



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
Vista Del Mar Middle School	37683790137737	06/04/2026	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.

San Ysidro School District's mission is to provide quality education and opportunity for ALL students to succeed. Therefore, we are committed to providing each of our students with a supportive learning environment for all of our students, including our students with disabilities and English Learners to be successful. The LCAP and SPSA aligns with the 8 state priorities and will comprise of three goals – 1) Student Achievement 2) Culture, Climate, and Student Well-being, and 3) Parent Engagement.

Based on the input of our educational partners, best practices, and data analysis, Local Control Funding and School Site Funds will be allocated towards providing basic services necessary for the day-to-day running of the school district, as well as enhancing the educational experience for our students at our site. In response to feedback from our educational partners and data analysis, we will continue to focus on support for academic success, and include a goal for supporting the area of English language proficiency.

Additionally, we will continue our focus on parent engagement and communication, positive school environments through our PBIS model and multi-tiered system of support for student engagement and attendance, as well as support for the social-emotional and wellbeing needs of our students through a multitiered approach.

Based on data collected and analyzed during the 2024-25 school year, as well as the input from our educational partners that were gathered at community feedback forums hosted by each school site, management feedback meetings, staff feedback meetings, survey data, student feedback meetings, we will focus on:

1. Support for student learning to ensure access success. To that end, we will focus on the implementation of our Instructional Design and model of continuous improvement through the refinement and support of our systems. At VDM at the elementary level, a key feature of this system is Science and Physical Education (PE) team, who will continue to provide high quality enrichment with integrated ELD through Project Lead the Way (PLTW) grade level modules and SPARKS PE to students during teacher and site admin Data Reflection Sessions and teacher planning time. For the middle school level, we will continue to provide periodic PLC to provide for Data Reflection and teacher planning time.

Additionally, we will increase professional learning with a focus on English language proficiency to include follow-up planning and implementation.

The implementation of professional learning, guided planning, and instructional coaching will serve to support the needs of all students and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

2. Focus on the expansion of the Positive Behavior Intervention Supports (PBIS) program that is implemented throughout the district and at our site in alignment with the existing Positive Discipline Plan to support school staff, as well as to teach and reinforce appropriate behaviors at school.

This will include supports for PBIS teams to refine and expand the program our school and positively impact student engagement and well being for all students, which serves as part of our system of support for chronically absent students, including English learners, socioeconomically disadvantaged students, homeless students and students with disabilities.

Expand student support services by leveraging wrap-around and full community school services to promote student and family engagement. We will continue the implementation of the social-emotional learning curriculum at all grades through additional training on restorative practices and social-emotional learning. To further support the growth and refinement of this implementation we will use screen to care personnel and our site therapist to support the building of capacity among staff and to support the mental health needs of students through a multitiered approach to social-emotional wellbeing.

3. Increase workshops or classes school site to include a selection of workshops/classes that support the variety of needs of our families based on our different student groups throughout the year. Additionally, work with our staff to create positive school events that bring families to schools for positive learning experiences.

Our district and school serves a diverse student population including many students from high needs student groups, such as students with disabilities, English learners, and students from socioeconomically disadvantaged, homeless or foster families.

Within the LCAP and our SPSA there are actions and services specific to these student groups including, but are not limited to, professional development and instructional coaching for teachers, supplemental and materials, and the continuation of restorative practices with a focus on social emotional wellbeing.

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 Vista Del Mar, we are proud to partner with an incredible network of organizations committed to supporting the success and well-being of our students and families. Our community partners include South Bay Community Services, California National Guard Drug Reduction Program, Health and Human Services, Casa Familiar, Southwestern Community College, San Diego State University, San Diego County Office of Education, and San Ysidro Health. We are also grateful for the support of Los Bomberos de San Diego, the San Diego Police Department, the San Ysidro Collaborative, the San Ysidro Women's Club, and both the City and the County of San Diego. These partnerships —

and many more — strengthen our school community and allow us to provide vital resources, enrichment opportunities, and support services to our students and families.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Vista Del Mar's Comprehensive Needs Assessment (CNA) process utilized multiple data sources and engaged a broad range of educational partners through structured meetings and surveys. The process focused on identifying student needs, resource gaps, and stakeholder priorities to inform the 2025–2026 Single Plan for Student Achievement (SPSA).

Stakeholder Engagement

Input was gathered from families, staff, and students through the following meetings and surveys:

Meetings:

- **School Site Council (SSC):** 9/17/24, 12/5/24, 1/23/25, 2/27/25, 4/24/25, 5/29/25
- **English Language Advisory Committee (ELAC):** 12/5/23, 1/23/25, 2/26/25, 4/21/25, 4/29/25, 5/22/25
- **Coffee with the Principal and Staff Meetings** provided additional forums for collaboration and input.

Surveys:

- 2025–2026 SPSA Needs Assessment Survey
- 2025 Staff Needs Assessment Survey
- California Healthy Kids Survey
- MySABERS Student Well-being Survey
- 2026 Student Survey

Survey results and feedback were reviewed during SSC and ELAC meetings to identify trends, areas for growth, and resource inequities.

Key Findings and Priority Areas

1. Actions and Services

- **Families:** Academic support and college/career readiness (especially through AVID)
- **Students:** Access to technology and college/career readiness (AVID)
- **Staff:** Greater access to educational technology

2. Positive Learning Environment

- **Families:** Campus security and expanded middle school athletic programs
- **Students:** Campus safety and access to athletic opportunities

3. Parent Engagement

- **All Groups:** Increased interest in parenting classes and family-focused resources

4. Staff Development

- Staff expressed a need for more professional development opportunities and supplemental instructional materials to better support student learning.

Equity and Data Analysis

As part of the CNA process, the site reviewed disaggregated data to identify resource inequities and ensure all student groups have equitable access to supports. This analysis informed the selection of evidence-based strategies and interventions to align with Vista Del Mar's mission and vision.

