San Ysidro
School District EST · 1887
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

4350 Otay Mesa Road   San Ysidro, CA 92173   ▪   www.sysdschools.org
Gina A. Potter, Ed.D., Superintendent   ▪   gina.potter@sysdschools.org   ▪   (619) 428-4476

SARC
2021-22

School Accountability Report Card
Published in 2022-23

San Ysidro Middle School

Grades 7-8
CDS Code 37-68379-6098453

Manuel Bojorquez, Principal
manuel.bojorquez@sysdschools.org

4345 Otay Mesa Road
San Ysidro, CA 92173
(619) 428-5551

www.sysdschools.org/syms

San Ysidro Middle School students are safe, responsible and respectful.

Principal's Message

Thank you for reading the annual School Accountability Report Card for San Ysidro Middle School. This report includes valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment and condition of facilities.

Our focus at San Ysidro Middle School is to provide a safe and positive school climate where students are actively involved in learning academics as well as positive values. Students have access to a challenging curriculum taught by dedicated, professional staff members who use engaging and differentiated instructional strategies to effectively meet the individual needs of students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Through collaborative and individual effort, our students can overcome the challenges that they will face to reach their maximum potential.

School Mission Statement

San Ysidro Middle School will provide an environment where all students will gain and practice 21st century skills in a College Career Readiness atmosphere so that they will be prepared for success in high school and beyond.

School Vision Statement

Environment

San Ysidro Middle School will provide an environment where our students' well-being is protected and nurtured through:

- The organization and use of resources to create a safe campus.
- The commitment of all adults to establish individual and supportive relationships with students.
- The development of meaningful programs and activities that allow our students to feel connected to our school community.

Opportunity

San Ysidro Middle School will provide opportunities for our students through:

- A commitment to equity and access characterized by the recognition that our students are individuals with individual needs.
- The use of student data to determine and provide individualized plans for academic achievement.
- A focus on student responsibility and accountability matched with individualized supports.

21st Century Skills

San Ysidro Middle School will provide rigorous learning experiences for our students to gain and practice the Four C's, Creativity, Collaboration, Communication and Critical Thinking through:

- Core coursework that is aligned with the California Core State Standards and emphasizes rigorous, high-level learning with relevance to our student's future academic and career goals.
- Elective coursework that allows student to explore their personal skills, abilities and interests.
- The daily delivery of instruction by highly qualified teachers whose lessons are planned to ensure student engagement in the learning process.
- The use of technology as a tool to enhance and apply learning.

Success

San Ysidro Middle School will establish success for our students by:

- Maintaining high expectations for all our school stakeholders.
- Providing individualized support for students.
- Prioritizing professional development and collaboration for teachers.
- Welcoming parent involvement and participation.
- Developing partnerships within our community.

School Safety

The district developed a Comprehensive School Safety Plan in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code and discipline policies.

San Ysidro Middle School places a strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fires, intruders and bus evacuations are held according to district requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. The staff models and reviews safe behaviors and practices with the students regularly. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2022.

RISE ABOVE

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School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.

District Vision Statement

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.
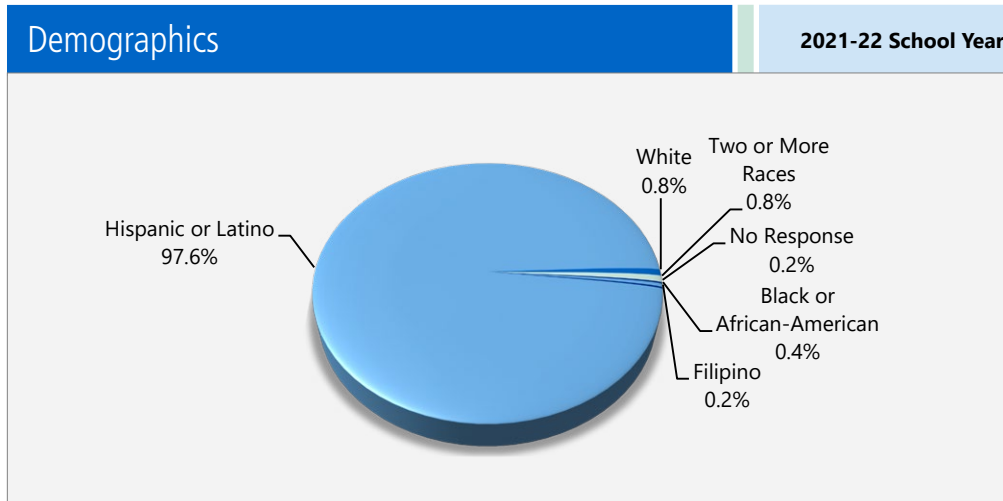
School Board

