroups, and specific classrooms. Additionally, comparison with truly similar schools may provide a further study of programs and/or services that meet the needs of and help to improve achievement for students that are not meeting performance goals.

Data from the 2022-2023 and 2023-2024 ELPAC testing will be analyzed and utilized as follows:

- 1) Student data from the ELPAC will be used to identify the need for and quantify the number of classes of self-contained English Language Development (ELD).
- 2) Student data from the ELPAC will be used to identify an individual student's level of proficiency in English. This data will also inform appropriate groupings of students in ELD classes to be able to teach/access the California ELD Standards.
- 3) Student data from the ELPAC will be used by classroom teachers to be able to differentiate and support students in core classes. Data will also be used as the English teacher and ELD teacher collaborate to pre/post load English curriculum for students during ELD time.
- 4) Student data from the ELPAC will be used to analyze trends in the district and school with respect to grade levels, subgroups, and specific classrooms.

Data from the 2023-2024 California Science Assessment (8th grade) will be analyzed and utilized as follows:

- 1) Student data from the science assessment will be used in conjunction with other state assessment data to determine appropriate placement in coursework. Students who are not meeting performance goals will be provided opportunities such as assignments to after-school tutoring and/or Saturday intervention. SYMS will continue implementing NGSS-style lessons, and data from the science assessment will be used to help shape the content of the curriculum units.
- 2) Student data from the science assessment will be used to address areas of need for students' projects. All students will be required to participate, but differentiated levels of support and/or student groupings will be informed by the science assessment so that students who are not meeting performance goals will be provided adequate support for success and those who are meeting and/or exceeding performance goals will be adequately challenged.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At San Ysidro Middle School, regular days consist of 334 instructional minutes while minimum days consist of 240 minutes. The total number of instructional minutes for the school year exceeds the 54,000-minute requirement and meets the recommended instructional minutes for English Language Arts (ELA), English Language Development (ELD), and mathematics.

The SYSD Curriculum Matrix provides a pacing schedule for teachers to be able to adjust within a unit and/or in the subsequent unit. These adjustments to pacing allow for re-teaching and/or other support within the classroom for students who are not meeting performance goals. Intervention courses for students in English and Math are offered during lunch periods, after school, and on Saturdays. Data from the district assessments from the previous school year provides targeted instruction in areas of need and also helps students to move to proficiency in a timely manner.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

A curriculum matrix with five units was created for each grade level in the San Ysidro School District for use in 2015- 2016 and beyond. The curriculum matrix was modified for the academic school year 2021-22 to four-unit assessments. Each unit includes a teacher-created and CAASPP-aligned assessment which is given to all students according to the yearly SYSD Assessment Calendar. The students' results data will be analyzed in scheduled Data Reflection Sessions (DRS) and PLC Planning Sessions. There are 4 of these sessions each school year. The assessment data is used to create collaborative agreements among PLC members regarding the creation and/or modification of units from the curriculum matrix. Assessment data is also used to identify students who are not meeting performance goals and who need individualized intervention and/or support.

Teachers also create their own formative assessments which are used to inform their pacing, instructional practices, and classroom intervention/supports. Teachers use this data to support students who are not meeting performance goals and to further challenge students who are meeting and/or exceeding performance goals.

Classroom teachers are utilizing the District Curriculum Matrix and assessments which were created by grade-level teachers and are aligned to California Core Curriculum Standards using state blueprints, claims, and targets. Materials used in classrooms are state-adopted materials and sufficient for all students so as to be compliant with Williams Settlement Requirements. During the 2022-2023 school year, District professional development was focused on best practices of instruction. This will include frequent learning walks by administrative teams to anchor on documenting evidence of teaching and learning utilizing aligned curriculum and materials, as well as providing meaningful feedback to teachers. A common language will be developed throughout the district to be able to discuss and improve teaching and learning. For the academic year 2023-24 the District Professional Development will focus on English Language Learners Language Development, Academic Achievement (ELA and Math), Students with Disabilities Academic Achievement (RSP, SDC placement), and Social-Emotional Learning.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In 2016-2017, SYSD grades 6-8 piloted state-adopted Math materials -- *Springboard* by CollegeBoard. This was in addition to district-wide adoptions that occurred in the 2014-2015 school year. All of the math teachers at SYMS are part of this ongoing pilot. Math Teachers received their materials in 2016 and continue to implement and use materials to make decisions about adoption for the District. In 2017-2018, English Language Arts materials were piloted by all English teachers at SYMS. A selected group of teachers meets to review specific materials to pilot during the summer/fall of 2017. Previous additions of state and SYSD-adopted materials are available for use in the classrooms. In 2018 English Language Arts materials were adopted—*Amplify*. There are sufficient materials available to comply with Williams Settlement requirements. Many SYMS classrooms have class sets of these materials in addition to the individual study copies which are checked out by students for use at home. During 2015-2016 and 2016-2017, the California State Board of Education adopted materials in Math and English Language Arts are being piloted in grades 6-8. These materials are being used in the classroom as well as previous materials adopted by the state and district. The Science department adopted *Inspire* from McGraw Hill in 2023-2024. The History department adopted *Impact* by McGraw Hill in 2023-2024.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

During 2021-22, SYSD grades 7-8 piloted state-adopted Science and Social Science materials. All of the Science and Social Science SYMS teachers participated in the pilot programs. In 2021-22 the SYSD adopted Science 7th and 8th grade -McGraw-Hill CA Inspire and Social Science 7th-8th grade-McGraw-Hill Impact CA Social Science for implementation during the 2023-24 school year. There are sufficient materials for students in compliance with the Williams Settlement and many classrooms have classroom sets of materials in addition to individual materials which are checked out to students for home use. Supplemental materials are used in core classes and for intervention purposes (Imagine Learning, Achieve 3000, IXL Math, IXL ELA, IXL Science, IXL Social Science, Delta Math, MyOn).

Services provided by regular programs that enable underperforming students to meet standards (ESEA)

The regular program at SYMS is informed by student data from standards-aligned assessments. This data is analyzed by teachers in DRS and fPLC groups and in conjunction with site administration. As a result of the data, underperforming students are targeted for support. Supports for these students include differentiated classroom instruction, additional targeted support from the classroom teacher in the form of pre or re-teaching, assignments to intervention programs during lunch or after school, Promise Neighborhood assignments to after-school tutoring, and/or assignments to Saturday Intervention Program (2023-2024).

Evidence-based educational practices to raise student achievement

SYMS uses research-based education practices to raise student achievement through the use of Professional Learning Communities. Teachers meet in excess of 51 hours each year to plan for instruction and analyze student data. SYMS administrators engage in evidence-based data collection from class visits to provide feedback to PLC groups as well as to individual teachers. Professional development for 2021-2022 has been centered on curriculum alignment and the use of student data from common assessments to drive instruction and intervention. Professional development for 2023- 2024 will include a focus on classroom learning walks to develop a common language regarding research-based best practices. Throughout 2024-2025 SYMS will also provide professional development focused on student engagement, English Language Arts, Mathematics, and English Language Arts Development across all curriculums.

Conclusions based on data:

Enrollment -

- For the academic year 2023-24, 46% of the students attended 7th grade and 54% 8th grade.
- SYMS population by Subgroup: English Learners 53.5%, Foster Youth 0.4%, Homeless Youth 31.6%, Students with Disabilities 16.8%, and Socioeconomically Disadvantage 71.9%.
- SYMS English Learners population by grade level: 7th grade at 60.7%, and 8th grade at 45.7%
- SYMS Reclassified Fluent English Proficient (RFEF) at 29.6% for 7th grade and 38.9% for 8th grade.

SYMS Population Conclusions :

- SYMS will be supporting our Homeless Youth (31.6%) and Socioeconomically disadvantaged (71.9%) students with instructional materials, and opportunities for academic and social support (before, during, and after school tutoring, counseling...).
- SYMS will be supporting English Learners (53.3%) with appropriate English Performance Level ELD placement.
- SYMS lacks ethnic diversity with 98.1% Hispanic or Latino. SYMS will address the Hispanic and other subgroups' ethnic cultural backgrounds values and importance in the SYMS community.