Note: The AVID (Advancement Via Individual Determination) program is highlighted as a key strategy across stakeholder groups. Its focus on college readiness aligns with Vista Del Mar's commitment to preparing students for post-secondary success.

Staffing and Professional Development

Staffing and Professional Development Summary

All teachers at Vista Del Mar Middle School (VDM) hold valid California teaching credentials, ensuring that students receive instruction from highly qualified professionals. Our staffing reflects a commitment to placing knowledgeable, credentialed educators in every classroom, including those serving specialized student populations.

This school year, English Language Development (ELD) instruction was delivered by current staff members who possess the appropriate credentials and expertise to support English learners. Their qualifications, combined with targeted professional development, enable them to meet the diverse language needs of our students.

Professional growth is a cornerstone of our instructional approach. All VDM teachers participate in ongoing professional development (PD) that includes:

- **District-led trainings**
- **Subject- and grade-level collaboration**
- **Participation in Professional Learning Communities (PLCs)**

PLCs are instrumental in promoting a collaborative culture focused on student learning. Through this model, teachers regularly analyze student data, share evidence-based instructional strategies, and develop targeted interventions to support students who need additional academic or behavioral assistance.

This year, our 7th and 8th grade ELD/ELA team engaged in professional development through the **California Association for Bilingual Education (CABE)**. The focus of this training was to align instructional strategies with the **English Language Development (ELD) Standards** and the **English Language Proficiency Assessments for California (ELPAC)**. The goal was to seamlessly integrate language development into daily instruction and improve academic outcomes for English learners by deepening their academic language proficiency.

Through these ongoing efforts, Vista Del Mar Middle School remains committed to building staff capacity, advancing instructional excellence, and ensuring equitable learning opportunities for all students.

The 7th and 8th Math team participated in San Diego County Office of Education Math Professional Development based on **Building Thinking Classrooms** which is an educational framework developed by Dr. Peter Lijedahl that focuses on creating classroom environments where students actively engage in deep thinking and problem-solving. The approach emphasizes strategies to foster critical thinking, collaboration, and student-centered learning.

Also, teachers at Vista Del Mar collaborate during the month on district minimum day meetings titled "Grade Level/Teacher Collaboration." 8th grade teachers also collaborate weekly while students attend "Sci/Phy." 7th and 8th grade ELA and Math teachers get one full day of data reflection and planning every five to six weeks after each unit test. This year, the Social Science department met as a team to review and analyze Achieve3000 data, view a model lesson and plan for instruction. The Science team met to plan for implementation and monitoring of CAASPP Interim Assessments.

Teachers engage in Professional Learning Communities with the site principal once a month. There are also two district Resource Teachers available to offer assistance, coaching and support in curriculum and instruction as needed.

Staffing and Professional Development Strengths

Staffing and Professional Development Strengths

Vista Del Mar (VDM) demonstrates a strong commitment to high-quality staffing and professional development, evidenced by the following strengths:

- **Qualified and Credentialed Staff:** All VDM teachers hold valid California credentials, and English Language Development (ELD) instruction is delivered by credentialed staff.
- **Ongoing Professional Growth:** Teachers participate in continuous professional development, including district-wide trainings, grade-level and subject-specific collaboration, and professional learning communities.
- **Focused Professional Learning:**
 - The 7th and 8th grade ELD/ELA team engaged in California Association of Bilingual Education training, integrating ELD standards and English proficiency assessments to enhance instructional strategies and support English Learners.
 - The 7th and 8th grade Math team participated in San Diego County Office of Education training on the "Building Thinking Classrooms" framework, promoting critical thinking and problem-solving in math instruction.
- **Collaborative Planning and Reflection:**
 - Teachers engage in regular collaboration sessions, including weekly 6th grade meetings, monthly grade-level collaborations, and bi-monthly data reflection and planning for 7th and 8th grade ELA and Math teams.
 - Departments, such as Social Science and Science, analyze data and plan instruction to align with student needs and assessment outcomes.
- **Supportive Leadership and Resources:**
 - Monthly site-based professional learning communities are facilitated by the principal.
 - District Resource Teachers provide coaching, curriculum guidance, and instructional support.

These strengths reflect a cohesive effort to ensure teachers are equipped with the tools and strategies necessary to support all students' academic success.

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): 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 4: 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.

Needs Statement 5 (Prioritized): The school requires continued investment in family engagement programs, translation services, parent workshops, and communication systems to strengthen home-school partnerships.

Root Cause/Why: Educational partner feedback indicates families need increased access to information, workshops, and opportunities to support student learning and participate in school decision-making.

Needs Statement 6 (Prioritized): The school requires ongoing support for Multi-Tiered System of Supports (MTSS), including intervention systems, SST processes, and progress monitoring structures.

Root Cause/Why: Students with academic, behavioral, attendance, and social-emotional needs require coordinated systems of support to ensure timely intervention and progress monitoring.

Teaching and Learning

Teaching and Learning Summary

At Vista Del Mar Middle School, teaching and learning are grounded in rigorous, standards-based instruction, supported by collaborative planning, data analysis, and aligned instructional materials.

Throughout the school year, VDM teachers engage in **curriculum alignment and instructional planning** to ensure consistency and equity across all classrooms. Educators utilize **district-developed matrices** for English Language Arts (ELA) and Math, which are aligned to the **Common Core State Standards (CCSS)**. These tools provide clear guidance on pacing, content, and instructional priorities.

Instruction is enhanced by ongoing **Data Reflection Sessions**, where teachers analyze results from **district assessments** to identify student learning trends, strengths, and areas for improvement. These sessions lead to **collaborative agreements** focused on how to best support students performing at strategic and intensive levels. Intervention strategies—both in class and small group—are adjusted approximately every five to six weeks based on updated data.

Vista Del Mar delivers instruction using **State Board of Education-adopted curriculum** and **school board-approved, standards-aligned instructional materials**. We ensure that **100% of students have access to the required instructional materials**, including both core and supplemental resources.