Rosaleah Pallasigue, President

Irene Lopez, Vice President

Zenaida Rosario, Clerk

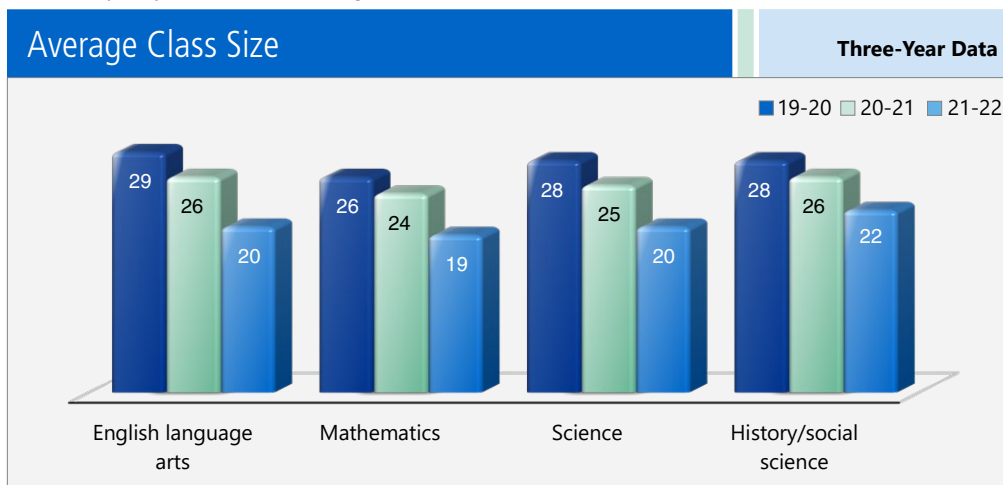Rudy Lopez, Member

Antonio Martinez, Member

Enrollment by Student Group

The total enrollment at the school was 504 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

- Hispanic or Latino 97.6%
- White 0.8%
- Two or More Races 0.8%
- No Response 0.2%
- Black or African-American 0.4%
- Filipino 0.2%

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	54.20%
Male	45.20%
Non-Binary	0.60%
English learners	63.30%
Foster youth	0.60%
Homeless	28.80%
Migrant	0.60%
Socioeconomically Disadvantaged	89.70%
Students with Disabilities	15.90%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.
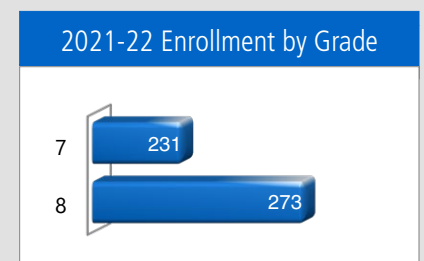
Average Class Size — Three-Year Data

Legend: 19-20, 20-21, 21-22

Subject	19-20	20-21	21-22
English language arts	29	26	20
Mathematics	26	24	19
Science	28	25	20
History/social science	28	26	22

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

Grade	Students
7	231
8	273

Number of Classrooms by Size — Three-Year Data

	2019-20			2020-21			2021-22		
	Number of Students								
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4	10	8	6	10	7	12	13	
Mathematics	6	16	2	7	15	2	16	11	
Science	4	16	3	6	17	1	14	11	
History/social science	4	9	9	6	10	7	9	13	1
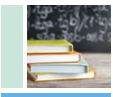
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	San Ysidro MS		San Ysidro SD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	10.0%	0.0%	2.5%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	San Ysidro MS	San Ysidro SD	California
	19-20	19-20	19-20
Suspension rates	11.3%	2.5%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	10.0%	0.0%
Female	5.2%	0.0%
Male	15.6%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	9.8%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	10.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	11.0%	0.0%
Socioeconomically Disadvantaged	10.1%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	12.6%	0.0%