CAASPP ELA/Literacy - 2021-22 Academic Year.

- Due to the COVID-19 pandemic, no scores are available for 2019-20, and 2020-21. The 2021-22 results are:
- The percentage of students who met or exceeded the standard for ELA was 31.39%.
- 7th-grade students who met or exceed ELA standard score at 36.97% and 8th grade at 26.38%
- For Students with Disabilities, 5.56% met or exceeded standards for ELA.
- SWD students' CAASPP proficiency performance score is at 0.0% in Reading, 0.0 % in Writing, 0.0% in Listening, and 1.85% in Research and Inquiry.
- For Economically Disadvantage students 31.36% met or exceeded standards for ELA.
- SYMS students identified as homeless score at ELA met or exceeded standards at 26.04%.

- The percentage of English Learners at SYMS who met or exceeded standards for ELA was 11.06% (7th= 13.51%, 8th=10.07%).
- ELs students' CAASPP proficiency performance, scores at 2.8% in Reading, 2.01 % in Writing, 4.8% in Listening, and 4.8% in Research and Inquiry.

Academic Performance ELA Conclusions and Support (all students)

- SYMS Overall Performance was recorded at 31.39% met or exceeded standards with SWD at 5.56% and English Language Learners at 11.6% met or exceeded standards. SYMS will increase intervention classes before, during lunch, and after school, as well as establish monitoring procedures for our SWD and EL students.
- SYMS Staff will continue to receive Professional Development in the areas of English Language Arts and English Language Development (ELRISE year 3).
- SYMS will be monitoring SWD's academic progress through the ELA Unit Assessments and IEP Goals to address the lack of proficiency of SWD students in Reading, Writing, Listening, and research/Inquiry skills. SYMS will establish additional support strategies (intervention programs, teachers training, parent training..) to support the academic development of SWD students.
- Integrated English Language Development will be implemented in all classes at SYMS to support all students (ELs and SWD) in Reading, Writing, Listening Research, and Inquire students skills.
- The ELA academic language will be spoken by all SYMS community members to support student growth.
- SYMS will have an ELA/ELD support teacher to support the English language development of SYMS students

CAASPP Math - 2021-22 Academic Year

- The percentage of students who met or exceeded the standard for Mathematics was 14.29%
- 7th-grade students who met or exceed Math standards score at 16.29% and 8th grade at 12.5%.
- For Students with Disabilities, 0% of the students met or exceeded standards for Mathematics.
- For Economically Disadvantage students 14.22% met or exceeded standards for Mathematics.
- The percentage of English Learners at SYMS who met or exceeded standards for Mathematics was 4.05% (7th= 6.62%, 8th=1.98%).
- SYMS students identified as homeless scored in Mathematics met or exceeded standards at 11.60%

Academic Performance Mathematics Conclusions and Support (all students)

- SYMS's overall proficiency of 14.29% revealed achievement levels of Concepts & procedures at 7.68%, Problem-Solving and Modeling& Data Analysis of 4.48%, and Communicating Reasoning of 4.69%. SYMS SWD Achievement Levels revealed a 0% proficiency, and ELs Concepts & procedures of 2.57%, Problem-Solving and Modeling& Data Analysis of 0.37%, and Communicating Reasoning of 1.47%.
- In order to support instruction SYMS Mathematics staff will receive Professional Development in the core materials to support instruction and improve the

proficiency level of all students

- Increased intervention classes during lunch, before, and after school will help address the needs of our students
- Support classes will be offered throughout the day to review and preview material being taught in the math classes
- The ELA academic language will be spoken by all SYMS community members to support student growth
- SYMS will have a Mathematics Support teacher to support the development of students' mathematical skills and support mathematics instruction.

ELPAC Results - 2021-22 Academic School Year

- SYMS ELPAC Overall Performance results for 2021-22 ELPAC indicates 22.59% proficient with 22.59 % Well Developed (level 4), 33.33% at Moderately Developed (level 3), 21.11% at Somewhat Developed (level 2), and 22.96% Minimally Developed (level 1).
- SYMS Oral Language Performance indicates that 29.63% of the students are at a Well Developed Level-4 and 33.7% at a Moderately Developed Level -3.
- SYMS Written Language Performance indicates that 15.93% are Well Developed, 23.33% at Moderately Developed, 32.96% at Somewhat Developed, and 27.78% at Minimally Developed.
- SWD Overall Performance Level 4 at 10.53%, Oral Language Level 4 at 10.53%, and Written Language Level 4 at 7.89%. SWD Domain indicates a Listening Well Develop level of 7.89%, Speaking at 27.03%, Reading at 15.79%, and Writing at 0%
- ELs Overall Performance Level 4 at 22.59%, Oral Language Level 4 at 29.63%, and Written Language Level 4 at 15.93%. ELs Domain indicates a Listening Well Develop level of 12.59%, Speaking at 45.08%, Reading at 25.19%, and Writing at 4.09%

Academic Performance ELPAC Conclusions and Support (All students)

- English Language Arts' low proficiency performance with an ELPAC proficiency performance of 22.59% indicates a need for English Language Development Professional Development. SYMS Staff will continue to be part of the SDCOE ELRISE Professional Development.
- SYMS ELD and SWD Teachers will receive Professional Development in the ELD Curriculum -Amplify.
- Intervention classes for ELs will be provided through ELD teachers.
- SYMS will make focus to increase the writing skills of students in all classes.
- Intervention support teachers in ELA/ELD and Mathematics will be supporting teachers with materials and lesson development. Support teachers will be working with students in small group settings.

Overall Performance -

- SYMS Staff will receive Professional Development in ELA, ELD, and Mathematics to support and increase SYMS students' achievement levels.
- Our suspension rate needs to be lowered. We will look at our data and reasons for suspension in order to address those issues in a preventive manner instead of implementing suspensions as an intervention matter.

- We are working on Mathematics, English Language, and English Language Development to improve our achievement data by following, with fidelity, our instruction plan, support, and intervention plans.
- SYMS Chronic absenteeism will be addressed through participation in the SDCOE ICAN Program.
- SYMS Suspension Rates will be addressed through PBIS, Counseling Center Support, and Administration Review.

Academic Engagement Chronic Absenteeism

- 2021-22 chronic absenteeism rate of 38.1%
- Chronic absenteeism Rate by Group: Socioeconomically Disadvantage- 39.1%, and Homeless- 49.5%, English Learners- 34.9%, and SWD -33.7%

Conclusions and Supports

- Chronic absenteeism will be addressed through SYMS participation in the SDCOE ICAN program, IEPs, Parent Meetings, and Staff Meetings.
- SYMS ICAN Team will implement activities and incentives to motivate students' attendance.
- SWD Chronic absenteeism will be addressed through IEPs and goal setting.
- SYMS Administration, ICAN Team, and SYMS Counseling Center Staff will study reasons for chronic absenteeism and devise strategies to address the causes.

Conditions & Climate Suspension Rate -

- During the academic year 2021-22, a total of 80 suspensions were recorded with 58 students suspended at least once for a suspension rate of 10%
- 42 male students and 16 female students were suspended during 2021-22.
- 21 SWD were suspended during the 2021-22 School Year for a total number of suspensions of 31 and a suspension rate of 10.1%
- 45 EL students were suspended for a suspension total of 55 and a suspension rate of 9.5%

Conclusions and Supports

- IEP will be reviewed for SWD with prior suspensions to determine the need for additional support.
- School-wide staff training in the area of PBIS will help decrease the Suspension Rate
- Engaging teaching and culturally relevant curriculum will support student engagement and decrease behaviors that disrupt the learning process
- Implementation of Restorative Practices will engage the teachers, students, and community members in practices that will lower suspension recidivism.