Teachers also incorporate additional intervention and enrichment tools such as:

- **Renaissance Place**
- **IXL**
- **Achieve3000**
These programs support differentiated instruction, reinforce foundational skills, and monitor student progress in real time.

To meet the diverse needs of our students:

- **English Language Learners** receive a designated instructional period of **English Language Development (ELD)**.
- **Students with disabilities** are supported through **inclusion models** in English Language Arts, Math, and Science, as well as a dedicated **Study Skills** class under our **Resource Specialist Program (RSP)**.
- Students also benefit from a range of **elective courses**, including **Computer Science, Art, and Associated Student Body (ASB)**, which provide opportunities for creativity, leadership, and enrichment.

Vista Del Mar remains committed to high-quality instruction for all students through a continuous cycle of planning, assessment, reflection, and instructional refinement.

Teaching and Learning Strengths

These are the Teaching and Learning Strengths at Vista Del Mar Middle School:

1. **Curriculum, Instruction, and Materials Alignment**

Teachers engage in continuous alignment of curriculum, instruction, and materials throughout the school year. Instruction in ELA and Math is guided by district-developed matrices aligned to the **Common Core State Standards (CCSS)**, ensuring consistency and academic rigor.

2. **Data-Driven Instruction and Intervention**

Regular **Data Reflection Sessions** allow teachers to analyze district assessment data, identify student learning needs, and make common agreements to support **strategic** and **intensive learners**. These plans are revisited every **five to six weeks** to adjust instructional strategies and interventions.

3. **Collaborative School Wide Support for Core Subjects**

Vista Del Mar educators and administrators work together across departments and electives to reinforce **language arts and math development**, building a strong foundation for cross-curricular learning.

4. **Structured and Inclusive Instructional Practices**

Teachers utilize the **Gradual Release of Responsibility Framework** ("I do, We do, You do")—known in the district as the **"Golden Ticket" lesson model**—to foster student independence and engagement. In addition, students learn **academic vocabulary** through interactive methods such as **gestures and kinesthetic strategies** (e.g., "Fun, Fast, Furious"), making academic language more accessible and memorable.

5. **Common Core-Embedded Questioning and Practice**

Instructional strategies include **Common Core-aligned question stems** and **critical thinking tasks**, helping students engage deeply with content and prepare for higher-order assessments.

6. **AVID Strategies to Support College and Career Readiness**

Elements of **WICOR** (Writing, Inquiry, Collaboration, Organization, and Reading) are implemented in **AVID elective classes** and embedded in some core classes to build academic skills and promote student ownership of learning.

7. **Robust Tutoring and Intervention Programs**

Vista Del Mar provides tutoring and academic support in core subjects through both school-based and district-supported programs.

The **Expanded Learning Opportunities Program (ELOP)**, delivered in partnership with the **YMCA**, offers **before- and after-school academic support** that helps underperforming and all participating students access grade-level curriculum and improve mastery of the CCSS.

8. **Full Access to Instructional Materials**

The school maintains **100% access to State Board of Education-adopted, standards-aligned instructional materials**, approved by the school governing board, ensuring all students have the tools needed for success.

9. **Use of Targeted Intervention Tools**

Programs such as **Renaissance Place, IXL, and Achieve3000** support personalized learning and allow for targeted intervention in literacy and math.

10. **Tiered English Language Development Program**

The school offers structured ELD classes tailored to student proficiency:

- **ELD 1/2** for newcomers and beginning-level learners

- **ELD 3/4** for students at the expanding and bridging levels
This comprehensive approach supports academic language development aligned with ELD standards.
11. **Inclusive Supports for Students with Disabilities**
Students with disabilities receive support through **inclusion models** in ELA, Math, Science, and electives, as well as through the **Study Skills class** provided by the **Resource Specialist Program (RSP)**, ensuring access to the general education curriculum.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (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.

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 (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 4 (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 5 (Prioritized): Teachers require ongoing support in culturally responsive teaching practices and student engagement strategies.
Root Cause/Why: A diverse student population benefits from instructional practices that promote belonging, engagement, and equitable access to rigorous learning opportunities.

Parental Engagement

Parental Engagement Summary

Vista Del Mar (VDM) is committed to fostering meaningful parental engagement through a variety of collaborative opportunities. Parents actively participate in processes to address and support students' individual needs, including Student Study Team meetings, Attendance Meetings, Parent Conferences, 504 meetings, and the Individual Education Plan (IEP) process for Special Education.

Title I funding enhances parental involvement by offering workshops and meetings focused on academic achievement, social-emotional learning, and other parent-requested topics.

Parents also contribute to school-wide planning and decision-making through their involvement in the School Site Council and English Learner Advisory Committee. These groups, comprised of elected parents, staff, students, and the principal, play a vital role in the development, implementation, and evaluation of school programs.

Through these efforts, VDM ensures parents are active partners in supporting student success and fostering a strong school-community connection.

Parental Engagement Strengths

Parent Engagement Strengths

Vista Del Mar (VDM) demonstrates several strengths in fostering parent engagement, including:

- **Collaborative Support for Individual Needs:** Parents actively participate in various processes, such as Student Study Team meetings, Attendance Meetings, 504 meetings, and IEP planning, ensuring a tailored approach to addressing student needs.
- **Utilization of Title I Funds:** The school effectively uses Title I parent involvement funds to provide workshops and meetings that enhance parents' ability to support their children academically and emotionally.
- **Inclusive Decision-Making:** Parents are integral members of the School Site Council and English Learner Advisory Committee, contributing to the planning, implementation, and evaluation of school programs.
- **Diverse Engagement Opportunities:** Parents have access to a wide range of avenues for involvement, including workshops, committees, and individual student support processes, fostering a well-rounded partnership between home and school.

These strengths highlight VDM's commitment to creating a collaborative environment where parents play a vital role in their children's education and the broader school community.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): The school requires continued multilingual communication systems and translation support to ensure all families have equitable access to school information and resources.

Root Cause/Why: A significant portion of families speak languages other than English and require accessible communication to remain informed and engaged.

