



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

School Plan for Student Achievement for the 2020-21 School Year



San Ysidro Middle School

Board Item: 17C.1

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|--|---------------------------|
| San Ysidro Middle School | 37 68379 6098453 | December 1, 2020 | December 14, 2020 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

San Ysidro Middle School was selected for comprehensive support and improvement (CSI) based

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

San Ysidro Middle School completes a needs assessment each year to inform and develop our SPSA. We are able to conduct an annual assessment with input from all staff as well as students and parents who participate on School Site Council. SYMS developed a data-driven School Plan for Student Achievement based on the needs identified through this process. The team identified evidence based practices to decrease chronic absenteeism and suspension rates, and increase academics in ELA and Math for all students. SYMS' SPSA goals are aligned with the district's LCAP goals and SYMS uses a continuous improvement model to implement, monitor, and annually evaluate the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2019-2020 school year, data was collected through both formal surveys and informal discussions. This information was used to discover and address specific needs for San Ysidro Middle School during the school year, as well as to inform decisions for the 2020-2021 school year. Students were surveyed during the year using on-line survey sites such as Survey Monkey and google forms. Items of interest that were surveyed included students' perception of school climate, classroom instruction, and overall mental health. Additionally, students were interviewed or polled in meetings with SYMS academic and pupil services counselors. Survey data indicates that students are concerned about the overall climate of the school and believe that there is a need for focus on items such as anti-bullying, respect for others (including adults), and school-wide discipline.

Staff members were able to provide information to administration regarding the effectiveness of Data Reflection Sessions, Professional Learning Communities (participation and planning), and professional development opportunities. Feedback indicates that teachers see the 2018-2019 school year as a year of transition. Comments from staff indicate that they are appreciative of the new curriculum changes and see value in the teacher created matrix with common assessments. Staff sees value in the Data Reflection Sessions and PLC planning time, and believe that now that they have become more familiar with the process, they will be able to better use the data from assessments to drive instruction and create individualized supports for students who are struggling. Staff further indicated the need for school-wide intervention opportunities and many have indicated they would like to see ZAP return (a lunch-time opportunity for students who are not completing or need targeted assistance with their class work). Staff also expressed their concerns about changes at the school site and the need to focus on school climate. Teachers are concerned about school-wide discipline and consistency. Staff expressed concerns regarding supporting teachers with professional development, training, and/or other support with classroom management.

Parents who participated in the PIQE program provided feedback that the program itself was remarkably beneficial. Comments from parents indicated that PIQE helped them to begin to understand their role in their student's education. Parents indicated they would like the program to continue, and they would be interested in more frequent opportunities at the school site to be able to learn about how best to support their students' academic achievement as well as issues associated with adolescence. Parents have also provided feedback to office staff and administration that they would like to see more focus on anti-bullying.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2019-2020 school year, classroom observations were conducted by the site principal and assistant principal. Data from class visits was collected and used in the formal evaluations of certificated teachers according to the District evaluation schedule and as indicated in the Collective Bargaining Agreement. During the 2019-2020 school year, data from the formative unit assessments will be used to create agreements among PLC members. SYMS Administrators will use these agreements as the basis for observations and subsequent feedback. Site Administrators have developed a schedule to ensure that all classrooms are visited weekly with feedback being sent to teachers within the same day. Additionally, communication regarding common language will be deliberate and intentional. During the 2019-2020 school year, site level staff meetings and/or professional development have been centered on the school-wide focus of student engagement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data from the 2018-2019 CAASPP testing will be analyzed and utilized as follows:

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

Data from the 2017-2018 and 2018-2019 ELPAC testing will be analyzed and utilized as follows:

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

Data from the 2018-2019 California Science Assessment (8th grade) will be analyzed and utilized as follows:

- 1) Student data from the science assessment will be used in conjunction with other state assessment data to determine appropriate placement in coursework. Students who are not meeting performance goals will be provided opportunities such as assignment to after-school tutoring and/or Saturday intervention. SYMS will continue implementing NGSS style lessons, and data from the science assessment will be used to help shape the content of the curriculum units.
- 2) Student data from the science assessment will be used in relation to the 2018-2019 (new) Science Fair. All students will be required to participate, but differentiated levels of support and/or student groupings will be informed by the science assessment so that students who are not meeting performance goals will be provided adequate support for success and those who are meeting and/or exceeding performance goals will be adequately challenged.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

A curriculum matrix with five units was created for each grade level in the San Ysidro School District for use in 2015-2016 and beyond. Each unit includes a teacher-created and CAASPP aligned assessment which is given to all students according to the yearly SYSD Assessment Calendar. The students' results data will be analyzed in scheduled Data Reflection Sessions (DRS) and PLC Planning Sessions. There are 5-6 of these sessions each school year. The assessment data is used to create collaborative agreements among PLC members regarding the creation and/or modification of units from the curriculum matrix. Assessment data is also used to identify students who are not meeting performance goals and who need individualized intervention and/or support.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

San Ysidro Middle School has a highly qualified staff of certificated teachers. Each teacher is a single subject credentialed teacher assigned to instruction in their subject area. As new electives are being added to the school curriculum, there will be an effort to determine the potential for hiring Career Technical Education (CTE) credentialed teachers. Additionally, teachers of specific electives such as Project Lead the Way (PLTW) and Advancement Via Individual Determination (AVID) will receive program specific training throughout the 2019-2020 school year.

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

During the 2015-2016 school year, San Ysidro School District 6-8th grade Math teachers began a pilot of state adopted Math Curriculum (Collegeboard). During the 2018-2019 school year, the district adopted English Language Arts Curriculum. SYMS Math and English Language Arts teachers were part of these text/curriculum adoptions.

SYMS used 2019-2020 funding to purchase instructional materials for English Learners which included reading materials (novels, short stories, etc.) for classrooms. Funds were also used to purchase materials for the Science Laboratory. Additionally, the district provided licenses for Accelerated Reader (AR), Achieve 3000, Imagine Learning and Imagine Math for additional opportunities for students who are not meeting performance goals to be able to receive additional support. Students use these computer programs during advisory/homeroom time, as well as in support classes. Teachers participated in training sessions to learn these programs and have ongoing opportunities to further implement and use the data tracking portions of these programs to be able to utilize the data to monitor student progress and subsequent needs.

Overall, professional development in 2019-2020 was centered around the implementation of the matrix with CAASPP aligned assessments. Professional development provided in 2020-2021 will be centered around NCUST best practices, lesson planning, and the anchoring of common language. The 2020-2021 focus for professional development at SYMS will be on student engagement and learning. Additionally, professional development centered on English Language Arts across all curriculums for all teachers.