Teaching and Learning Strengths

San Ysidro Middle School has a highly qualified teaching staff who is dedicated to the academic and social development of the students. SYMS teaching staff consists of 31 teachers of which 29 are fully credentialed, one is in the second year of the induction program at UCSD Extension and one in the first year. At SYMS a culture of collaboration (departments) can be observed as teachers participate in different group activities such as Care Network, ICAN, PBIS, and PLC's communities.

The SYSD ELA district Unit Assessment for units 1-3 demonstrated an ELA school-wide average of 57% proficiency and for Mathematics 39%. an increase in ELA by 16% and math by 20% from the 2021-22 school year.

For SWD 2021-22 shows an average of 30% compared to 2022-23 of 36%, an increase of 6%. In mathematics, 2021-22 showed an average of 18% compared to 19% for 2022-23.

For ELs 2021-22 show an average of 24% compared to 2022-23 of 40%, an increase of 16%. In mathematics, 2021-22 showed an average of 17% compared to 27% for 2022-23 an increase of 10%.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1: San Ysidro Middle School requires continued academic intervention and supplemental instructional support in English Language Arts and Mathematics for students performing below grade level.

Root Cause/Why: Assessment data indicates persistent achievement gaps among English Learners, students with disabilities, and other unduplicated student groups requiring targeted intervention and acceleration support.

Needs Statement 2 (Prioritized):

Teachers require ongoing professional development and coaching in differentiated instruction, small group instruction, and data-driven instructional practices.

Root Cause/Why: Students demonstrate varied academic needs that require instructional strategies aligned to individualized learning gaps and progress monitoring.

Needs Statement 3: Staff require additional training and support in integrated and designated English Language Development (ELD) instruction.

Root Cause/Why: English Learners continue to require targeted language development support to strengthen academic vocabulary, reading comprehension, writing, and oral language proficiency.

Needs Statement 4 (Prioritized): San Ysidro Middle School requires continued implementation of a Multi-Tiered System of Support (MTSS) to address academic and instructional needs.

Root Cause/Why: Students benefit from coordinated intervention systems, progress monitoring, and tiered instructional supports that address learning gaps early and consistently.

Needs Statement 5 (Prioritized): Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and

align instruction across grade levels.

Root Cause/Why: Collaborative instructional planning improves consistency, responsiveness, and alignment of instruction to student needs and grade-level standards.

Needs Statement 6 (Prioritized): Teachers and instructional staff require professional development in inclusive instructional practices and supports for students with disabilities.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted supports to access rigorous grade-level content and demonstrate academic growth.

Needs Statement 7 (Prioritized): The school requires continued implementation of formative assessment systems and progress monitoring structures to guide instruction and intervention decisions.

Root Cause/Why: Consistent monitoring of student learning is necessary to identify instructional needs, adjust interventions, and improve academic outcomes.

Needs Statement 8 (Prioritized): Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Root Cause/Why: A comprehensive assessment and instructional platform is needed to provide educators with actionable data, support data-driven decision-making, strengthen MTSS implementation, and improve outcomes for all students, particularly those identified in the district's accountability and improvement efforts.

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

During 2023-2024, families were invited to participate in a district-funded program -- Parent Institute of Quality Education (PIQE). This 9-week program empowered parents to become more involved in their student's education by providing training on students' Social-Emotional Development while providing strategies to support students at home.

SYMS also has support staff positions to assist students with items that contribute to their success in school including attendance, emotional health, etc. These positions are School Counselors and Outreach Consultant. The goal of these support staff members is to alleviate barriers to overall well-being that keep students from attending and/or fully engaging in their education.

During 2024-25, families will have the opportunity to participate in district and school-funded programs, either virtually or in person.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SYMS has a number of opportunities for stakeholders to be involved in the planning, implementation, and evaluation of programs that are funded under Title 1 (at the site level), and Title 2 and/or 3 (at the district level). SYMS has a School Site Council which meets monthly to review site planning and execution. The council is composed of staff, parents, and students who discuss agenda items with the largest responsibility being to help create, revise, and evaluate the Single Plan for Student Achievement and approve (by vote) its implementation. Another advisory committee is the English Learners Advisory Committee (ELAC) where parents of English Learners provide input on the programs and services for their students. These committees also provide input for the SYSD Local Control Accountability Plan (LCAP) and the use of state funding (base and supplemental) for district-wide programs. There are also District level committees for stakeholder input, planning, and evaluation including District English Learners Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Master Plan Committee, and SYSD Safety Committee. SYMS also has a PBIS committee that is made up of teachers, staff, students, and parents.

Parental Engagement Strengths

For the Academic year 2023-2024, parents had the opportunity to participate in a 6-week workshop with Dra. Villarreal, and also in a 9-week program with the Parent Institute of Quality Education (PIQE). For the Academic school year of 2024-25, a Parent Center will be finished, as part of the Community Schools grant expectations.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): San Ysidro Middle School requires continued parent engagement opportunities that promote meaningful family participation in student learning and school decision-making processes.

Root Cause/Why: Families benefit from ongoing opportunities to build partnerships with the school and strengthen their understanding of how to support student success.

Needs Statement 2 (Prioritized): Parents require workshops and trainings focused on supporting academic achievement, literacy, mathematics, and social-emotional learning at home.

Root Cause/Why: Families benefit from strategies, tools, and resources that strengthen their ability to support student learning and well-being outside of school.

Needs Statement 3 (Prioritized): San Ysidro Middle School requires increased participation in advisory committees such as SSC, ELAC, and district-level parent leadership opportunities.

Root Cause/Why: Some families continue to face barriers to participation, including work schedules, transportation, childcare, and limited familiarity with school systems.

Needs Statement 4: Parents require continued support in understanding attendance expectations, intervention supports, and available student services.

Root Cause/Why: Families benefit from increased awareness of school systems, attendance procedures, and academic and social-emotional supports available to students.

Needs Statement 5: The school requires continued partnerships with community organizations and agencies to provide resources, workshops, and support services for families.

Root Cause/Why: Many families benefit from access to community-based resources that address academic, social-emotional, health, and basic needs support.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

During the 2021-2022 and 2022-23 school years, data was collected through both formal surveys and informal discussions. This information was used to discover and address specific needs for San Ysidro Middle School during the school year, as well as to inform decisions for the 2022-2023 school year. Students were surveyed during the year through the year with the School Atmosphere Survey, ASB President Uniform, MySAEBRS, CA Healthy Kids survey, and Google Forms. Items of interest that were surveyed included students' perceptions of school climate, classroom instruction, and overall mental health. Additionally, students were interviewed or polled in meetings with SYMS academic and pupil services counselors. Survey data indicates that students feel the need to have a voice, they are concerned about the overall climate of the school and believe that there is a need to focus on items such as anti-bullying, respect for others (including adults), identity/inclusion, and school-wide discipline.

As a result of students' feedback, the Circle of Friends Club was created, for students to have a safe place to address topics of interest. The Promise Neighborhood Academic Advisors have also provided during lunch a place for students to feel connected and safe. During the academic years 2021-22, 2022-23, and 2023-24 SYSD IMRA, opened the school library and initiated a Reading Club as well as provided a place to read and relax during lunchtime.

Staff members were able to provide information to the administration regarding the effectiveness of Data Reflection Sessions, Professional Learning Communities (participation and planning), and professional development opportunities. Feedback indicates that teachers feel the need for more Social and Emotional Services as well as support for English Language Arts and Mathematics. Staff further indicated the need for school-wide intervention opportunities and many have indicated they would like to see lunch-time opportunities for students who are not completing or need targeted assistance with their classwork. Staff also expressed their concerns about changes at the school site and the need to focus on the school climate. Staff expressed concerns regarding supporting teachers with professional development, training, and/or other support with classroom management.

School Culture and Climate Strengths

For the academic year 2023-24, the SYSD administration through the implementation of ATSI funds plans to continue to provide Impact Teachers for English Language Arts and Mathematics as well as additional support.

The SYMS administration in collaboration with SYSD continues to work in collaboration with the Promise Neighborhood and Community Organizations (Casa Familiar, South Bay Community Center, San Ysidro Health Clinic) to provide SYMS students with social-emotional services. During the 2023-24 school year, a

significant number of students were referred for social-emotional services.