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): Ocean View Hills 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 (Prioritized): Ocean View Hills School requires additional family engagement activities that strengthen school connectedness and build positive relationships between families and staff.

Root Cause/Why: Strong relationships between home and school improve student attendance, engagement, academic success, and overall school climate.

Needs Statement 5 (Prioritized): 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.

School Culture and Climate

School Culture and Climate Summary

At Vista Del Mar Middle School (VDM), we take pride in cultivating a **positive, safe, and drug-free environment** where every student feels valued, supported, and connected. Our campus is guided by clear expectations, strong relationships, and a shared commitment to equity and student success.

Our schoolwide expectations are simple, clear, and foundational to our culture:

Be Respectful. Be Responsible. Be Safe.

These core values are visible across campus and integrated into our daily routines. Behavior expectations are posted throughout the school, and each week, one area of focus is highlighted during daily announcements to keep expectations fresh, consistent, and relevant.

VDM's climate is supported by a strong **Positive Behavioral Interventions and Supports (PBIS)** and **Multi-Tiered System of Supports (MTSS)** framework. Our PBIS/MTSS Committee is dedicated to:

- Teaching and reinforcing behavior expectations
- Preventing and addressing challenging behaviors
- Implementing a continuum of fair and consistent consequences
- Supporting students academically, behaviorally, socially, and emotionally
- Using data to monitor effectiveness and guide improvements

Our PBIS mission reflects our commitment to student development:

"Creating an effective, positive mindset that builds proud role models in our school culture and community."

In alignment with this mission, staff also use **Restorative Practices** to build community, strengthen relationships, and resolve conflict constructively. This approach fosters trust, empathy, and a sense of belonging across our school.

VDM is also a proud **No Place for Hate (NPFH)** designated school. Students and staff engage in schoolwide activities, lessons, and conversations that promote inclusion and challenge all forms of bias, racism, and sexism—ensuring our school remains a safe and welcoming place for all.

School Culture and Climate Strengths

Culture and Climate Strengths at Vista Del Mar Middle School (VDM)

1. Positive, Safe, and Inclusive Environment

Vista Del Mar Middle School fosters a positive, safe, and drug-free learning environment where all students feel valued, respected, and supported. With a full-time Campus Security Officer and dedicated Campus Aides, the school ensures student safety is a daily priority.

2. Comprehensive PBIS/MTSS Framework

VDM's PBIS/MTSS Committee plays a central role in promoting a strong school culture by:

- Teaching and reinforcing clear behavior expectations, which are posted throughout campus and reviewed weekly in announcements
- Utilizing restorative practices for conflict resolution
- Implementing a continuum of consequences and interventions to address and prevent challenging behavior
- Collecting and using data to guide decision-making
- Supporting student needs across academics, attendance, behavior, and mental health

3. Mission-Driven Approach

Guided by the PBIS mission statement—“*Creating an effective, positive mindset that builds proud role models in our school culture and community*”—VDM instills a sense of purpose, pride, and responsibility in all students.

4. Equity, Respect, and Belonging

As a designated **No Place for Hate (NPFH)** school, VDM promotes inclusivity through schoolwide activities and lessons that address racism, bias, and sexism. The NPFH Committee works in tandem with PBIS efforts to foster respect and belonging campus-wide.

5. Wraparound Services and Student Wellness

The school partners with **South Bay Community Services**, which provides access to social workers and therapists. This collaboration ensures students have the emotional and mental health supports they need to succeed.

6. Academic and Enrichment Opportunities

Students benefit from a variety of supports and programs, including:

- **Before and after school tutoring**
- **Middle school athletics programs** (Basketball, Flag Football, Soccer, Volleyball)

7. Engagement through Assemblies and Events

VDM hosts regular assemblies focused on anti-bullying, PBIS, and No Place for Hate to reinforce positive behavior, build school spirit, and promote student leadership.

8. Student Tools for Success

Each student receives a **planner** that includes the school's behavior expectations, empowering them to take responsibility for their actions and stay organized.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): 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 (Prioritized): The school requires continued attendance intervention systems and outreach supports to address chronic absenteeism and improve student engagement.

Root Cause/Why: Attendance challenges continue to impact academic achievement, school connectedness, and student success for some student groups.

Needs Statement 4 (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.

Needs Statement 5 (Prioritized): Students require inclusive school environments and structured supports that meet the needs of multilingual learners, students with disabilities, foster youth, and other unduplicated student groups.

Root Cause/Why: Targeted supports are necessary to ensure equitable access, belonging, and positive school experiences for all students.

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 Vista Del Mar student groups will show an increase of 3% in English Language Arts and Math Common Core State Standards as determined by the 2024-2025 CAASPP/ISBAC.

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.

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.

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.

Teachers require ongoing support in culturally responsive teaching practices and student engagement strategies.

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
2025 English Language Proficiency for Summative ELPAC and ELPI California Dashboard	English Language Proficiency for Summative ELPAC 2025 Student Groups: English Learners - Blue 60% making progress Long-Term English Learners -Green 56% making progress 6th-8th Grade Students Level 4 - 37 - 31.09% Level 3 - 40 - 33.61% Level 2 - 23.- 19.33% Level 1 - 19 - 15.97%	In 2027, based on the 2026 California Dashboard - Increase 3% or greater the number of EL making progress towards English Language Proficiency