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

In 2015-2016, the San Ysidro School District led the development of grade level curriculum matrices which were aligned to the California Core Curriculum Standards. The matrices were created collaboratively by grade level teachers who used the California Common Core Assessment Blueprints, Claims, and Targets to determine the content of units. Additionally, each unit includes an aligned assessment. The assessment is given commonly throughout each grade level in the District and student data from the assessment is used to determine student progress with performance goals and the necessary supports to be provided for students who are not meeting performance goals. Data from these assessments is analyzed in Data Reflection Sessions (DRS) which are facilitated by a Principal. In the DRS teachers examine data for specific students, as well as subgroups such as English Learners and Students with Disabilities, to determine necessary adjustments to future instruction and/or current remediation. Teachers also meet in PLC groups in planning sessions to discuss findings from the DRS, share curriculum resources, discuss best practices, and determine next steps for overall student achievement. This process of curriculum alignment to the core, common aligned assessments, and data reflection with planning will continue in 2020-2021. Data from the 2019-2020 school year will be used in the subsequent year to measure student progress vertically and inform areas for professional development. In 2017-2018 and beyond, curriculum walks were added to develop a common language regarding classroom practices so that discussion and feedback regarding the curriculum matrix and student assessment data will be targeted.

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

The Instructional Leads provide support for teachers in data analysis during Data Reflection Sessions, visits classrooms, and provides additional support through coaching and modeling lessons. In 2020-2021, the Instructional Lead was available to support new teachers and provide inservice trainings in the areas of classroom management, best practices, and school-wide focus on classroom engagement.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

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

Teaching and Learning

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

Classroom teachers are utilizing the District Curriculum Matrix and assessments which were created by grade level teachers and are aligned to California Core Curriculum Standards using state blueprints, claims, and targets. Materials used in classrooms are state adopted materials and sufficient for all students so as to be compliant with Williams Settlement Requirements. During the 2020-2021 school year, District professional development will focus on best practices of instruction. This will include frequent learning walks by administrative teams to anchor on documenting evidence of teaching and learning utilizing aligned curriculum and materials, as well as providing meaningful feedback to teachers. A common language will be developed throughout the district to be able to discuss and improve on teaching and learning.

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

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

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

The SYSD Curriculum Matrix provides a pacing schedule for teachers to be able to adjust within a unit and/or in the subsequent unit. These adjustments to pacing allow for re-teaching and/or other support within the classroom for students who are not meeting performance goals. Intervention courses for students in English and Math are offered afterschool and on Saturdays. These semester courses include students that are nearly meeting performance goals utilizing data from the 2019-2020 unit assessments. Students move out of this intervention course when they begin to meet performance goals. Students have only one intervention class per semester. Data from the district assessments from the previous school year provides targeted instruction in areas of need and also help students to move to proficiency in a timely manner.

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

In 2016-2017, SYSD grades 6-8 piloted state adopted Math materials -- Springboard by CollegeBoard. This was in addition to district-wide adoptions that occurred in the 2014-2015 school year which, unfortunately, included supplemental materials which had not been state adopted as core curriculum. All of the math teachers at SYMS are part of this ongoing pilot. Math Teachers received their materials in 2016 and continue to implement and use materials to make decisions about adoption for the District. In 2017-2018, English Language Arts materials was piloted by all English teachers at SYMS. A selected group of teachers meet to review specific materials to pilot during the summer/fall of 2017. Previous additions of state and SYSD adopted materials are available for use in the classrooms. In 2018 English Language Arts materials were adopted-----Amplify. There are sufficient materials available to comply with Williams Settlement requirements. Many SYMS classrooms have class sets of these materials in addition to the individual study copies which are checked out by students for use at home.

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

During 2015-2016 and 2016-2017, California State Board of Education adopted materials in Math and English Language Arts are being piloted in grades 6-8. These materials are being used in the classroom as well as previous materials adopted by the state and district. There are sufficient materials for students in compliance with the Williams Settlement and many classrooms have classroom sets of materials in addition to individual materials which are checked out to students for home use. Supplemental materials are used in core classes and for intervention purposes. Materials purchased during 2015-2016 include Accelerated Math, Hands on Math (with manipulatives), and Accelerated Reader.

Opportunity and Equal Educational Access

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

The regular program at SYMS is informed by student data from standards aligned assessments. This data is analyzed by teachers in PLC groups and in conjunction with site administration. As a result of the data, underperforming students are targeted for support. Supports for these students include differentiated classroom instruction, additional targeted support from the classroom teacher in the form of pre or re-teaching, assignment to ZAP program during lunch or afterschool (2019-2020 lunch time opportunity), assignment to after-school tutoring, and/or assignment to Saturday Intervention Program (2019-2020).

Evidence-based educational practices to raise student achievement

SYMS uses research-based education practices to raise student achievement through the use of Professional Learning Communities. Teachers meet in excess of 51 hours each year to plan for instruction and analyze student data. SYMS administrators engage in evidence based data collection from class visits to provide feedback to PLC groups as well as to individual teachers. Professional development for 2019-2020 has been centered on curriculum alignment and the use of student data from common assessments to drive instruction and intervention. Professional development for 2020-2021 will include a focus on classroom learning walks to develop a common language regarding research based best practices. Throughout 2020-2021 SYMS will also provide professional development focused on student engagement and English Language Arts Development across all curriculums.

Parental Engagement

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

During 2019-2020, families were invited to participate in a district funded program -- Parent Institute of Quality Education (PIQE). This 9 week program empowered parents to become more involved in their student's education by providing training on subjects such as California curriculum, adolescence, and providing appropriate opportunities for students to be successful.

During 2019-2020, the District provided parent and community trainings on anti-bullying and drug prevention awareness. These trainings were presented by a safety consultant who helped oversee site level safety committees and the creation of site safety plans.

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

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

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

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

SYMS utilizes Title I funds to provide support to educationally disadvantaged students through academic interventions. District level funds, i.e. Title II, Title III, and the Educator Effectiveness grant, provide additional academic support for English Learners and Homeless/Foster Youth through professional development and the purchase of supplementary materials.

Fiscal support (EPC)

San Ysidro School District (SYSD) provides centralized services which include specific programs, actions, and services utilized by SYMS and funded by LCFF (Base and Supplemental/Concentration) funds, Title I, Title II, Title III, Educator Effectiveness, and Special Education. Some services supporting the school site include the Instructional Lead and the Science/Physical Education (SciPhy) team which provides rigorous Common Core instruction while teachers are analyzing assessment results in Data Reflection Sessions.

Stakeholder Involvement

How, when, and with whom did the 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

Our School Site Council met throughout the year to discuss our current and future SPSA. Report out's on our SPSA progress and implementation were given to members throughout the year. School staff had input as well throughout various school year meetings. We have conducted several surveys throughout the school year that involve students, parents, teachers, and staff. Our surveys have included school climate, school needs, and electives. On May 15, 2020 SSC meet with the principal to review 2019-2020 SPSA and made recommendations for the following year (2020-2021).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

San Ysidro Middle School was identified by CDE as eligible for Comprehensive Support and Improvement, SDCOE provided assistance and support to SYMS to develop a data-driven School Plan for Student Achievement and an evidence based practices to increase Academicis and lower chronic absenteeism and suspension rates.