During the academic year, 2023-24 the SYMS PBIS Committee met on a monthly basis to address school culture, and student activities, and to promote a safe learning environment. The committee also met three times for a full day, to plan for the beginning of the school year, end-of-year activities, and the 2023-24 school year. The PBIS will continue to meet and work on the school climate of the school during the 2024-25 school year.

In the prevention of inappropriate behavior, all students received SEL lessons through the 2nd Step Program during their Social science class, twice a month. There was also the implementation of an alternative to suspension program where students were sent to participate in a 2-hour session with a counselor and the social worker to work on social, emotional, and problem-solving skills.

SBCS therapists also collaborated with the counseling department in providing support groups that targeted substance abuse, range management, and empowerment.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: The school requires ongoing restorative practices training and implementation support for staff and students.

Root Cause/Why: Restorative approaches help strengthen relationships, resolve conflicts, reduce behavioral incidents, and improve school connectedness.

Needs Statement 2 (Prioritized): Students require continued access to social-emotional learning (SEL) instruction and wellness supports across all grade levels.

Root Cause/Why: Many students need explicit instruction and support in self-regulation, emotional awareness, relationship skills, and conflict resolution.

Needs Statement 3: Students require safe, structured environments and supervision during instructional and non-instructional times to support positive behavior and student well-being.

Root Cause/Why: Consistent supervision and proactive support reduce behavioral concerns and increase student safety and engagement.

Needs Statement 4 (Prioritized): The school requires expanded opportunities for student voice, leadership, and participation in school activities and decision-making processes.

Root Cause/Why: Students are more engaged and connected to school when they feel valued, heard, and involved in the school community.

Needs Statement 5 (Prioritized): The school requires continued systems for recognizing and celebrating positive student behavior, attendance, leadership, and academic growth.

Root Cause/Why: Positive recognition systems increase motivation, strengthen school connectedness, and reinforce positive behaviors.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	All SYMS students will improve annually by a minimum of 5% in English Language Arts and 5% in Mathematics as measured by students' results on the 2025-26 California statewide assessment, CAASPP.

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.

Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.

Staff require continued professional development in integrated and designated English Language Development (ELD), including vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.

Teachers require ongoing professional development and coaching in differentiated instruction, small group instruction, and data-driven instructional practices.

San Ysidro Middle School requires continued implementation of a Multi-Tiered System of Support (MTSS) to address academic and instructional needs.

Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and align instruction across grade levels.

Teachers and instructional staff require professional development in inclusive instructional practices and supports for students with disabilities.

Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

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
ELA Common Assessment 2024-25	Data Review Sessions of ELA Unit assessments will be conducted 4 times yearly for the 2025-26 academic year. Students Scoring at Meets or Exceeds Standard GR 7-8 ALL: 45% EL: 22% SWD: 33% LTEL:24%	By 2027 an increase of 5% or higher will be observed of students Benchmark or Challenge for all students.

Math Common Assessment 2024-2025	Data Review Sessions of Math Unit assessments will be conducted 4 times yearly for the 2025-26 academic year. Students Scoring at Meets or Exceeds Standard GR 7-8 ALL: 36% EL: 15% SWD: 17% LTEL: 26%	By 2027 an increase of 5% or higher will be observed of students Benchmark or Challenge for all students.
2025 CAASPP/SBAC - Math Scale Score Points Distance From Standard	Math Scale Score Points Distance From Standard ALL = 120.9 points below standard EL = 139.5 Points below standard SED =124.4 points below standard SWD =164.2 points below standard LTELs= 173.3 points below standard 2024 CAASPP/ SBAC: 12.97% 7th/8th Grade Met or Exceeded Standard	2026-27- Percentage of our students meeting or exceeding Math standards will increase by 8% for all students.
2025 SBAC - ELA Scale Score Points Distance from Standard	ELA Scale Score Points Distance from Standard ALL = 68.5 points below standard EL = 88.7 points below standard SWD= 138.8 points below standard LTELs=113.2 points below standard 2024 CAASPP/ SBAC - 26.70% of 7th grade students Met or Exceeded Standard	2026-27-Percentage of our students meeting or exceeding ELA standards will increase by 5% for all students.
English Learner annual progress toward English Language Proficiency	2025 ELPI was recorded at 38.2 making annual expected progress toward English proficiency	By June 2027, English Learners Performance Indicator will increase by 5-8 progress points.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	1.1.1.1 Structural and/or Scheduling of Master Schedule 1. Heterogeneous groupings in courses. 2. English Learners will be placed in ELD classes according to their current levels (ELPAC 2025- 2026) and a focus will be on pre/post-teaching of ELA/ELD standards 3. Students with disabilities will be placed in the least restrictive environments with support. B. Master Schedule Development 1. Master Schedule will be finalized during the summer of 2026. The administration in collaboration with the school counselor will develop the Master Schedule. (5 days of additional time for the counselor).	All Students, English Learners, Students with Disabilities		
1.1.2	1.1.2 Student Intervention and Enrichment A. Before/After/Lunch Intervention 1. Targeted placement of students in before/ lunch/after/Saturday school intervention based on data from CAASPP, progress reports, Unit Common Assessments, semester 1 reports, Teachers' recommendations, and district formative assessments ("intensive and strategic") 2. Viking U - Placed in an extended learning day, 0 or 7 period / Intervention Program- These classes will include formative assessments and Unit tests to give students a second chance to get a better grade on the test. * Curriculum * pre/post-teaching of a student's current grade curriculum * use of the previous year's curriculum matrix and assessments to create and track student growth * Supplemental materials to promote literacy for our low-level readers 3. Saturday School 4. Credit Recovery week, 20hrs per week of instruction to recover from a failing grade. Spring/Fall B. SEL- Social Emotional Learning Curriculum C. Enrichment (for all students, including our GATE population) 1. Field trips, Universities, Career Centers - Enrichment Classes: Technology, Photography, Journalism. ART, ASB, etc, and supplies to support them. 2. Music/Drama Teacher to teach an elective. Prop 28 fund	Students with Disabilities, English Learners, All Students	\$28,360	Title I Regular Account Code: 1000-1999 Certificated Personnel Salaries

1.1.3	1.1.3 Collaboration A. Professional Learning Communities (PLC) 1. Teachers will collaborate in PLC /DRS groups to discuss curriculum matrices, student data, department goals, and lesson design 2 Teachers release 1/2 days (4, 1/2days) for collaboration meetings: Departments (ELA, Math, ELD, Science, History, PE, Special Education = 31 teachers) Focus on: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experience difficulties in learning? 3. Part of these sessions will include setting goals where administrations will focus their walk-through to collect evidence of teaching and learning, as well as to provide appropriate feedback and support for teachers using these goals as our guide. B. Data Reflection and Planning Sessions 1. On four occasions throughout the school year ELA, ELD, Math and Special Education teachers will participate in an administration lead session to analyze student data from the district's common assessments. 2. Part of these sessions will include agreements where administrations will focus their walk-through to collect evidence of teaching and learning, as well as to provide appropriate feedback and support for teachers using these agreements as our guide. Teachers will be meeting with the administration during the prep period or after school. 3. ELA and Math teachers will meet weekly to collaborate and plan. C. Special Education (Co-Teachers) 1. In 2026-2027 the master schedule will include Math and ELA "co-teach" sections for students with disabilities. Teachers who will be co-teaching will have additional opportunities for planning and collaboration. 2. Co-teaching partnerships will have 1 day to plan together per month (RSP). 3. General education and special education teachers will be given additional time each month on minimum days designated as principal-directed common core implementation days in the certificated calendar.	All Students	\$10,350	Title I Regular Account Code: 1000-1999 Certificated Personnel Salaries
1.1.4	1.1.4 Professional Development A. Teacher Professional Growth and Learning using best practices. 1. All Core Teachers (ELA, ELD, Math, Science, Social Science, and Special Education Department Teachers) will participate in the professional development of the Core Adopted Materials in order to improve instruction and academic outcomes. 2. ELA and ELD teachers will receive professional development to assist English Language Students and Students with Disabilities in developing their English Language Development Skills: Reading, Writing, Listening, and Speaking. 3. All SYMS teachers will receive Professional Development in Computer Base Program being used at SYMS	Foster Youth, Homeless, Students with Disabilities, Low Income, English Learners, All Students		