District Assessment Data ELA and Math	The total percentage of all students school wide that were at or above proficiency were as follows: 2025-26 School Wide: ELA: GR 6-8 ALL: 55% EL: 23% SWD: 28% LTELs: 22% MATH: GR 6-8 ALL: 19% EL: 13 % SWD: 16% LTELs: 20% 2024-25 School Wide: ELA: GR 6-8 ALL: 54% EL: 240% SWD: 21% LTELs: 23% MATH: GR 6-8 ALL: 37% EL: 15 % SWD: 11% LTELs: 12%	The expected outcome for the academic year 2026-27 will be an increase of 3% on the average unit assessments for each Math and ELA Unit Benchmark.
2025 CAASPP/SBAC ELA	2025 CAASPP/SBAC Vista Del Mar - Yellow 3.2 points below standard Student Groups: Homeless - Orange 46.1 points below standard Students with Disabilities - Red - 114.3 points below standard English Learners - Yellow - 39.1 points below standard Long Term English Learners - Orange 96 points below standard Hispanic - Orange 14.7 points below standard African American - Yellow 1.6 points below standard Socioeconomically Disadvantaged - Yellow 7.5 points below standard Filipino - Blue 80.8 points above standard By Grade Level Percentage Proficient: 6th grade - 56.08% 7th grade -43.27% 8th grade - 52.02% Schoolwide - 49.72%	By June 2027, based on the 2026 California Dashboard, ELA increase by 2 to 7 points Percentage of students that will meet or exceed ELA CAASPP 2026 scores will increase by 3%.
2025 CAASPP MATH	2025 CAASPP/SBAC Vista Del Mar is 50.4 points below standard - increased 15.1 points - ORANGE Student Groups: English Learners - Yellow 67.5 points below standard Long Term English Learners - Orange 116.2 points below standard Homeless - Yellow 83.7 points below standard Socioeconomically Disadvantaged - Yellow 44.8 points below standard Students with Disabilities - Red 158.8 points below standard African American - Yellow 55.8 points below standard Hispanic - Yellow 51 points below standard Filipino - Green 31.4 points above standard By Grade Level Percentage Proficient: 6th grade -41.56% 7th grade - 35.72% 8th grade - 28.65% Schoolwide - 35.14%	By June 2027, based on the 2026 California Dashboard Math to increase by 1 point Percentage of students that will meet or exceed Math CAASPP 2026 scores will increase by 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)
1.1.1	VDM Site Funded 1.1.1 Interventions/Tutoring: Allows staff to work more closely with students, providing the opportunity to locate gaps and focus on specific skills. 1.1.1A. Interventions and Tutoring: Saturday Academy, Shark Study Hall, etc. 1.1.1.B. AVID Tutoring: Tutors assist the students to achieve their full potential by facilitating collaborative tutorial groups.	All Students		Title Regular Title Regular
1.1.2	VDM Site Funded 1.1.2. Professional Development (PD) and Professional Learning Communities (PLCs): The purpose of PD and PLCs is to improve knowledge and skills in order to facilitate individual, department, and/or school-wide improvements for the purpose of increasing student achievement. 1.1.2A. Staff and Teachers Professional Development (PD) and Professional Learning Communities (PLC). This includes data reflection sessions and other PLC work for all teams as well as professional development and workshops for Designated and Integrated ELD instruction.	All Students	\$2,000 \$4,800	Title Regular Title Regular
1.1.3	VDM Site Funded 1.1.3 Supplemental Curriculum, Programs, Materials and Licenses: These items will be used to support instruction and learning and increase academic achievement. 1.1.3A. Supplemental materials to provide support to all students, in all subject areas. 1.1.3B. TeacherEase: Student and parent program for online monitoring of academic progress, missing assignments and parent communication. 1.1.3C. Formative: Supplemental assessment tool for all subject areas.	All Students	\$2,750 \$4,008 \$1,400 \$4,700	Title Regular Title Regular Title Regular Title Regular

1.1.4	District Funded Activity 1.1.4 Master Schedule: The master schedule is the framework to meet the needs of students through coursework. 1.1.4A. Heterogeneous groupings in all courses. This allows students to learn and interact from diverse groups of students. It allows for peer mentors and tutors. 1.1.4B. Electives are used to increase opportunities for students to explore and develop skills with classes such as ASB, AVID, Computer Science, Enrichment, Journalism and Study Skills. 1.1.4C. Leveled English Language Development is provided to English Learners focused on teaching of English Language Arts standards with pre and post assessments to monitor progress 1.1.4D. Students with disabilities are placed in least restrictive supportive environments.	All Students		
1.1.5	District Funded 1.1.5 Extended Learning Opportunity Program (ELOP) Interventions and Tutoring before school and after school to provide support for students outside of the school day. Students are monitored by pre and post tests to gauge effectiveness of these interventions. 1.1.5A. ELOP before and/or after school to provide tutoring support in all Core subjects for all students.	All Students		
1.1.6	District Funded 1.1.6 Professional Development (PD) and Professional Learning Communities (PLCs): The purpose of PD and PLCs is to improve knowledge and skills in order to facilitate individual, department, and/or school-wide improvements for the purpose of increasing student achievement. 1.1.6A. Data Reflections Sessions (DRS) ELA and Math: VDM has implemented Professional Learning Communities through DRS for ELA and Math teachers. These teachers collaborate, plan and prepare effective lessons for all students. This time is also provided for teachers to analyze data, and plan instruction for all sub groups such as EL, RFEPs, LTELs, and Homeless.	All Students		