As a result of this work, we identified the follwoing needs:

1. School Climate
 - a. a school-wide discipline flow chart
 - b. a referral form that addressed Tier 2 incidents
 - c. restorative practices for all

- d. Social Emotional Learning
- 2. English Language Development
 - a. training across all curriculums
 - b. best practices and guided planning
 - c. Department agreements

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 0.31% | % | 0.32% | 2 | | 2 |
| Asian | 0.15% | 0.15% | 0.16% | 1 | 1 | 1 |
| Filipino | % | 0.61% | 0.47% | | 4 | 3 |
| Hispanic/Latino | 98.63% | 98.32% | 98.1% | 646 | 645 | 621 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 0.92% | 0.46% | 0.63% | 6 | 3 | 4 |
| Multiple/No Response | % | % | 0.32% | | | 0 |
| Total Enrollment | | | | 655 | 656 | 633 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 7 | 317 | 333 | 303 |
| Grade 8 | 338 | 323 | 330 |
| Total Enrollment | 655 | 656 | 633 |

Conclusions based on this data:

1. Our 7th grade population is increasing by about 90-100 students per school year. Our 8th grade population is increasing by 65-75 students per school year.
2. Our African American population has been declining for the last 3 years.
3. Our records indicate that our school is in declining enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 420 | 427 | 385 | 64.1% | 65.1% | 60.8% |
| Fluent English Proficient (FEP) | 172 | 166 | 184 | 26.3% | 25.3% | 29.1% |
| Reclassified Fluent English Proficient (RFEP) | 43 | 26 | 27 | 13.4% | 6.2% | 6.3% |

Conclusions based on this data:

1. Our English Language Learner population is maintaining in the 60th percentile
2. Our FEP's are maintaining at the 20th percentile
3. The number of students reclassifying has increased every school year

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 251 | 306 | 319 | 227 | 285 | 299 | 227 | 285 | 299 | 90.4 | 93.1 | 93.7 |
| Grade 8 | 288 | 341 | 320 | 266 | 320 | 304 | 266 | 320 | 304 | 92.4 | 93.8 | 95 |
| All Grades | 539 | 647 | 639 | 493 | 605 | 603 | 493 | 605 | 603 | 91.5 | 93.5 | 94.4 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 2511. | 2501. | 2497. | 5.73 | 3.86 | 8.36 | 32.60 | 25.96 | 21.74 | 25.99 | 31.58 | 26.09 | 35.68 | 38.60 | 43.81 |
| Grade 8 | 2509. | 2508. | 2519. | 5.64 | 4.06 | 6.58 | 23.68 | 27.19 | 27.30 | 28.20 | 26.56 | 28.62 | 42.48 | 42.19 | 37.50 |
| All Grades | N/A | N/A | N/A | 5.68 | 3.97 | 7.46 | 27.79 | 26.61 | 24.54 | 27.18 | 28.93 | 27.36 | 39.35 | 40.50 | 40.63 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 14.10 | 8.07 | 12.37 | 41.41 | 41.75 | 38.13 | 44.49 | 50.18 | 49.50 |
| Grade 8 | 10.53 | 12.58 | 9.54 | 39.47 | 38.05 | 43.75 | 50.00 | 49.37 | 46.71 |
| All Grades | 12.17 | 10.45 | 10.95 | 40.37 | 39.80 | 40.96 | 47.46 | 49.75 | 48.09 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 14.54 | 14.74 | 10.03 | 48.46 | 50.88 | 46.49 | 37.00 | 34.39 | 43.48 |
| Grade 8 | 12.03 | 10.38 | 12.17 | 44.36 | 43.08 | 50.99 | 43.61 | 46.54 | 36.84 |
| All Grades | 13.18 | 12.44 | 11.11 | 46.25 | 46.77 | 48.76 | 40.57 | 40.80 | 40.13 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 7.93 | 7.72 | 7.36 | 61.23 | 59.65 | 61.20 | 30.84 | 32.63 | 31.44 |
| Grade 8 | 6.77 | 9.43 | 6.91 | 60.90 | 55.97 | 65.46 | 32.33 | 34.59 | 27.63 |
| All Grades | 7.30 | 8.62 | 7.13 | 61.05 | 57.71 | 63.35 | 31.64 | 33.67 | 29.52 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 17.62 | 13.68 | 19.40 | 55.51 | 57.19 | 42.47 | 26.87 | 29.12 | 38.13 |
| Grade 8 | 14.66 | 12.89 | 15.79 | 45.86 | 50.94 | 49.34 | 39.47 | 36.16 | 34.87 |
| All Grades | 16.02 | 13.27 | 17.58 | 50.30 | 53.90 | 45.94 | 33.67 | 32.84 | 36.48 |

Conclusions based on this data:

1. About 28% of 7th grade students met or exceeded the standards. 72% did not meet the standards. About 31% of 8th grade students met or exceeded the standards. 69% did not meet the standards.
2. Based on scores, students need the most improvement in the area of demonstrating understanding of literary and non-fictional texts. This area will be one of the major focal points of instruction in all subject matters.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 251 | 307 | 319 | 248 | 300 | 317 | 248 | 299 | 317 | 98.8 | 97.7 | 99.4 |
| Grade 8 | 288 | 341 | 318 | 282 | 336 | 315 | 282 | 335 | 315 | 97.9 | 98.5 | 99.1 |
| All Grades | 539 | 648 | 637 | 530 | 636 | 632 | 530 | 634 | 632 | 98.3 | 98.1 | 99.2 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 2479. | 2445. | 2441. | 4.84 | 5.02 | 4.73 | 18.55 | 9.70 | 8.20 | 27.42 | 18.73 | 19.87 | 49.19 | 66.56 | 67.19 |
| Grade 8 | 2456. | 2482. | 2468. | 2.13 | 5.67 | 5.08 | 8.87 | 15.52 | 9.21 | 21.99 | 21.19 | 23.81 | 67.02 | 57.61 | 61.90 |
| All Grades | N/A | N/A | N/A | 3.40 | 5.36 | 4.91 | 13.40 | 12.78 | 8.70 | 24.53 | 20.03 | 21.84 | 58.68 | 61.83 | 64.56 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 9.68 | 9.40 | 6.31 | 29.03 | 17.45 | 18.30 | 61.29 | 73.15 | 75.39 |
| Grade 8 | 6.03 | 13.13 | 11.11 | 19.86 | 28.96 | 21.59 | 74.11 | 57.91 | 67.30 |
| All Grades | 7.74 | 11.37 | 8.70 | 24.15 | 23.54 | 19.94 | 68.11 | 65.09 | 71.36 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 6.85 | 5.69 | 5.68 | 44.35 | 34.45 | 31.86 | 48.79 | 59.87 | 62.46 |
| Grade 8 | 4.61 | 7.46 | 4.13 | 28.72 | 43.28 | 35.24 | 66.67 | 49.25 | 60.63 |
| All Grades | 5.66 | 6.62 | 4.91 | 36.04 | 39.12 | 33.54 | 58.30 | 54.26 | 61.55 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 7 | 6.45 | 6.04 | 6.62 | 56.85 | 42.28 | 40.38 | 36.69 | 51.68 | 53.00 |
| Grade 8 | 2.48 | 6.87 | 6.03 | 40.07 | 41.49 | 42.86 | 57.45 | 51.64 | 51.11 |
| All Grades | 4.34 | 6.48 | 6.33 | 47.92 | 41.86 | 41.61 | 47.74 | 51.66 | 52.06 |