1.1.5	1.1.5 Staff to Support and Raise Student Achievement A. IMRA: Instructional Media Resource Assistant IMRA will be available during lunchtime and after school, for students to have a place to read, do their homework, participate in activities, and check-out books. B. District Resource Teachers and the Executive Director of Educational Services, will work to support the academic system on each of the school sites by upgrading the entire educational program through the support of school site staff and families. They provide professional development for substitute teachers and instructional aides for the implementation of Google Classroom. Additionally, they also provide support for teachers with the implementation of the digital version of our board-adopted core curriculum and our board-adopted supplemental educational technology platforms (Renaissance, Achieve, iReady, etc). In addition, Resource Teachers provide direct support for teachers as requested by the school site administration. C. District Resource Teachers will revise and evaluate district common assessments to ensure alignment with standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. The Executive Director of Educational Services supports the implementation of the instructional design through learning walks that are aimed at the calibration of instructional practices on all school sites as part of a cycle of continuous improvement. D. SYMS Counselors -SYMS Counselor will support students and parents and monitors student progress. This results in the allocation of resources to these student groups based on an individual needs assessment in order to assure that the needs of these student populations are met with supplemental resources. E. SYMS Outreach Consultant will monitor students' attendance and be a liaison between the school, community resources, and parents. The outreach Consultant in collaboration with SYMS administration will develop policies and protocols to address chronic absenteeism, students lateness to classes and overall attendance.	All Students	\$1,768	Title I Regular Account Code: 2000-2999 Classified Personnel Salaries
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1.1.6	1.6 Instructional Supplies and Technology Needs A. .Purchase of classroom instruction items to support the school-wide focus of "student engagement" and to provide instruction, intervention, and/or enrichment for students in the classroom. 1. purchase student planners, binders, data folders, separators, and supplies bags for binders 2. Renewal of all instructional Licenses (Math - Kuta and Ready Common Core, Social Studies - NewsELA, -PTLW-Coding Monkey, Classkick, Edpuzzle, - Core Courses Program, Delta Math, Gizmos, Nearpod, Peardeck, Amplify, Other. B . Purchase of New Licenses, technology, and instructional supplies to support instruction and access curriculum for all teachers and students: White Board Decals, Laptop stand, Tripod for video recording, Digital Writing Pad, Headphones with Microphones, HDMI Cables, Blue Screen Protector for laptop/ Chromebook, Voice amplifier for the Classroom, Small Whiteboards (handheld), Other C. Classroom Libraries, Professional Library	All Students	\$8,512	Title I Regular Account Code: 4000-4999 Books and Supplies
1.1.7	1.1.7 Monitoring and Reporting Student Progress A. Administration – Admin Walkthrough 1. During the 2027-2026 school year walk-throughs will be centered on student engagement, use of core materials, rigor of lessons, academic discourse, and class atmosphere. Administrators will provide feedback on the walkthrough to teachers through DRS, PLC, Staff Meetings and one on one meetings. B. SYMS will use a number of computer programs to store student assessment data for analysis. Programs used by the school include: 1. Synergy: Student information system, master scheduler, grading, student and parent portal for online monitoring 2. Illuminate: Assessment System, State and District Assessment Data (CAASPP, CELDT, etc.) 3. Renaissance Learning: Accelerated Reader and Math used in intervention settings with content, assessments, and the stored data from them. 4. Achieve 3000, iReady	All Students		
1.1.8	1.8 Science Fair, The Front Gallery Exhibition, Community Schools Project, and STEAM Showcase A. SYMS students will participate in Science Fairs, History Projects, and STEAM academic activities to provide opportunities to gain proficiency in English and Mathematical standards as they develop their Research and Inquire skills as well as their Listening, Speaking, Reading, and Writing skills (registration fees, supplies, and materials). B. SYMS will continue to work with SDCOE Innovations Labs to provide students with STEAM activities and Field Trips	Homeless, Students with Disabilities, All Students, Low Income, English Learners, Foster Youth	\$2,000	Title I Regular Account Code: 5000-5999 Services and Other Operating Expenditures

1.1.9	Continue Implementation and Monitoring of Programs to support English Learners - Targeted Support and Improvement (TSI) - State designation for 2025-2026 1.- San Ysidro School Administration and Staff will continue to implement and support English Learner Programs based on on-site needs and in compliance with current laws, regulations, and accountability. A. The San Ysidro Middle School Administration will work with the SYSD Education department to review and revise the EL Master Plan through the lens of the California English Learner Roadmap, to ensure clarity and uniformity throughout the district in providing services for English Learners as well as to ensure compliance with current laws, regulations, and accountability. B. Continue to implement and support English Language Development Programs at San Ysidro Middle School: New Comers Program, Emergence Program, English Language Development Program (ELD 1/2, ELD 3/4) 1.- The SYSD administration and school counselor will use ELPAC Data, CAASPP Data, District ELA Unit data, teachers' recommendations, and San Ysidro School District English Language Development guidelines to place students in their correct ELD classes for the 2025-26 academic year. 2.- The SYMS administration and counselor will work with SYMS ELD teachers to review students' academic levels grounded in data review based on ELD/ELPAC domains, ELA Unit Assessments, and class assessments (English Language acquisition Programs or teacher-created assessments) to ensure the maximum acceleration of the English Language as possible. 3.- San Ysidro Middle School administration will support the implementation of the EL programs through the acquisition of resources for English Language Development instruction (eg. Imagine Learning, Achieve 3000, Guided Reading Materials, Classroom Libraries, new programs or apps, hardware, and software to support ELD instruction). 4.- ELD Teachers' release time (5 days per year) to work with the SYSD Educational Department in the planning and development of curriculum matrix and assessments for middle school ELD Courses. C. SYMS will implement AVID Excell to target students who are Long Term English Learners (LTELs) or at risk of becoming LTELs, to accelerate language acquisition by targeting the typology of ELs to support access to core instruction through the building of strategies and supports. D. SYMS Administration will continue to support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English. 1-SYMS Teachers, Support Staff, and Administration will monitor student achievement data to ensure that students are making adequate progress towards annual progress goals with language acquisition. 2.- SYMS will continue to employ testing assistants and data support specialists to support students' language acquisition through monitoring English Learners' progress, serving as a parent liaison, and supporting the implementation of interventions for this student group.	English Learners, All Students	\$5,883	Title I Regular Account Code: 2000-2999 Classified Personnel Salaries
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1.1.10	Collaboration and Professional Development 2. SYMS Administration will support professional learning with the implementation of professional development in the core adopted materials and instructional support programs. Professional learning will focus on having a stronger understanding of the adopted curriculum and will include guided planning, lesson modeling, and data monitoring to improve classroom instruction. Professional Development may consist of: 1.- iReady and Achieve 3000 Professional Development 2.- GLAD Professional Development 3.- ELPAC Training 4.- Professional Development in ELD Adopted Core Materials 5.- Guided Reading, AVID Excel, STAR 6.- Instructional Coaching 7.- Lesson Planning Delivery, Direct Instruction, and Ed Tech for Direct Instruction 8.- Procedures for review and feedback 9.- Data analysis of ELPAC, Unit Assessments, Illuminate Data, CAASPP, and/or other District or Teacher-created assessments. 10.- CBE Training and support 2. B SYMS Administrators will engage in professional learning and communities of Practice to support instructional leadership and strong implementation of evidence-based instructional practices. 1.-Administrators' participation in CBE	Homeless, Students with Disabilities, Low Income, Foster Youth, All Students, English Learners			Title I Regular Account Code: 2000-2999 Classified Personnel Salaries
1.1.11	Interventions 3. A SYMS Administration will support the implementation of Intervention programs to support the academic achievement of English Language Learners. 1.- Intervention programs for English Language Development of English Learners, Long Term English Learners, and students at risk of becoming LTELs, during Lunch, Before/After School Programs, and Saturday School 2.-SYMS Administration will support the implementation of EL intervention Programs by providing resources for its implementation: Software and hardware, instructional materials, classroom libraries, and Professional Development.	English Learners, All Students	\$2,000		
1.1.12	1.13 District i-Ready Program	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students			District Funded

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 2.1

Goal #	Description
Goal 2.1	SYMS will maintain high ELPI for all English Learners (ELs), as demonstrated by the 2025-26 CAASPP English Language Progress Index (ELPI) and reclassification rates in 5 years or less.