1.1.7	District Funded 1.1.7 Highly Qualified Teachers and Administrators: 1.1.7A. VDM Administration will work with the San Ysidro Human Resources Department to monitor and maintain VDM Teachers Highly Qualified Status. 1.1.7B. VDM Administration will conduct evaluations of Certificated Staff based on the evaluation cycle found in the San Ysidro Educator Association's collective bargaining agreement with the San Ysidro School District and per Professional Standards of the Teaching Profession. 1.1.7C. District Instructional Leadership Team Meetings: VDM administrator will receive training in Instructional Leadership. These trainings will be centered on classroom walkthroughs to develop a common understanding and language of collecting evidence for effective instruction and to provide appropriate feedback and support for teachers. Additionally, these meetings will provide "pre-training" of professional development topics, which will be provided to teachers in the SYSD Data Reflection/Planning Sessions. 1.1.7D. District resource teachers and the Director of Educational services work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. They provide professional development for substitute teachers and instructional aides. Additionally, they also provide support for teachers with the implementation of board adopted core curriculum and our board adopted supplemental educational technology platforms (Renaissance, etc). In addition, Resource Teachers provide direct support for teachers as requested by school site administration.	All Students	
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1.1.8	District Funded 1.8 Supplemental Staff Roles and Responsibilities 1.8A. Site Technology Coordinator - Teacher available to assist any certificated colleague from their school in need of assistance regarding technology. 1.8B. The Student and Family Services Manager supports 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 needs of these student populations are met with supplemental resources. 1.8C. Resource Teachers and the Director of Educational Services revise and evaluate district common assessments to ensure alignment to 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 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.	All Students		
1.1.9	District Funded 1.1.9 Data Analysis Computer Programs - VDM will use a number of computer programs to store student assessment data for analysis. Programs used by the school include: 1.1.9A. Synergy: Student information system, master schedule, progress report and report cards. 1.1.9B. Illuminate: Assessment System, State and District Assessment Data (CAASPP, LPAC etc.) 1.1.9C. Renaissance Learning: Accelerated Reader, STAR Assessments and Math used in intervention settings with content, assessments, and the stored data from them.	All Students		
1.1.10	District Funded 1.1.10 Access to Connectivity: Vista Del Mar instructional plans are to continue to use technology such as Google Classroom and other online components for instruction. 1.1.10A. Distributing devices (Chromebooks) to every student to reach 1:1 for all currently enrolled students.	All Students		

1.1.11	District Funded 1.1.11 Pupil Learning Loss: Activities to mitigate learning loss or regression, to help teachers be able to identify quickly student present levels in order to define metrics that would assess student learning loss. 1.1.11A. Use of district and embedded assessments 1.1.11B. Expanded use of Educational Platforms i.e. Renaissance Learning, etc. 1.1.11C. Implementation of state "learning loss" assessments	All Students	
1.1.12	District Funded 1.1.13 Professional Development (PD) Training for Teachers to improve academic achievement for EL students. 1.1.13A. Professional Development for ELD teachers to help teachers effectively accelerate reading and language proficiency for students.	English Learners	
1.1.13	District Funded Activity 1.1.14 Monitor Reclassified Fluent English Proficient Students Activity 1.1.14A. Monitor Reclassified Fluent English Proficient students and their academic progress in ELA and Math.	English Learners	
1.1.14	1.1.14 Site Funded (Proposition 28) 1.1.14 Ensure that all students in grades K-8 have equitable access to high-quality arts and music education, as funded through Proposition 28 (AMS). This includes expanding the number of arts and music courses, increasing student participation, and improving overall student performance and engagement in the arts. Activity 1.1.14A Utilize Proposition 28 Funding to hire qualified arts and music teachers, including specialists, and increase the availability of arts and music programs across all grade levels and /or Increase Arts Integration across other subject areas (e.g., incorporating visual arts in science lessons or using music to enhance literacy skills) to enrich the student learning experience.	All Students	District Funded
1.1.15	1.15 District i-Ready Program	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	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.

The lunchtime tutoring program did not yield the desired effectiveness. Although multiple teachers offered tutoring during lunch, student attendance was low. Additionally, the lack of a consistent structure and progress monitoring made it difficult to evaluate the program's overall impact on student achievement.

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	

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.

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

The school requires ongoing support for Multi-Tiered System of Supports (MTSS), including intervention systems, SST processes, and progress monitoring structures.

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

The school requires ongoing restorative practices training and implementation support for staff and students.

The school requires continued attendance intervention systems and outreach supports to address chronic absenteeism and improve student engagement.

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
California Healthy Kids Survey (CHKS): School Safety - School perceived as very safe or safe Experienced any harassment or bullying Current use of vape products	CHKS 2024-2025: School Safety - Safe or very safe: 7th 48% 8th 49% Experienced Harassment/Bullying: 7th 39% 8th 28% Current vaping: 7th 3% 8th 4% CHKS 2022-23: School Safety - Safe or very safe: 7th 45% 8th 51% Experienced Harassment/Bullying: 7th 35% 8th 39% Current vaping: 7th 2% 8th 1%	CHKS 2025-26: School Safety - Safe or very safe 7th increase 3% 8th increase 2% Experienced Harassment/Bullying: 7th decrease 5% 8th continue 0% Current vaping: 7th decrease 1% 8th decrease 2%
2025-2026 FIT Report	2025-2026 FIT Report - Good or Better Rating	Use 2025-2026 Continue FIT Report - Good or Better Rating for 2026-2027.

California Healthy Kids Survey (CHKS): Engagement & Supports / School Connectedness Caring Adult Relationships	California Healthy Kids Survey (CHKS) 2025-26: Engagement & Supports / School Connectedness 7th 50% 8th 46% Caring Adult Relationships 7th 53% 8th 51% California Healthy Kids Survey (CHKS) 2024-25: Engagement & Supports / School Connectedness 7th 51% 8th 52% Caring Adult Relationships 7th 49% 8th 57%	California Healthy Kids Survey (CHKS) 2026-27: Engagement & Supports / School Connectedness 7th increase 2% 8th increase 4% Caring Adult Relationships 7th increase 2% 8th increase 4%
2025 California Dashboard Suspension Rate	2025 - Suspension Rate 4% suspended at least on day -Increased 1.7% Vista Del Mar has All Student Groups in Orange and Long-Term English Learners in Green	By June 2027, based on the 2026 California Dashboard Suspension rate needs to decline from prior year 0.5 to 2.9 points - Yellow
2025-26 mySAEBRS screener data	2025-26 Average: Tier 1 Low Risk - 74% Tier 2 Some Risk - 23% Tier 3 High Risk - 3%	By June 2027: Tier 1 Low Risk - 76% Tier 2 Some Risk - 22% Tier 3 High Risk - 2%
2025 California Dashboard Chronic Absenteeism	2025 - Chronic Absenteeism 16% - Declined 1.2 - Yellow Vista Del Mar has: African Americans, Homeless, Students with Disabilities - Red Filipino - Orange English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged - Yellow	By June 2027, based on the 2026 California Dashboard Chronic Absenteeism needs to decline from prior year 3-5 points - Green