Professional Development

All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional-improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as: Professional Learning Community (PLC); Grade Level Collaborations as well as various conferences and workshops, such as Association of California School Administrators (ACSA) Principals Academy, School Business Academy, Project GLAD training, English Learner Roadmap, Nonviolent Crisis Intervention, Homeless Conference, AVID Institutes, Critical Issues Conference, etc.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	85
2021-22	110
2022-23	125

California School Dashboard

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

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
	Component 1:	**Component 2:**	**Component 3:**	**Component 4:**	**Component 5:**
Grade	**Aerobic Capacity**	**Abdominal Strength and Endurance**	**Trunk Extensor and Strength and Flexibility**	**Upper Body Strength and Endurance**	**Flexibility**
7	96.2%	96.2%	96.2%	95.7%	96.2%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	579	553	211	38.20%
Female	307	294	116	39.50%
Male	270	257	93	36.20%
American Indian or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Black or African American	2	2	1	50.00%
Filipino	1	1	0	0.00%
Hispanic or Latino	563	538	205	38.10%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	5	4	2	50.00%
White	6	6	3	50.00%
English Learners	371	355	144	40.60%
Foster Youth	5	5	2	40.00%
Homeless	209	195	96	49.20%
Socioeconomically Disadvantaged	517	495	193	39.00%
Students Receiving Migrant Education Services	3	3	0	0.00%
Students with Disabilities	103	99	53	53.50%

Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

Federal funds
- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Section 611
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, Limited English Proficiency (LEP) Student Program
- ESSA Title IV, Part B, 21st Century Community Learning Centers Program
- ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: Education for Homeless Children and Youth, Subtitle VII-B McKinney-Vento Act
- Elementary and Secondary School Emergency Relief (ESSER) Fund

State funds
- Lottery Unrestricted
- Lottery Instructional Materials
- Local Control Funding Formula
- Education Protection Account
- Expanded Learning Opportunities Program (ELOP)
- Expanded Learning Opportunities Grant
- Educator Effectiveness Block Grant
- Special Education: Assembly Bill (AB) 602
- Special Education: Learning Recovery Support
- Special Education: State Mental Health Services
- Special Education: Early Intervention Preschool Grant
- After School Education and Safety (ASES) programs

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data	
	San Ysidro MS		San Ysidro SD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	14.80%	▲	18.20%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data	
	San Ysidro MS		San Ysidro SD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	✱	30%	✱	35%	✱	47%
Mathematics	✱	14%	✱	23%	✱	33%