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.

San Ysidro Middle School requires expanded social-emotional learning (SEL), mental health, and counseling supports to address increasing student social-emotional and behavioral needs.

San Ysidro Middle School requires continued implementation of a Multi-Tiered System of Support (MTSS) to address academic and instructional needs.

Parents require workshops and trainings focused on supporting academic achievement, literacy, mathematics, and social-emotional learning at home.

Students require continued access to social-emotional learning (SEL) instruction and wellness supports across all grade levels.

The school requires expanded opportunities for student voice, leadership, and participation in school activities and decision-making processes.

The school requires continued systems for recognizing and celebrating positive student behavior, attendance, leadership, and academic growth.

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
School Facilities Report- Williams Inspection	2025-26 Fit Report "Good"	Improve the 2027 Fit Report as per the 20225-26 Fit Report.
2025 California Dashboard Chronic Absenteeism	2025-2026 SYSD Attendance Data SYMS 90% 2025 Student Chronic Absenteeism San Ysidro Middle: 36.1% Chronically Absent	By June 2027 SYMS will increase the attendance rate and reduce chronic absenteeism according to the 2026 California Dashboard by 3-5% or more.
2025 California Dashboard Suspension Data 2025	5.4% suspended at least one day - Significant Decline of 8.5% from last year.	By 2027 We will continue to decrease our suspension rate by 3-5% according to the 2026 California Dashboard.

mySAEBRS 25-26	2025-26 Average: Tier 1 Low Risk - 67% Tier 2 Some Risk - 28% Tier 3 High Risk - 5%	By June 2027: Tier 1 Low Risk - 72% Tier 2 Some Risk - 25% Tier 3 High Risk - 3%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	2.1 Student Attendance There is a correlation between student attendance and academic achievement. SYMS will emphasize the importance of attendance, monitor attendance, and provide support for students with poor attendance. A. Attendance Incentives - SYMS students will be recognized and rewarded for their attendance at school in the following ways: 1. Recognition at award ceremonies held at progress reporting times and the end of the year. 2. Included as participants at ASB-sponsored reward activities such as ice cream socials, pizza parties, etc. 3. Receive school incentives and rewards such as first-in-line passes, free dress coupons, and ASB snack store coupons. B. Attendance Monitoring and Intervention - SYMS student attendance will be monitored regularly by site administration and the Outreach Consultant. The following interventions will be provided for students with poor attendance: 1. SYSD Attendance Truancy Procedures including School Attendance Review Team (SART) and School Attendance Review Board (SARB) 2. Saturday Academy attendance recovery (see goal 1.2.A.1) - C.- San Ysidro Middle School will work with the PBIS team to improve attendance and student academic engagement. The PBIS program monitors school climate, student engagement, attendance, and well-being. 1.- During the academic year 2024-25 the PBIS team will collaborate with the attendance team through monthly team meetings, needs assessment surveys, and a final convening.	All Students	\$1,600	Title I Regular Account Code: 5000-5999 Services and Other Operating Expenditures

2.1.2	Strategy/Activity 2.1.2 2.2 Student Accountability Expectations for students regarding school rules, policies, and procedures will be communicated and enforced in a consistent manner. A. Communication of Expectations - All students must know the school expectations so that a positive, safe school climate can exist. Students can succeed in an appropriate learning environment when expectations are understood and accountability for meeting these expectations is consistent. Communication of expectations will be a focus at the beginning of the school year and will continue throughout the school year. The following are means and methods of communication of student expectations: B. Discipline Referral Process - The discipline referral process will be re-designed to be consistent school-wide. The referral process will be communicated to staff in the staff handbook and discussed during pre-service days at the beginning of the school year. The referral process will be communicated to students using all the means and methods listed above. 1. Discipline Flow Chart 2. Tier 2 Discipline Referral to the office C. A referral procedure will be implemented to address students arriving late to classes during the school day. B. A referral procedure will be implemented to address students arriving at school without the school dress code.	English Learners, Homeless, Students with Disabilities, Low Income, Foster Youth, All Students		
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2.1.3	Strategy/Activity 2.1.3 3 Student Engagement Students need to feel connected to the school culture. This connection occurs when students are able to be academically successful, have meaningful relationships with peers and adults, and have opportunities to participate in school programs. The following programs, activities, and/or initiatives give students opportunities to feel connected at school: A. Associated Student Body: This student organization is focused on creating school involvement with activities or programs such as spirit weeks, lunchtime activities, school dances, student performance incentives, red ribbon, and anti-bullying weeks, school spirit shirts, etc. The ASB raises funds through sales at the student store and fundraising. B. Student Clubs: SYMS Administration will encourage the formation of Clubs to provide opportunities for our students to address their social-emotional needs, develop their English and Math skills and become connected to the school. This will allow for better attendance and academic engagement. These clubs will be facilitated by SYMS teachers and staff. (budgeted for teachers' participation) C. Positive Behavior Intervention Supports (PBIS): This student, teacher, and staff organization is focused on creating a positive school culture and encourages students to be safe, respectful, and responsible. A strong focus on student and staff recognition will be implemented this year. PBIS will have bi-weekly drawings of students, monthly drawings of employees, and monthly grade-level celebrations of points earned. the PBIS team will develop a calendar of attendance and academic student recognitions. This work will be done by members of the PBIS team. The PBIS team will meet on a monthly basis with three release days for planning.(budget for 10 sessions and 3 release days per year) D. Restorative Practices: SYMS will implement restorative practices to address social-emotional issues and to provide SYMS students with the skills to cope with social conflict. These practices help our teachers and students build relationships and support a culture of learning and acceptance. E. ASB teacher/lead will participate in the CADA Convention. This convention is directed to Activities Directors, for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families.	All Students	\$750 \$9,000 \$4,875	Title Regular Account Code: 5000–5999 Services and Other Operating Expenditures Title Regular Account Code: 1000–1999 Certificated Personnel Salaries Title Regular Account Code: 1000–1999 Certificated Personnel Salaries
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2.1.4	4 After-School Programs and Partnerships (YMCA/ELOP) A. SYMS students can participate in the before and after-school program provided by YMCA LEAP daily comprehensive middle school program consisting of 5 spotlights that include ELA, Math, STEM, Youth Development, and Arts & Enrichment. YMCA's standards-based curriculum intentionally aligns, engages, and reinforces learning concepts taught during the core day instruction which in turn, positively impacts student achievement. Students receive a healthy snack before participating in a rotation of structured activities. Students can also receive homework assistance in small groups or individually. B. SYMS is participating in ELOP (Expanded Learning Opportunities Program), which provides extracurricular activities like sports, arts and crafts, performing arts club; additionally, it also provides opportunities for academic tutoring.	All Students		
2.1.5	Strategy/Activity 2.1.5 5 Athletics Participation in a sports program is one of the best ways to keep students involved and interested in school. SYMS students are able to participate in competitive team sports through a partnership with Sweetwater Union High School District. San Ysidro Middle School Athletic Teams will compete against other teams from local middle schools.	All Students		
2.1.6	6 Campus Security SYMS Campus will have a full-time campus security supervisor who will provide student supervision throughout the school day. Campus Security will supervise common areas during lunch and passing periods, as well as provide supervision of students just outside of campus before and after school. The presence of this supervision gives students and staff confidence that the campus is safe and secure. Campus Security is trained in compliance with SB 1626. Campus security will assist with the implementation of students' behavior expectations, uniform policy, restorative practices, and attendance procedures. A. "Smart Pass" hall pass system to continue. This digital hall pass will monitor and collect data on the students' transitions around school and support school safety.	All Students	\$2,000	Title I Regular