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	VDM Site Funded 2.1.1 Student Accountability & Communication: Vista Del Mar has a school committee that implements a Positive Behavior and Intervention Support (PBIS) program to ensure a positive academic environment that is conducive to learning. 2.1.1A. PBIS Committee: PBIS Committee: Meets regularly to implement, review, revise, PBIS strategies and supports. Regular meetings are held monthly after school to plan for PBIS activities. Support staff will be paid for hours beyond their contract. 2.1.1B. Communication of Behavior Expectations: All students must know the school rules: Be Respectful, Be Responsible, Be Safe. They must also know the 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. Communication of student expectations include, but are not limited to the following: Planners for students with behavior expectations inside. 2.1.1C. Student PBIS assemblies regarding VDM's behavior expectations, expectation banners. 2.1.1D. Discipline Referral Process: The discipline referral process will continue to be consistent school-wide. The referral process will be reviewed and revisited with the staff at meetings and written in the handbook. The referral process will be communicated to students using all the means and methods listed above. 2.1.1E. Behavior Intervention & Prevention: Students are assigned to behavior intervention/detention for reflection, redirection, remediation and restorative practice to correct behavior. Staff will provide lessons on communication, behavior modification, use of time, and/or working well with others, as needed. This activity includes behavior intervention & prevention courses	All Students	\$2,363	Title I Regular Title I Regular Title I Regular

2.1.2	VDM Site Funded 2.1.2 Safe and Drug Free Activities and Workshops: To learn effectively students must be in a safe, positive, caring, drug free environment. These activities promote this at Vista Del Mar and provide educational opportunities for students and staff. 2.1.2A Safe, and Drug Free Activities, Workshops and Conferences for Students and/or Staff: This include activities such as, Spirit Weeks, Assemblies, Say No to Drugs, Anti-Bullying Programs/Conferences, Intervention/Prevention Courses, Anti-Bias/Allyship Workshops, Social Skills development, empowering groups etc. 2.1.2B. Supplies and materials to assist in creating a safe and positive school climate and culture. This may include calming sensory materials, banners, buttons, t-shirts, craft supplies, etc. District Funded	All Students		Title I Regular Title I Regular District Funded
2.1.3	VDM Site Funded 2.1.3 Campus aide and Security meetings and supplies to ensure providing positive, safe drug free environment for students. As well as, additional Campus Aide that will provide student supervision as needed to ensure a safe and drug free environment. 2.1.3A. Security and Campus aide monthly meetings. 2.1.3B Supplies, which can include items such as cones, jackets, stop signs, etc to ensure a safe environment. 2.1.3C. Additional Campus Aide that will provide student supervision as needed to ensure a safe and drug free environment.	All Students	\$600 \$1,000 \$50,000	Title I Regular Title I Regular Title I Regular
2.1.4	District Funded 2.1.4 Pupil Participation and Attendance: To ensure students attend school and engage in learning activities. Engagement may include, attendance, completion of assignments and also contact with school, students and family. 2.1.4A. Monitoring by Attendance Team/Student Success Team	All Students		

2.1.5	District Funded 2.1.5 Before and After School Programs: Implement positive programs to provide academic, recreation and enrichment activities for students. These programs provide a safe place where students learn skills, reinforce academics and/or participate in age appropriate recreation and social building activities. 2.1.5A. Students will be able to participate in after school clubs such as ELOP/MSAL and ASB related activities before, during and after school. When students are engaged in positive activities, especially after school, they are less likely to engage in risky behaviors.	All Students		
2.1.6	District Funded 2.1.6 Access to Connectivity: Connectivity for all students is essential to maintain a positive, healthy and accessible school culture. 2.1.6A. Distribution of devices (Chromebooks) to all new students.	All Students		

2.1.7	District Funded 2.1.7 Staff Roles and Responsibilities: Various school personnel necessary to ensure an environments that is safe, welcoming and drug-free and focused on Standards Based Learning to ensure academic success 2.1.7A. Teachers create and maintain Standards-based classrooms with appropriate resources. 2.1.7B. Principal is responsible for ensuring that as a school we are focused on communication, safety, connectivity and Standards Based Learning. 2.1.7C. Community Outreach (OC) Consultant primary role is to monitor student attendance. They also assist students and parents in obtaining required services through the School District or the community at large. The OC works in collaboration with the Principal in the development and implementation of the school attendance plan. This includes participation in SART, SARB, ELAC, SSC and other parent or student meetings. They will also monitor student attendance at SART/SARB meetings, and other activities that promote a positive academic environment that is welcoming, safe and drug-free. This includes promoting enrichment and intervention activities/programs, before, during and after school. 2.1.7D. School Counselor is a professional educator with specialized training in counseling, whose main focus is on the optimum development and learning efficiency of the individual student. 2.1.7E. School Psychologist is responsible for the assessment of students and other activities to meet the needs of the school staff, children, and parents served in accordance with district and state law and as part of the multidisciplinary team. 2.1.7F. Campus Security and Part-time Campus Aides will provide student supervision throughout the school day.	All Students	
2.1.8	2.1.8 School Nutrition: School meals will be provided to students. 2.1.8A. Students will be provided in-person meals at school for breakfast and lunch.	All Students	
2.1.9	District Funded 2.1.9 Mental Health Supports for students with 1:1 and/or group counseling to improve students communication and interpersonal skills, self-acceptance and self-esteem, change self-defeating behaviors and habits, express and manage emotions, provide relief from depression, anxiety, or other mental health conditions. 2.1.9A. Provide a full-time South Bay Community Services (SBCS) Counselor/Therapist	All Students	

2.1.10	District Funded 2.1.10 Implementation of Social Emotional Learning Curriculum, Second Step which is a universal, web-based classroom program designed to help increase students' school success and help decrease problem behaviors by promoting social-emotional competence. It helps early adolescent students cope with challenges, create positive relationships, and succeed both socially and academically. Lessons provide the tools for students to develop the mindsets, knowledge, and skills to handle strong emotions. 2.1.10A. Implement Second Step Curriculum in Social Studies Classroom by Screen to Care Team	All Students		
2.1.11	2.1.11 Use restorative practices to repair relationships that have been damaged, including those damaged through bullying. This is done by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. 2.1.11A Implement Restorative Practices and Circles			

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.