Conclusions based on this data:

1. About 14% of 7th grade students met or exceeded the standards. 86% did not meet the standards. About 20% of 8th grade students met or exceeded the standards. 80% did not meet the standards.
2. Based on scores, students need the most improvement in applying mathematical concepts and procedures. This will be one of the major focal areas of all math teachers.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 7 | 1507.0 | 1487.9 | 1491.2 | 1466.4 | 1522.4 | 1508.9 | 205 | 198 |
| Grade 8 | 1513.5 | 1496.4 | 1494.5 | 1473.0 | 1532.0 | 1519.3 | 191 | 204 |
| All Grades | | | | | | | 396 | 402 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 24.88 | 5.05 | 29.76 | 23.23 | 23.41 | 37.88 | 21.95 | 33.84 | 205 | 198 |
| 8 | 29.32 | 8.33 | 31.41 | 30.39 | 18.32 | 31.37 | 20.94 | 29.90 | 191 | 204 |
| All Grades | 27.02 | 6.72 | 30.56 | 26.87 | 20.96 | 34.58 | 21.46 | 31.84 | 396 | 402 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 32.68 | 11.11 | 32.68 | 27.27 | 17.56 | 27.78 | 17.07 | 33.84 | 205 | 198 |
| 8 | 37.17 | 11.76 | 28.80 | 29.90 | 16.23 | 26.96 | 17.80 | 31.37 | 191 | 204 |
| All Grades | 34.85 | 11.44 | 30.81 | 28.61 | 16.92 | 27.36 | 17.42 | 32.59 | 396 | 402 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 18.05 | 4.55 | 25.37 | 17.68 | 24.88 | 36.87 | 31.71 | 40.91 | 205 | 198 |
| 8 | 25.13 | 8.33 | 25.65 | 24.51 | 22.51 | 32.84 | 26.70 | 34.31 | 191 | 204 |
| All Grades | 21.46 | 6.47 | 25.51 | 21.14 | 23.74 | 34.83 | 29.29 | 37.56 | 396 | 402 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 33.66 | 5.05 | 44.88 | 64.14 | 21.46 | 30.81 | 205 | 198 |
| 8 | 40.31 | 13.73 | 42.41 | 59.80 | 17.28 | 26.47 | 191 | 204 |
| All Grades | 36.87 | 9.45 | 43.69 | 61.94 | 19.44 | 28.61 | 396 | 402 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 43.90 | 17.17 | 37.07 | 45.45 | 19.02 | 37.37 | 205 | 198 |
| 8 | 42.93 | 16.67 | 35.60 | 47.06 | 21.47 | 36.27 | 191 | 204 |
| All Grades | 43.43 | 16.92 | 36.36 | 46.27 | 20.20 | 36.82 | 396 | 402 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 23.41 | 10.10 | 23.41 | 31.82 | 53.17 | 58.08 | 205 | 198 |
| 8 | 29.84 | 17.16 | 28.27 | 36.27 | 41.88 | 46.57 | 191 | 204 |
| All Grades | 26.52 | 13.68 | 25.76 | 34.08 | 47.73 | 52.24 | 396 | 402 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | 13.17 | 1.52 | 73.17 | 73.23 | 13.66 | 25.25 | 205 | 198 |
| 8 | 16.23 | 2.45 | 69.11 | 75.49 | 14.66 | 22.06 | 191 | 204 |
| All Grades | 14.65 | 1.99 | 71.21 | 74.38 | 14.14 | 23.63 | 396 | 402 |

Conclusions based on this data:

1. We have students that are on level 3 and level 4: Oral Language 260 and Written language 186. These students are ready to transition and be reclassified. The number of students that are scoring Well-Developed in the domains are the following: Listening 146, Speaking 172, Reading 105, and Writing 58.
2. Our students are struggling in the Reading and Written Language Domain. Students are having trouble with reading comprehension and developing their writing.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 656 | 84.5 | 65.1 | 0.2 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 427 | 65.1 |
| Foster Youth | 1 | 0.2 |
| Homeless | 230 | 35.1 |
| Socioeconomically Disadvantaged | 554 | 84.5 |
| Students with Disabilities | 92 | 14.0 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Asian | 1 | 0.2 |
| Filipino | 4 | 0.6 |
| Hispanic | 645 | 98.3 |
| Two or More Races | 3 | 0.5 |
| White | 3 | 0.5 |

Conclusions based on this data:

1. More than 80% of our students are categorized as socioeconomically disadvantaged. Out of those students 64% of them are English Learners.
2. We have a very high percentage of our students that are homeless.
3. We have little diversity in ethnic groups at SYMS.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|--|--|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| English Language Arts  Orange | Chronic Absenteeism  Orange | Suspension Rate  Red |
| Mathematics  Red | | |

Conclusions based on this data:

1. Our suspension rate needs to be lowered. We will look at our data and reasons for suspension in order to address those issues in a preventive manner instead of an intervention matter.
2. We are working on mathematics and improving our data by following, with fidelity, our instruction plan, supports and intervention plan

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance







This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report









| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 1 | 2 | 2 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|--|
|  Orange 49.9 points below standard Maintained ++2.3 points 584 |  Yellow 68.2 points below standard Increased ++8.9 points 463 |  No Performance Color 0 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Yellow 63.1 points below standard Increased ++10.7 points 196 |  Orange 54.4 points below standard Maintained ++0.2 points 495 |  Red 120.8 points below standard Maintained ++2.1 points 87 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 50.6 points below standard Maintained ++1.9 points 576 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 99.6 points below standard Maintained ++2.8 points 340 | 18.7 points above standard Increased Significantly ++10.6 points 123 | 10.4 points below standard Increased ++9.4 points 58 |

Conclusions based on this data:

1. Increased Intervention classes before and after school will help address the needs of our students
2. Support classes will be offered throughout the day to review and preview material being taught in the language arts classes
3. Academic language will be spoken by all SYMS community members to support student growth