2.1.7	Strategy/Activity 2.1.7 7 Lunch/After School Discipline Intervention and Restorative Practices Lunch/After School intervention will be held daily. Students are assigned to lunch intervention/after-school interventions as a consequence of not following school rules, policies, or procedures. During the intervention, students will be supervised and taught by a credentialed teacher. The teacher will provide lessons on communication, behavior modification, use of time, and/or working well with others. Common reasons for assignment to Lunch/After School Intervention include: 1.- Disciplinary Incidents 2.- Late to school or classes 3.- Teacher Request to Administration	All Students	
2.1.8	Strategy/Activity 2.1.8 8 Anti-bullying focus Students should feel safe and comfortable attending school every day. A school-wide Bullying Prevention Program demonstrates a commitment to preventing bullying. The goals for the SYMS Bullying Prevention Program are: To reduce existing bullying problems among students To prevent the development of new bullying problems To achieve better peer relations at school 1. Lunchtime activities will allow students to reflect on the theme "Don't Bully Me Because...." 2. PBIS Team to meet several times throughout the year to continue looking at data and implementing positive behaviors. Emergency Plan and Safe School a) San Ysidro Middle School administration will create an Emergency Plan Committee to develop and implement SYMS School Emergency Plan to support a safe learning environment.	All Students	

2.1.9	Strategy/Activity 2.1.9 9. A clean environment is essential for a positive and conducive learning environment. SYMS administration will work with SYSD Maintenance and Operations Department, and SYMS Custodians to guarantee that school facilities are clean and in proper order. The following activities will be implemented toward this goal: 1) Assessing compliance with facilities maintenance using the Facilities Inspection Tool (FIT), and determining if there are any conditions that "pose an emergency or urgent threat to the health or safety of pupils or staff" as defined in EC Section 17592.72; and assessing "the safety, cleanliness, and adequacy of school facilities, including good repair" as required by EC Sections 17014, 17032.5, 17070.75, and 17089; A yearly school FIT report will be conducted prior to the beginning of the school year. 2) Scheduled walkthroughs with the Custodian of assigned duty areas. 3) Review of work orders. 4) Daily inspection of school facilities for safety and readiness.	All Students	
2.1.10	Strategy/Activity 2.1.10 Implementation of activities and policies to promote a safe and drug-free environment A) Distribute the SYMS School rules and procedures packet to all students at the beginning of the school year. The packet outlines academic, social, and behavioral expectations and guidelines as well as services provided to students and parents. This is followed by student assemblies describing SYMS School rules and procedures. B) Implementation of Spirit Week and Say No to Drugs. C) Implementation of Positive Behavior Intervention and Support Program: PBIS. (eg. Anti-Bullying presentations to students). D) Recognition of students' academic, social, and attendance achievements (Student of the Month, end-of-year students achievement recognition assemblies, etc.). E) Implementation of SST, IEP's SART, 504s, SARB, and BART meetings. F) SYMS School will implement Student Leadership Groups in order to support and promote school pride, and increase students' attendance and academic achievement. g) Professional Development for all staff and implementation of the Restorative Justice program at SYMS.	All Students	

2.1.11	Strategy/Activity 2.1.11 1.-Mental Health Supports A.- Employ additional social workers and or Counselors on a temporary contract to support the implementation of the multitiered system of support for mental health through building capacity for Tier I Interventions and engaging students who need additional support in small groups and /or 1 on 1 service to support all students including unduplicated students with social-emotional well-being needs. B.- Wrap-Around Services. The full Community Services Coordinator will continue to work with the Outreach Consultant to take a trauma-informed approach when supporting families/ students with engagement and attendance issues to support the development of improved school connectedness and social-emotional support for all students including unduplicated students. Tiered Support System for SE Wellbeing. Implement a multi-tiered system of support to ensure that all students, including unduplicated students, have the support that they need to ensure social-emotional well-being and resiliency. SYMS Systems of Support 1.- Continue with the implementation of the following services and programs: SST's, IEP's, 504's, Behavior Interventions, SARB's, SART, Staff Referrals to Counselors, School psychologists, ERMHS Services, Speech Services, and Outreach Consultants. 2.- Implementation of a Mentor Program to provide avenues of communication and support for students identified with social-emotional needs. 3.- Continue with the implementation of referrals to Mental Health Services (SY Health-YES, SBCS, Casa Familiar, Other Agencies). 4.- Services for Mental Health Services provide on-site through collaborations and partnerships with SY Health, SBCS, Casa Familiar, and Other Agencies.	All Students	
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2.1.12	2.- Staff Professional Development to Support the Social Emotional Learning and Services for all students, including unduplicated students. A. Provide trauma-informed professional learning for all staff to ensure a deeper understanding of student/community needs to help build resiliency in our students by refining the lens of support to ensure the development of improved school connectedness and social-emotional development for all students, including unduplicated students. B.-Continue to engage classified and certificated staff in ongoing professional learning on restorative practices to ensure the development of improved school connectedness and social-emotional development for all students, including unduplicated students. C.- Provide Professional Development for all staff on programs that support the development of Students' Social-Emotional Skills, such as StrengthsFinder, Second Steps SEL Curriculum, mySAEBRS, and PBIS. D. Professional development on preventive and de-escalation practices, welcoming classroom set-up, positive language, and assertive communication skills from Pro-Act or CPI modules.	All Students	
2.1.13	Strategy/Activity 3.- Family Advocacy and Support A.- Outreach Consultants (OCs): The OCs will work in the SYMS counseling center to assist all families in establishing environments that support their children's academic, emotional, and social well-being. The OCs will also assist the administration with attendance monitoring, SART/SARB process, SST, Saturday School, and student incentives. The OC will also seek out and inform families of community resources. The OCs will identify at-risk students and meet with these students and their families regularly to provide support. B.- School Counselors: The school counselors will meet with students and parents to provide support for academic and emotional needs. The counselors will identify and meet regularly with students who are struggling academically and will monitor credits earned toward promotion. The counselors will inform families in both formal and informal settings of the middle school promotion requirements, A-G requirements for high school and college, and how to prepare for their futures. The counselors will also address emotional concerns, peer relationship issues, and other student-related issues and provide information, support, and resources for students and their families.	All Students	

2.1.14	4.- Resources for Social-Emotional Learning A.- Tier 1 Social-Emotional Curriculum. Purchase supplemental curriculum and renew digital access to Tier 1 Second Step & Zones of Regulation to ensure all students have access to these materials. Purchase professional learning sessions and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports to ensure they are in place for unduplicated students. B.- Purchase and implement a universal screener (mySAEBRs) to monitor student needs, and increase response time for students who need various levels of tiered support for mental health issues to ensure that all students including unduplicated students have interventions that are appropriate to their individual needs. The universal screener will be administered three times per year, followed by administrative meetings with Counseling Center Staff. C. Implement Alternatives to Suspensions (ATS) by providing students with workshops, to address social and emotional issues through the school counselors, social worker, and school psychologist. Purchase of materials and hourly pay for extended days.	All Students	\$2,052	Title I Regular Account Code: 1000-1999 Certificated Personnel Salaries
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2.1.15	5.- Interventions to support the student's development of social-emotional skills to build resilience and thrive in an equitable educational environment, and their community for all students, including unduplicated students: A.- Continue with the Implementation of Positive Behavior Interventions Systems (PBIS) including ongoing professional development, support with SWIS implementation for monitoring & quarterly district meetings to monitor implementation, support, and next steps that are needed to ensure the development of improved school connectedness and social development for all students including unduplicated students. (see goal 2.3.C) B.- Implementation of Inclusion Club during 7th and 8th grade Lunch Periods. One staff per grade will serve as the advisor of the Inclusion Club. The purpose of the club is to increase school connectedness and social development for all students including unduplicated students, as well as, to offer students avenues of communication and information. 1.- Resources to support the implementation of Inclusion Club: One staff advisor for each grade level, professional development for advisors, Resources for club activities (eg. materials, instructional supplies, presenters, workshops, field trips), D.- YMCA Before/After School Program E. Provide opportunities for students to become involved in Lunch Time Sports and/ or After School Sports (Pathways Program). F.- Lunchtime/ after school Intervention: Restorative practices approach to address students' behavioral issues: Restorative Circles, Conflict Mediation, Workshop on drug prevention, anti-Vaping projects. 1.- Resources to implement Lunchtime Restorative Interventions (One staff per grade level to work during lunch period, Instructional Resources, supplies). G.- Additional time for Counselor and School Psychologist to provide support services to students	All Students	\$2,718	Title I Regular Account Code: 1000-1999 Certificated Personnel Salaries
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Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 3.1