While the DARE program has been a valuable part of our prevention efforts, launching it earlier in the school year could enhance its effectiveness. This year, students found with vapes were suspended; however, they were not all enrolled in the anti-vape curriculum due to access issues. The program required a non-school email address, making it difficult for students to complete. Moving forward, we need to ensure that any intervention curriculum is both accessible and integrated into our disciplinary process to support student learning and behavior change.

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.

We are exploring the implementation of an anti-vaping online curriculum for students found in possession of or involved in distributing vapes--particularly in high-incident areas such as bathrooms. To support monitoring and reduce unsupervised hallway activity, we are also considering a web-based hall pass system, such as SmartPass, which would provide staff greater visibility into student movement during class time.

Goal 3.1

Goal #	Description
Goal 3.1	Vista Del Mar middle school will create collaborative partnerships with families and the community to promote meaningful involvement in the learning and development of students as measured by an increase in 3% in parent participation in parent events (Coffeees with the Principal, Parenting Classes, Back-to-School Night and Open House) by May 1, 2026.

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.

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
2025-26 VDM Parent Engagement Google Sheet - Participation Data	2025-26 VDM Parent Engagement Google Sheet - Participation Data: Parent Participation Total as of	2026-27 VDM Parent Engagement Google Sheet - Participation Data: Increase Parent Participation by 3%.
Graduates of Parent Institute of Quality Education	2022-2023 PIQE Graduates: 21 2023-2024 PIQE Graduates: 38 2024-2025 PIQE Graduates: 15 2025-2026 PIQE Graduates:	By June 2027 - Increase Attendance at PIQE Graduates 20

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	VDM Site Funded 3.1.1 Guest Speakers and/or Parent Meetings/Workshop to provide parents the opportunity to improve parental empowerment, increase positive parenting practices, increase social connections, improve child behavior, improve parent-child interactions, and/or improve parental well-being. 3.1.1A. Guest Speakers and/or parent meetings/workshop. 3.1.1B. Supplies and materials for parent events			Title I Parent Involvement Title I Parent Involvement
3.1.2	District Funded or No Funding Needed 3.1.2 The participation of parents in academic and social development is crucial for the child's success. At Vista Del Mar we strive to provide parents with opportunities to participate in school activities and become actively involved in their child's academic success. The activities below support this goal. 3.1.2A. Meetings: Coffee with the Principal, School Site Council, and English Language Advisory Committee 3.1.2B. Open House Activities: Parent Orientation/Yearly Title 1 Meeting, Back to School Night, Open House 3.1.2C. Outreach Consultant: Community Outreach (OC) Consultant primary role is to monitor student attendance. They also assist students and parents in obtaining required services through the School District or the community at large. The OC works in collaboration with the Principal in the development and implementation of the school attendance plan. This includes participation in SART, SARB, ELAC, SSC and other parent or student meetings. They will also monitor student attendance at SART/SARB meetings, and other activities that promote a positive environment that is welcoming, safe and drug-free. This includes promoting enrichment and intervention activities/programs, before, during and after school. (See Staff Roles and Responsibilities 3.6C.) 3.1.2D. Online Registration Support 3.1.2E. Title 1, Part A, Parent and Family Engagement Policy (ESSA Section 1116) 3.1.2F. Title 1, Part A, School-Parent Compact (ESSA Section 1116[d])			

3.1.3	3.1.3. Stakeholder engagement is an important element of the school environment. These partnerships allow for diverse perspectives to have input and involvement in our fundamental goal of student achievement. These activities allow for communication, partnerships and engagement in our school community. 3.1.3A. Meetings: Coffee with the Principal, School Site Council, and English Language Advisory Committee 3.1.3B. Open House Activities: Parent Orientation/Yearly Title 1 Meeting, Back to School Night, Open House 3.1.3C. Communication: Monthly Calendar, Letters to Parents, Progress Reports/Semester Report Cards 3.1.3D. Google Forms Survey Tool: Used to survey teachers, students, and families for feedback 3.1E. At-Risk Meetings/Parent Conferences 3.1.3F. Community Organizations: Hearts & Hands Food Distribution/San Diego Food Bank, San Ysidro Health Center Mobile Clinic (available to district families at another site)				
3.1.4	District Funded 3.1.4 Parent Workshops and Conferences: Vista Del Mar will provide parents with the opportunity to learn about the educational system and how to help their children navigate the process and achieve success in school by attending workshops, and/or conferences. 3.1.4A. Parent Institute of Quality Education (PIQE) 3.1.4B. Mini California Association for Bilingual Education (CABE)	All Students	\$1,271	Title Parent Involvement	
3.1.5	3.1.5 SITE FUNDED 3.1.4 Vista Del Mar will utilize a digital newsletter platform, to improve parent engagement and school-to-home communication. By delivering visually engaging, mobile-friendly newsletters, the school can share important updates, showcase student achievements, highlight upcoming events, and provide resources in a consistent, accessible format. This strategy supports stronger family-school connections and enhances transparency, trust, and involvement in the school community. 3.1.5A Digital Newsletter	All Students		Title Parent Involvement	

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.

We've seen positive momentum in having parent teams participate on campus committees such as the Safety Committee and ELAC, which has strengthened school-home collaboration. However, consistent parent attendance has been a challenge, often leading to meeting rescheduling. To improve participation, we need to implement a clear communication and reminder system to ensure families are informed and encouraged to attend meetings regularly.

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	\$74,892.00

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
Jennifer Villanueva	ELAC

The SSC reviewed the content requirements for school plans 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 06/04/2026.

Attested:




Principal, Matthew Bandy on 06/04/2026

SSC Chairperson, Daniel Herrera on 06/04/2026