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



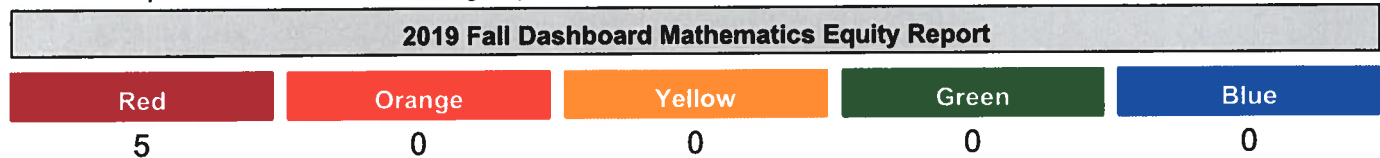
Green








Blue

Highest
Performance






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| All Students | English Learners | Foster Youth |
|  Red 120.2 points below standard Declined -10.5 points 580 |  Red 136.6 points below standard Declined -7.9 points 460 | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Red 130.2 points below standard Maintained -1.6 points 196 |  Red 124.5 points below standard Declined -11.2 points 492 |  Red 199.5 points below standard Declined Significantly -31.4 points 84 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
| | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 121 points below standard Declined -11.4 points 572 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 166 points below standard Declined -10.3 points 337 | 56 points below standard Declined -8.4 points 123 | 94.6 points below standard Increased ++9.3 points 57 |

Conclusions based on this data:

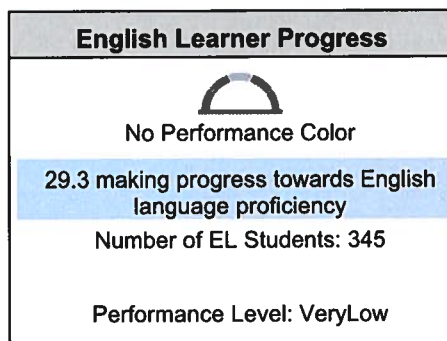
- Increased Intervention classes before and after school will help address the needs of our students
- Support classes will be offered throughout the day to review and preview material being taught in the math classes
- Academic language will be spoken by all SYMS community members to support student growth

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 27.8 | 42.8 | 1.7 | 27.5 |

Conclusions based on this data:

1. Increased Intervention classes before and after school will help address the needs of our ELL's
2. Support classes will be offered throughout the day to review and preview material being taught in the ELA classes
3. Academic language will be spoken by all SYMS community members to support student growth

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report









| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 2 | 3 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|--|
| <p>Orange</p> <p>8.9</p> <p>Increased Significantly +3.8</p> <p>699</p> | <p>Red</p> <p>10.3</p> <p>Increased Significantly +4.8</p> <p>455</p> | <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| <p>Red</p> <p>11.5</p> <p>Increased Significantly +4.9</p> <p>243</p> | <p>Orange</p> <p>9.2</p> <p>Increased Significantly +3.6</p> <p>595</p> | <p>Orange</p> <p>17.1</p> <p>Increased +7.5</p> <p>105</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic  Orange 8.6 Increased Significantly +3.4 687 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |

Conclusions based on this data:

1. We have a high percentage of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year | |
|---|------|
| 2018 | 2019 |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



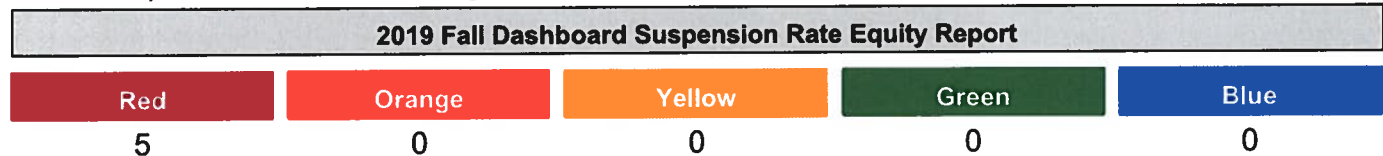
Green









Blue

Highest
Performance

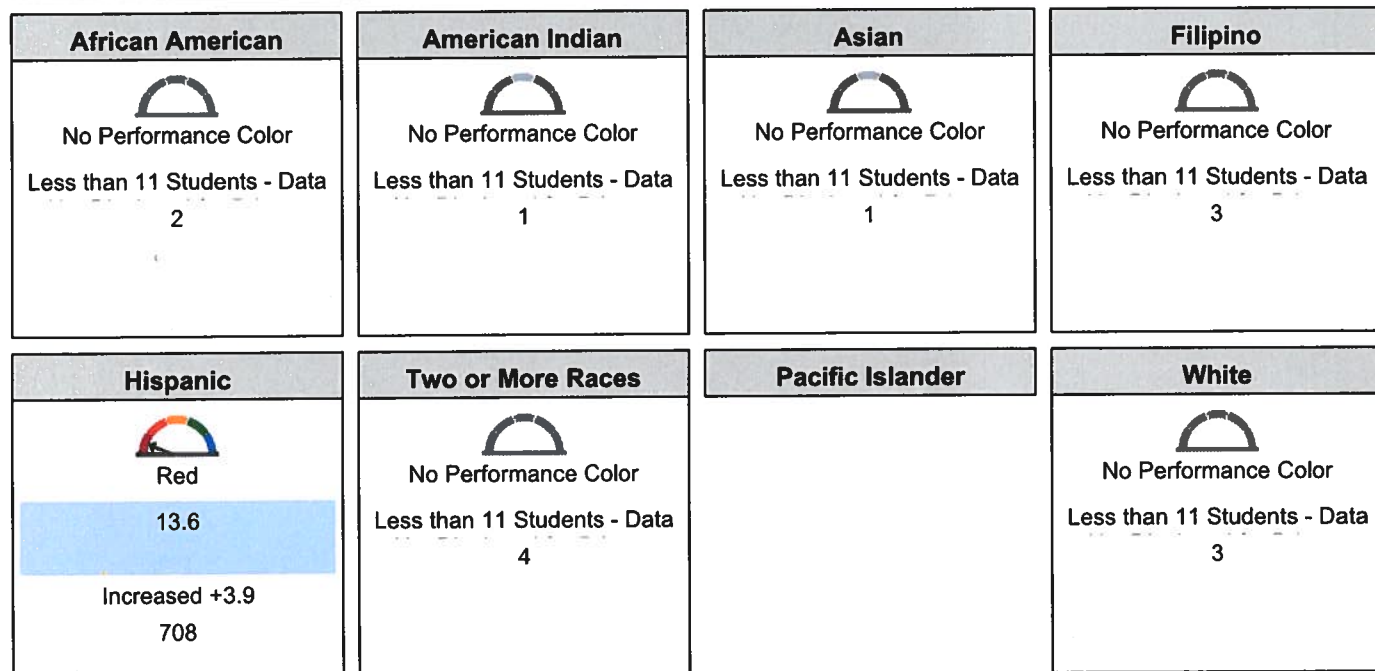
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|--|
| All Students | English Learners | Foster Youth |
|  Red 13.6 Increased +3.6 722 |  Red 16.1 Increased Significantly +5.2 472 |  No Performance Color Less than 11 Students - Data Not 1 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Red 14.7 Increased +3.7 252 |  Red 13.8 Increased +3.2 617 |  Red 16.7 Increased +9.1 108 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 9.9 | 13.6 |

Conclusions based on this data:

1. School wide staff training in the area of PBIS will help decrease Suspension Rate
2. Engaging teaching and culturally relevant curriculum will support student engagement and decrease behaviors that disrupt the learning process
3. School wide training in the area of Restorative Practices will engage the teachers, students and community members in practices that will lower suspension recidivism

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students, including English Learners, will improve annually in all content areas.