▲ This school did not test students using the CAASPP for Science.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
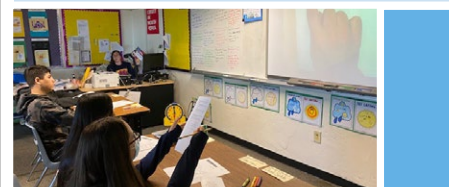
CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	264	251	95.08%	4.92%	14.80%
Female	142	136	95.77%	4.23%	14.07%
Male	121	114	94.21%	5.79%	14.91%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	254	243	95.67%	4.33%	14.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	160	153	95.63%	4.37%	3.95%
Foster Youth	❖	❖	❖	❖	❖
Homeless	87	81	93.10%	6.90%	9.88%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	239	228	95.40%	4.60%	14.54%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	36	31	86.11%	13.89%	3.23%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
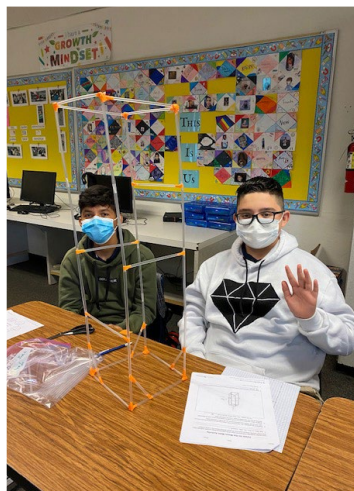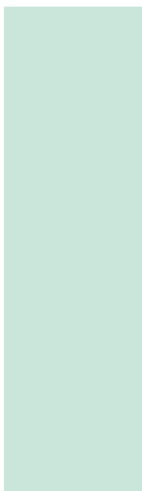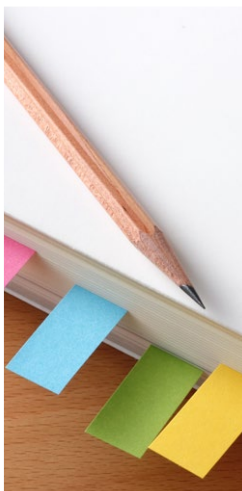
CAASPP Test Results by Student Group: English Language Arts (grades 7-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	508	465	91.54%	8.46%	30.52%
Female	268	248	92.54%	7.46%	33.20%
Male	238	215	90.34%	9.66%	26.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	493	452	91.68%	8.32%	30.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	286	254	88.81%	11.19%	11.51%
Foster Youth	❖	❖	❖	❖	❖
Homeless	152	129	84.87%	15.13%	26.56%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	457	422	92.34%	7.66%	30.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	83	77	92.77%	7.23%	5.19%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: Mathematics (grades 7-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	508	486	95.67%	4.33%	13.81%
Female	268	258	96.27%	3.73%	13.23%
Male	238	226	94.96%	5.04%	13.72%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	493	473	95.94%	4.06%	14.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	286	274	95.80%	4.20%	4.01%
Foster Youth	❖	❖	❖	❖	❖
Homeless	152	142	93.42%	6.58%	11.35%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	457	438	95.84%	4.16%	13.73%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	83	77	92.77%	7.23%	1.30%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
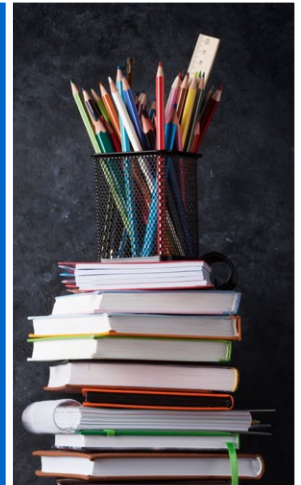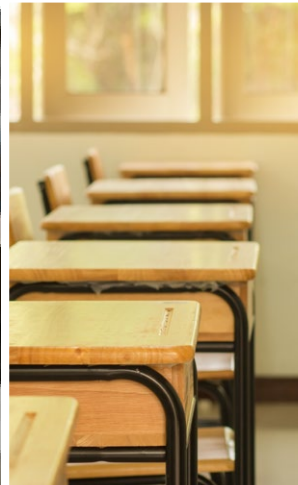
School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2022-23 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Poor
Restrooms/fountains: Restrooms, sinks and drinking fountains	Poor
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Fair
Date of the most recent school site inspection	8/11/2022