Goal #	Description
Goal 3.1	SYMS will create a collaborative partnership with families to promote meaningful involvement in the learning and development of their children as measured by parent involvement during the 2026-27 school year.

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.

Parents require workshops and trainings focused on supporting academic achievement, literacy, mathematics, and social-emotional learning at home.

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
Number of parents who attended Parent Meetings: ELAC, SSC, Coffee with the Principal, Parent Conferences	In 2025-26 parent participation was minimal, with Coffee with Principal and ELAC ranging from 3 to 10 parents on average.	We will increase our parent attendance rate by 3-5 % from the previous year.
Parent's Attendance to School Activities (Back to School Night, Open House, Parent Workshops, Parent Orientations, Parent Conferences).	In 2025-26 parent participation in school activities was minimal, with the exception of Parent Orientations where a large number of parents attended. Back to School Night - 119 Open House - 56 1st Semester Parent Conferences - 442 2nd Semester Parent Conferences - 478	By June 2027 SYMS will promote parent participation at parent workshops, and school activities to increase participation by 3- 5% or more.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	1. Parent Communication Communication with parents through a variety of resources will be deliberate and focused during the 2025-26 school year. A. Synergy Parent Portal: The Parent View system includes an online component for parents to receive email communications from the school and/or teachers. Parents can also log in to the system to view the teacher grade book to check for student completion of work and assessment scores. Additionally, parents can use the system to contact and communicate with teachers. B. School Website: SYMS website will be redesigned to be more aesthetically pleasing and user-friendly for parents. The site will include all important information about the school, staff contact information, calendars, links to resources, and more. C. Blackboard Messenger: This program allows the school to create phone and text messages to communicate important announcements from the school, particularly in the case of emergencies. D. Parent Involvement Newsletter/Flyer: This publication will be printed as well as hosted on all other programs and will showcase ongoing opportunities for family involvement, current school on-goings, and educational information regarding effectively supporting students in school. E. Social Media: The school will create and host school accounts Home Web Page, Facebook, and Twitter to showcase SYMS and delineate important information for the school. A teacher or staff member will post and update information on a weekly basis 2. Parent Enrichment Workshops A. Provide monthly parent workshops where parents will learn practical evidence-based tools to support their child, child development education, educational system awareness and understanding, skills to manage behaviors and reduce stress, and other related. Community Engagement Initiative funding (CEI) A.1 Administration will work with the PBIS team and Community Schools Committee to define the sequence of workshops for the school year 2026-2027.	All Students		

3.1.2	Strategy/Activity 3.1.2 2 Parent Advisory Committees Parents will have opportunities to advise and provide input on school programs aimed at improving academic performance, supporting English learners, SWD, promoting parent involvement, and creating an appropriate learning environment to engage students. A. School Site Council (SSC): The SSC meets monthly to address a publicly published agenda. The council consists of parents, staff, and students who are elected by their respective peers. SSC meetings are led by the Site Principal with clerical assistance from the Site Secretary. Primary responsibilities of the council include creating and revising the Single Plan for Student Achievement and submitting it for adoption by the San Ysidro School District Governing Board. The SSC also approves the site safety plan. B. English Learners Advisory Committee (ELAC): This committee meets monthly to discuss programs, activities, and initiatives to increase the performance of English Language Learners. The committee is composed of any interested parents and school stakeholders and is led by a committee presidency which is elected by the committee membership at large. The ELAC President or designee works with the site administration or designee to create an agenda that the president uses to lead ELAC meetings. C. School Site Safety Committee: This committee meets according to a committee-created calendar to create, evaluate, and revise the school safety plan. The committee consists of appropriate school personnel including site administration, campus security, health clerk, counseling staff, teachers, parents, students, and district representatives. The safety committee submits the safety plan to the SSC for approval and adoption by the Governing Board. D. District English Learners Advisory Committee (DELAC): DELAC is the district-level committee to address programs, activities, and initiatives to increase the performance of English Language Learners at all school sites in the district. The committee consists of one elected parent member from each school site, but all interested parents and all stakeholders are welcome to attend. This advisory committee has a member-elected presidency that creates the agenda with district personnel and leads the monthly committee meetings. E. District Parent Advisory Committee This committee calendars meetings to advise the district regarding programs, activities, and initiatives for students. The committee consists of one elected parent member from each school site, but all interested parents and stakeholders are welcome to attend. This advisory committee has a member-elected presidency that creates the agenda with district personnel and leads the monthly committee meetings. F. Other District committees/meetings Additionally, there are a number of other opportunities throughout the school year for parents and other stakeholders to provide input on district programs.	All Students	
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3.1.3	Strategy/Activity 3.1.3 3.3 Parent Workshops and Presentations 1.-A series of workshops that range from four to nine weeks will be offered to parents of SYMS. The training includes but is not limited to Cyber-safety, progressive discipline, navigating high school and post-secondary education, and much more. (eg. PIQE - Parent Institute for Quality Education, Dr. Villareal Mano a Mano Workshops CABE Other.). 2.- Parents will have the opportunity to attend presentations on topics such as: Mental Health, PBIS, SBSCS Services, CASA Familiar CAT Program, and many more.	All Students	\$1,413	Title I Parent Involvement Account Code: 5000–5999 Services and Other Operating Expenditures
3.1.4	4 Parent Involvement (School-wide Activities) SYMS will host a number of events or activities aimed at providing opportunities for students and their families to be at the school together. These include: A. Summer New Student Orientation (August) B. Summer School Information/Expectation Meeting (August) C. Fall Open House (August-September) E. Fall Parent Conferences (November) F. Winter Science Fair/STEAM Showcase (December) G. Spring Parent Conferences (March) H. Community Project and Open House (Februray/March) B. Informational meetings such as Coffee with the Principal will be held throughout the 2026-2027 school year. These meetings will be publicized and placed on the school calendar. Refreshments will be served	All Students		
3.1.5	5 Parent Volunteer Group and Parent Center In 2026-2027, parents will be invited to help create a SYMS Parent Volunteer Group to participate in the organization and execution of the events described in the previous action steps of this plan. A specific room will be designated for the group to be able to meet and plan to support events. The room will also serve as a place for the site committees to conduct meetings and/or other business.	All Students		
3.1.6	6. Parent Surveys and Feedback Parents will be surveyed (using Google Surveys) at Fall/Spring Open House and Fall/Spring Parent Conferences. The surveys will include questions regarding opportunities for involvement, communication between site and home, desired education topics, use of current supports, and need for and type of support desired for families. Each of the parent workshops will also include feedback or evaluation forms to gather information about the effectiveness of the workshop, proposed changes, and/or future workshop topics.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$83,281.00

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 (\$)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

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 (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school:

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

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
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Jully D. Angulo

ELAC

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 (No date indicated.)

Attested:

Principal, Malren Ruiz on (No date indicated.)

SSC Chairperson, Heriberto Garcia on (No date indicated.)