Goal 1

All students, including English Learners, will improve annually by a minimum of 5% in English Language Arts and 5% in Math as measured by student results on the California statewide assessment, CAASPP, from Spring 2019.

Identified Need

All Students, including English Learners did not improve 5% or more in all content area.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| CAASP Scores, ELA, Math and Science grades and scores | In 2017-2018, 38% of our 7th graders were proficient In 2017-2018, 34% of our 8th graders were proficient In 2018-2019, 30% of our 7th graders were proficient In 2018-2019, 34% of our 8th graders were proficient In 2019-2020 - NO SCORES AVAILABLE | Percentage of our students meeting or exceeding standards will increase by 5% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.1 Structural and/or Scheduling Changes

A.. Master Schedule

1. Heterogeneous groupings in courses

2. English Learners will be placed in ELD classes according to their current levels and a focus will be a focus on pre/post teaching of ELA standards
3. Students with disabilities placed in least restrictive environments with supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.2 Student Intervention and Enrichment

A. Before/After/Saturday School Intervention

1.Targeted placement of students in before/after/Saturday school intervention based on data from CAASPP and district formative assessments ("intensive" scoring below 50%).

2.Second Chance - Placed in an extended learning day - 7 periods - these classes will include formative assessments and Unit tests to give students a second chance to get a better grade on the test.

- Curriculum
- pre/post teaching of a student's current grade curriculum
- use of the previous years curriculum matrix and assessments to create and track student growth
- Supplemental materials to promote literacy for our low level readers

3. Saturday School

4. Cross-Tutoring - Teachers would tutor students during their prep time.

B. SEL- Social Emotional Learning Curriculum

C. Enrichment (for all students including our GATE population)

1. Virtual Field trips

2. Visit Universities

3. Visit Career Centers - Carpentry, technology, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60,000.00

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity**1.3 Collaboration****A. Professional Learning Communities (PLC)**

1. Teachers will collaborate in PLC groups to discuss curriculum matrices, student data, department goals and lesson design

2. Once per month department collaboration meeting release day (10 collaboration sessions a year - substitutes will be provided)

Focus on:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experience difficulties in learning?

3. Part of these sessions will include setting goals where administrations will focus their walk through to collect evidence of teaching and learning, as well as to provide appropriate feedback and support for teachers using these goals as

our guide.

B. Data Reflection and Planning Sessions

1. On six occasions throughout the school year ELA, ELD, and Math teachers will participate in an administration lead session to analyze student data from the district common assessments.

2. Part of these sessions will include agreements where administrations will focus their walk through to collect evidence of teaching and learning, as well as to provide appropriate feedback and support for teachers using these

agreements as our guide.

C. Special Education (Co-Teachers)

1. In 2020-2021 the master schedule will include Math and ELA "co-teach" sections for students with disabilities. Teachers who will be co-teaching for the first time will need to have additional opportunities for planning and collaboration.
2. Collaborative time will occur once a month during the 2019-2020 school year. Co-teaching partnerships will have 1 day to plan together. (10 collaboration sessions a year - substitutes will be provided)
3. General education and special education teachers will be given additional time each month on minimum days designated as principal directed common core implementation days in the certificated calendar.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 20,000.00 | Comprehensive Support and Improvement (CSI) |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.4 Professional Development

A. PBIS and Restorative Practices

- Continue to train and revisit PBIS practices
- Continue to train and revisit Discipline Flow chart
- Continue to train and revisit restorative practices
- Continue to train and revisit social emotional practices using Second Step Curriculum

B. Teacher Professional Growth and Learning using best practices.

- The Distance Learning Playbook Book Study and Training
- Teaching Practices from America's Best Urban Schools Book Study
- Monthly professional development to focus on department needs and guided planning.
- Imagine Learning
- Imagine Math
- Focus on English Language Development and any other area of need based on data
- Achieve 3000 across all curriculums

C. Google Suite Training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 60,000.00 | Comprehensive Support and Improvement (CSI) |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.5 Staff to Support and Raise Student Achievement

A. IMRA: Instructional Media Resource Assistant

IMRA will be available during lunchtime and after school for students to take AR tests and check-out books.

B. School Resource Teachers - work to support the academic achievement and professional growth in the areas of ELA and Math

C .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 for the implementation of Google Classroom. Additionally, they also provide support for teachers with the implementation of the digital version of our board adopted core curriculum and our board adopted supplemental educational technology platforms (Renaissance, Achieve, Imagine Learning, etc). In addition, Resource Teachers provide direct support for teachers as requested by school site administration.

D. 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.

E. Student and Family Services Manager -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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|------------|---|
| 102,920.88 | Comprehensive Support and Improvement (CSI) |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.6 Instructional Supplies and technology needs

A. .Purchase of classroom instruction items to support school-wide focus of "student engagement" and to provide instruction, intervention, and/or enrichment for students in the classroom.

1. purchase student planners
2. Renewal of all instructional Licenses
 - Math - Kuta and Ready Common Core
 - Social Studies - NewsELA
 - PTLW-Coding Monkey

B. Data Binder to be purchased for all students

C .New Licenses for Distance Learning

1. Classkick- \$749
2. Edpuzzle -\$1200
3. GoFormative - \$4500

D. Technology/instructional supplies Needs for Distance Learning/Blended Learning

1. White Board Decals
2. Laptop stands
3. Tripod for video recording
4. Digital Writing Pad
5. Headphones with Microphones
6. HDMI Cabels
7. Blue Screen Protector for laptop/chromebook

8. Voice amplifier for the Classroom

E. Classroom Libraries

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| 63,042.50 | Title I |
| 29,550.00 | CARES Act |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.7 Monitoring and Reporting Student Progress

A. Administration -- Admin Walk through

1. During the 2020-2021 school year, trainings will be centered on classroom walkthroughs and developing a common understanding and language to be able to collect evidence of teaching and learning, as well as to provide appropriate

feedback and support for teachers.

2. NCUST Principal Coaching the coach will provide the principal with best practices and guide her to make data based driven decisions to support student learning.