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Vent Dirty: Electrical Room. Work orders submitted.	November 2022
Interior	Tall shelves not secured: Kitchen Office & Pantry; Stained/Dirty Carpet: Music Rm & Library; Ceiling Leaking: Cafeteria; Damaged wall tile: Stage lift; Stained/dirty ceiling tiles: Meeting rm 1, Boys PE Coach Office, Room 704, All Gender restroom in 200 Bldg., and Rm 706; Chipped paint on walls: Meeting rm 2; Cracking ceiling: 300 Custodial Rm; Loose/worn ceiling tiles: YMCA & ASB Rms; Missing baseboard: Rm 506; Raised floor/trip hazard: 705 Sensory Rm; Graffiti: Boys Restrooms in 700 Bldg. Work orders submitted.	November 2022
Cleanliness	Clutter: Storage Rm & 700 Supply rm; Dirty carpet: Library; Graffiti/interior pain needed: Boys PE. Work orders submitted.	November 2022
Electrical	Lights Out: Custodian Rm, Men's Restroom, Practice 4, Stage Lift, Chair Storage, Library Custodian, Boys PE, Boys PE Coach Office, 200 All Gender RR, 700 Utility Rm, 104 Lead YMCA Rm, 103 Mailroom & 102 Testing Office; Appliances plugged into power strip: Custodian Cafeteria, Supply rm & Rm 706; Damaged solar panel and light out: Parking lot Library; Daisy chained power strips under desk: Admin. Assistant; Light switch blocked: File Rm; Cover missing: Office 2 & 700 Supply Rm; Two broken cover plates: Rm 309; Missing diffusers/missing clock: Boys PE, 600 Custodial, 700 Electrical & 700 Supply Rm; Power strips plugged into power strips: ASB Rm & 705 Sensory Rm; Fish tank plugged into power strip: Rm 601. Work orders submitted.	November 2022

School Facilities

San Ysidro Middle School provides a safe, clean environment for students, staff and volunteers. Originally built in 1978, the school was expanded in 1982 and again in 1997. Facilities encompass more than 95,000 square feet and include 38 permanent classrooms, administrative offices, a library, computer labs, a lunch court and gymnasium. Classrooms, restrooms and campus grounds are kept clean and safe.

The safety of our students and staff is our primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during nutrition breaks, lunch, and before and after school to ensure the safety of all our students.

The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with a custodian to develop sanitation schedules that ensure a clean, safe and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by San Ysidro Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Ysidro School District to ensure school grounds and facilities remain in excellent repair. A work-order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deficiencies and Repairs, *continued from page 10*

Deficiencies and Repairs		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Restrooms/fountains	Hand dryer not working: Staff Restroom; No menstrual products or dispenser: Women's Restroom; Missing soap dispensers: Girl's RR in Cafeteria; Loose toilet seats: 300 Boys & Girls RR, 200 All Gender RR and Boys & 700 Girls RR; Dirty sink: YMCA; Outside fountain partially inoperable: Room 407, Boys PE, Girls PE, 600 Faculty Women RR, and 700 Boys RR; Locked bathroom: Boys PE-Loose door handle/towel holder missing cover: Rm 601; Dirty vent: 600 Men's RR; Restroom & Fountain deficiency not recorded: 705 Sensory Rm and 700 Patio; Three urinals low flow: Boys RR. Work orders submitted.	November 2022
Safety	Roof leaking: Staff Dining; Ceiling/stucco peeling paint: Custodian Rm and Boys PE; Storage stacked too close to ceiling: Stage storage; Exit signs out of date/expired: Back Stage, Stage & Boys PE; Items stacked too high on shelves: Storage; Safety Deficiency not recorded: Old Attendance Office; Fire Extinguisher not mounted: ASB & Sports storage; Extension cord near sink: Girls PE Office. Work orders submitted.	November 2022
Structural	Paint peeling around room: Staff Dining; Plaster damage: Music Rm & Supply Rm; Leaking roof gutters: YMCA; Dented ceiling beams: 408 Sunshade; Rust holes outside charge box: Boys PE; Cracked walls: BPE Coach Office; Dry rot on fascia: 700 Utility Rm. Work orders submitted.	November 2022
External	Landscape light peeling paint: MCC Storage; Door paint chipped: Women's RR Lobby; Fascia rusted: Lobby; Paint peeling: Cafeteria; Paint chipped on doors: Chair Storage; Perimeter fence has rust and peeling paint: Library Custodian; Missing door sign: 300 Boys RR; Cracks on Playing surface: Indoor Soccer; Trip hazard: Boys PE; Sign missing/RR door broken: Boys PE; Broken exterior sign: 700 Electrical; Damaged door: 700 Utility Room; Weeds/worn table: 700 Patio. Work orders submitted.	November 2022

Textbooks and Instructional Materials

San Ysidro School District held a public hearing on September 8, 2022, determining sufficiency of instructional materials at all schools within the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