B. SYMS will use a number of computer programs to store student assessment data for analysis. Programs used by the school include:

1. Synergy: Student information system, master scheduler, grading, student and parent portal for online monitoring
2. Illuminate: Assessment System, State and District Assessment Data (CAASPP, CELDT, etc.)
3. Renaissance Learning: Accelerated Reader and Math used in intervention settings with content, assessments, and the stored data from them.
4. Achieve 3000
5. Imagine Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

50,000.00

Comprehensive Support and Improvement (CSI)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.8 Science Fair, History Fair and STEAM Showcase

This winter event will allow students to demonstrate their participation in STEAM education by displaying their Science Fair results, VAPA projects and/or PLTW. Participation in the SYMS Science Fair will give students an opportunity to gain proficiency in English and Math standards as they conduct experiments, analyze results, and share their findings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000.00

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

1.9 - Learning Continuity and Attendance Plan

San Ysidro Middle School is committed to providing a high quality education under the state and local public health guidelines, to assure the safety of students and staff. San Ysidro Middle School will be in line with the SYSD Instructional Program to move through three phases of implementation. Each of the three phases will be aligned with State & County health Officials guidance on safe reopening.

A. Instructional Program Phases I-III

1. Distance Learning Academy
2. Virtual Tutoring (ASES/ Promise Neighborhood Grant)
3. Day Camp
4. Distance Learning Only Option
5. Blended Learning Program Option

B. Instructional model that incorporates gradual release model of direct instruction.

1. Grade level instruction for ELA, and Mathematics
2. Small group leveled instruction to bridge the gap and lost of instruction (ELA/ELD)
3. Instructional Support through Title 1

C. Systematic assessment and data protocol based on grade level standards instruction in ELA and Math

1. Unit Assessments ELA and Math
2. STAR Assessments
3. Datar Review Sessions with Administrator
4. Grade Level PLC.

D. Covid-19 Safe Reopening School Plan

E. Access to devices and connectivity for Distance Learning (Chromebooks and Hotspots)

F. Resources and support to address student and staff mental health and social emotional well-being.

1. Social Emotional Learning (SEL)
2. Designated Instructional Time
3. SEL Curriculum- Second Step
4. Mental Health PD- Staff
5. Positive Behavior Intervention Support (PBIS) program.
6. SWIS Program
7. Recognition of Students Attendance, Academic and Social Development

Access to Connectivity:

As San Ysidro Middle School plans for instruction to be carried out by means of a distance-learning context, ensuring access to devices and connectivity for all students is imperative. San Ysidro Middle School will assess technology access and support student needs for connectivity.

- A. Distributing devices (Chromebooks) to every student to reach 1:1 for all currently enrolled students.
- B. Refer families to low and not cost internet options through Cox Compete 2 Connect program.
- C. Provide hotspots to families in need who reside in areas with poor internet connectivity from 1,100 hotspots provided by the district.
- D. Direct outreach efforts from the Outreach Coordinator is ongoing and includes specific assessment of technology needs and connection of students and families to services.
- E. Technology support provided by the district to families and staff for technical issues and navigation of online instructional platforms.

Professional Development:

Professional Development (PD) will be provided to teachers to increase student achievement. Teachers will learn new strategies to reach students in the distance learning and blended learning environments.

- A. Google Classroom PD, Monday, Aug. 10th & Tuesday, Aug. 11th
- B. "Building Supportive and Engaging Classrooms," Friday, August 9th
- C. Other site based training
 1. Achieve3000
 2. ILT
 3. Renaissance Learning
 4. Distance Learning Playbook
 5. Benchmark, Amplify
 6. Imagine Learning
 7. Imagine Math

Staff Roles and Responsibilities:

Custodial staff will be sanitizing schools and all touch points at the top of every hour. Classified staff will be supporting the school in the distribution of books, chromebooks, hotspots, and supplies.

Classified staff will help with scanning these items into Synergy and our school check-out system Destiny. Classified staff will be attending to parents by appointments only during their work day for the purpose of registration. They will also continue to set-up appointments to attend to parents with distribution of school related items.

- A. Daily cleaning of all touch points
- B. Chromebook distribution, Book distribution, and hotspot distribution
- C. Classified staff use appointment system to interact with parents and families

Supporting Pupils with Unique Needs:

Additional support for pupils with unique needs will be provided, including for English learners (ELs), pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided?

- A. Document Core Required Designated ELD and Integrated ELD through Master Schedule and Lesson Plans
- B. For students with exceptional needs, document daily instruction with case managers and general education teachers that align with IEP goals.
- C. Document additional instructional sessions that are offered to mitigate learning loss
- D. Provide targeted support in areas of need for foster youth and students experiencing homelessness.
- E. Offer training for parents to support students at home.

Pupil Learning Loss:

Activities to mitigate learning loss or regression due to school closure. To help students re integrate into the school community after a prolonged absence.

To help teachers be able to identify quickly student present levels in order to define metrics that would assess student learning loss.

- A. Use of district and embedded assessments
- B. Use of virtual "running records"/DRAs
- C. Partnering with community agencies to provide tutoring
- D. Expanding use of Educational Platforms ie i Ready
- E. Implementation of state "learning loss" assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

The overall implementation of the strategies and activities was very successful. We were able to help students during lunch, afterschool, and on Saturdays with student achievement.

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 major difference was that we took too long to start implementing many of the interventions and ran out of time.

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 will start spending the money that is allocated as soon as possible to make sure the goals get met.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be educated in positive academic environments that are welcoming, safe, and drug-free.

Goal 2

San Ysidro Middle School will promote a positive school environment where students feel safe to build relationships and develop a connection to the school community.

Identified Need

San Ysidro Middle School students are having trouble understanding how to build positive and healthy relationships.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|---|---|
| Attendance rate Suspension rate | Attendance rate for 2019-2020 for SYMS was 94% Suspension Rate was rated high on our dashboard | We will increase our attendance rate by 2%. We will decrease our suspension rate by 5% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

2.1 Student Attendance

There is a correlation between student attendance and academic achievement. SYMS will emphasize the importance of attendance, monitor attendance, and provide support for students with poor attendance.

A. Attendance Incentives - SYMS students will be recognized and rewarded for their attendance at school in the following ways:

1. Recognition at award ceremonies held at progress reporting times and the end of the year.
2. Included as participants at ASB sponsored reward activities such as ice cream socials, pizza parties, etc.

3. Receive school incentives and rewards such as first in line passes, free dress coupons, and ASB snack store coupons.

B. Attendance Monitoring and Intervention - SYMS student attendance will be monitored regularly by site administration and the Outreach Consultant. The following interventions will be provided for students with poor attendance:

1. SYSD Attendance Truancy Procedures including School Attendance Review Team (SART) and School Attendance Review Board (SARB)
2. Saturday Academy attendance recovery

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy

Strategy/Activity

2.2 Student Accountability

Expectations for students regarding school rules, policies, and procedures will be communicated and enforced in a consistent manner.