Students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. All teachers review materials approved for use by the state, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	**Textbook**	**Adopted**
Reading/Language Arts	Amplify ELA + ELD (7-8)	2018
English Language Development	Amplify ELA + ELD (7-8)	2018
Mathematics	*SpringBoard*, College Board (7-8)	2017
Science/Health	Pilot materials: McGraw Hill CA Inspire Science & Accelerate Learning STEMscopes (7-8)	Pending
History/Social Science	Pilot materials: TCI History Alive! & McGraw Hill Impact CA Social Science	Pending
Spanish (Elective)	*Realidades*, Prentice Hall	2008

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	0%
Health	✧
✧ Not applicable.	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/8/2022

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.6	84.7%	171.8	93.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.1	0.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.8%	0.8	0.4%	12,115.8	4.4%
Unknown	3.7	14.5%	10.7	5.8%	18,854.3	6.9%
Total Teaching Positions	25.5	100.0%	184.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.8	92.0%	181.6	92.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	0.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	3.3%	11.1	5.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.7%	0.2	0.1%	11,953.1	4.3%
Unknown	1.0	3.9%	3.0	1.6%	15,831.9	5.7%
Total Teaching Positions	27.0	100.0%	197.0	100.0%	279,044.8	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	0.0	0.9
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.9

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.2	0.2
Total Out-of-Field Teachers	0.2	0.2

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	3.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

Public Internet Access

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	500:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.43*
Nurse	0.14**
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	1.00

* 3 Social Workers for the District to support students with mental health programs and provide Educationally Related Mental Health Services.
** 1 District Nurse to oversee all schools and is available for all students.

Parental Involvement

Parent involvement is important at San Ysidro Middle School. Parents are encouraged to volunteer in classrooms, as well as help with schoolwide programs and events. Parents can also participate in the School Site Advisory Committee and in the English Language Advisory Committee (ELAC). Parents are also invited to regular information meetings hosted by the principal. We currently have monthly seminars for parents that focus on but are not limited to socioemotional growth, high school graduation requirements, postsecondary planning, A-G completion, University Pathways, Free Application for Federal Student Aid (FAFSA) and much more.

Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2020-21 Fiscal Year
	San Ysidro SD	**Similar Sized District**
Beginning teacher salary	$51,894	$51,591
Midrange teacher salary	$77,689	$79,620
Highest teacher salary	$102,632	$104,866
Average elementary school principal salary	$128,713	$131,473
Average middle school principal salary	$126,668	$135,064
Superintendent salary	$197,656	$205,661
Teacher salaries: percentage of budget	28%	33%
Administrative salaries: percentage of budget	4%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
San Ysidro MS	$6,636	$91,860
San Ysidro SD	$9,265	$98,488
California	$6,594	$84,612
School and district: percentage difference	-28.4%	-6.7%
School and California: percentage difference	+0.6%	+8.6%

Parental Involvement

Continued from page 13

We currently have active parent engagement in the following school and districtwide committees: ELAC, District English Language Advisory Committee (DELAC), School Site Council (SSC) and parent workshops. San Ysidro Middle School actively engages our parents through direct collaboration with our District Parent Center by inviting all district parents to our monthly seminars.

San Ysidro Middle School strives to have frequent communication with students and families. The school utilizes several internet-based programs, including Social Media, Synergy, Blackboard and Peachjar. Students and parents use Synergy to view academic progress, see attendance and communicate with teachers. Blackboard allows the school to send automated phone calls, emails and text messages to families. The school also has a website that houses a school calendar, important school policies and guidelines, information about curriculum, resources for families, and more.

Parents who wish to participate in San Ysidro Middle School's school committees, school activities or become volunteers may contact Principal Manuel Bojorquez at (619) 428-5551, or Maria Gomez, Administrative Secretary at (619) 428-5551 Ext. 3298.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	$6,785
Expenditures per pupil from restricted sources	$149
Expenditures per pupil from unrestricted sources	$6,636
Annual average teacher salary	$91,860

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

School Accountability Report Card

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