A. Communication of Expectations - All students must know the school expectations so that a positive, safe school climate can exist. Students can succeed in an appropriate learning environment when expectations are understood and accountability for meeting these expectations is consistent. Communication of expectations will be a focus at the beginning of the school year and will continue throughout the school year. The following are means and methods of communication of student expectations:

1. Posting of School Expectations on school website and social media sites.
2. Marketing of expectations on school campus, Posters, Banners, etc.
3. Published Student Handbooks
4. Student Expectations Assemblies
5. Parent Meetings
6. Student created media announcements

B. Discipline Referral Process - The discipline referral process will be re-designed to be consistent school-wide. The referral process will be communicated to staff in the staff handbook and discussed during pre-service days at the beginning of the school year. The referral process will be communicated to students using all the means and methods listed above.

1. Discipline Flow Chart

2. Tier 2 Discipline Referral to the office

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

2.3 Student Engagement

Students need to feel connected to the school culture. This connection occurs when students are able to be academically successful, have meaningful relationships with peers and adults, and have opportunities to participate in school programs. The following programs, activities, and/or initiatives give students opportunities to feel connected at school:

A. Associated Student Body: This student organization is focused on creating school involvement with activities or programs such as spirit weeks, lunch time activities, school dances, student performance incentives, red ribbon and anti-bullying weeks, school spirit shirts, etc. The ASB raises its own funds through sales at the student store and fundraising.

B. Student Clubs: Currently there are 5 student clubs on SYMS campus. These clubs are facilitated by SYMS teachers and are able to fundraise through the ASB.

C. PBIS: This student, teacher, and staff organization is focused on creating a positive school culture and encourages students to be safe, respectful, and responsible. A strong focus on student and staff recognition will be implemented this year. PBIS will have bi-weekly drawings of students, monthly drawings of employees, and monthly grade level celebrations of points earned.

D. Restorative Practices: These practices help our teachers and students build relationships and support a culture of learning and acceptance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

2.4 After-School Program (YMCA)

SYMS students can participate in the before and after-school program provided by YMCA LEAP daily comprehensive middle school program consist of 5 spotlights that include ELA, Math, STEM, Youth Development, and Arts & Enrichment.

YMCA's standards-based curriculum intentionally aligns, engages and reinforces learning concepts taught during the core day instruction which in turn, positively impacts student achievement.

Students receive a healthy snack before participating in a rotation of structured activities. Students can also receive homework assistance in small groups or individually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

2.5 Athletics

Participation in a sports program is one of the best ways to keep students involved and interested in school. SYMS students are able to participate in competitive team sports through a partnership with Sweetwater Union High School District. San Ysidro Middle School Athletic Teams will compete against other teams from local middle schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity**2.6 Campus Security**

SYMS Campus will have a full time campus security supervisor who will provide student supervision throughout the school day. Campus Security will supervise common areas during lunch and passing period, as well as provide supervision of students just outside of campus before and after school. The presence of this supervision gives students and staff confidence that the campus is safe and secure. The Campus Security is trained in compliance with SB 1626.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity**2.7 Lunch/After School Discipline Intervention**

Lunch/After School intervention is held daily. Students are assigned to lunch intervention as a consequence for not following school rules, policies, or procedures. During intervention, students will be supervised and taught by a credentialed teacher. The teacher will provide lesson on communication, behavior modification, use to time, and/or working well with others. Common reasons for assignment to Lunch Intervention include:

- - Discipline Referral
- - Defiance in school common areas

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,729.50

Title I

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

2.8 Anti-bullying focus

Students should feel safe and comfortable attending school everyday. A school-wide Bullying Prevention Program demonstrates a commitment preventing bullying. The goals for the SYMS Bullying Prevention Program are:

- To reduce existing bullying problems among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school

A. Bully Reporting

1. SYMS will have boxes throughout campus for students to anonymously report bullying to SYMS staff.

B. Student Bullying Reflection Activities

2. Lunch time activities will allow students to reflect on the theme "Don't Bully Me Because...."

C. Student Motivation and Bullying Prevention Assembly

3. A media presentation across three large media screens sends a message to students in a format that is engaging for them in the digital age. The student message is centered on the theme of You Can as a spook on You Tube.

"You Can do more harm to yourself and others more quickly than ever before,

OR

You Can use the same things to help and heal."

These topics are covered in the presentation:

- -Using the Internet and Social Media in Positive Ways
- -Overcoming Obstacles to Happiness
- -Drunk Driving
- -Revealing Character
- -Responding to Bullying

D. PBIS Team to meet several times throughout the year to continue looking at Data and implementing positive behaviors.

Strategy/Activity

2.9 Student Recognitions

Students who are recognized for their accomplishments are likely to repeat this behavior. SYMS will recognize students for their accomplishments in scholarship, citizenship, and attendance at calendared award ceremonies twice a month.

Students will also be recognized at every end of the semester award's assembly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Title I

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity**2.10 - Learning Continuity and Attendance Plan****Access to Connectivity:**

Connectivity for all students is imperative during distance learning and blended learning to maintain a positive and healthy school culture.

- A. Distribution of devices (Chromebooks) to all new students
- B. Provide families access to internet connectivity services as needed.
- C. Prompt access to technology support for students/families struggling with connectivity
- D. Promote responsible use of internet usage.

Professional Development:

Support for our staff as they onboard new skills to teach virtually. The skills of navigating through the Google suite to support their teaching and student learning is essential. Developing their skills around curriculum, supplemental material, and technology to support the delivery of instruction will help support in any platform.

- A. Google Classroom Professional Development
- B. Imagine Learning Professional Development
- C. Renaissance Learning Professional Development
- D. Achieve 3000 Professional Development
- E. On-going Book Study on Distance Learning and Best Practices

Staff Roles and Responsibilities:

The pandemic has caused us to make a "paradigm shift" in roles and responsibilities--ensuring that we are sustaining the pillars of communication/safety/connectivity/standards based distance learning.

- A. Teachers create and maintain standards based Google classrooms with appropriate resources
- B. Principal is responsible for implementing and managing the pillars
- C. Principal and staff marshal and leverage resources to sustain families emotional health using our MTSS model

Pupil Participation:

The extent to which students show up and complete learning activities. Participation may include, completion of assignments contact with school, students and family.

- A. Teachers will monitor participation using the "Distance Learning Participation and Engagement" Documentation

- B. Student Attendance Concern Referral form will be used for areas of concern related to attendance and participation
- C. Monitoring by Attendance Team
- D. PBIS Incentive Activities

Mental Health and Well Being:

Students will be educated in a positive academic environment that is welcoming and safe. Teachers will implement trauma-sensitive practices.

- A. SEL in daily schedule, Second Steps curriculum, PBIS
- B. Community Resources: YES, SBC
- C. School Security to reinforce Covid safety measures

School Nutrition:

Once the school's Blended Learning phase begins, students will be provided in-person meals. Those students who are exclusively Distance Learning, pick-up meals will be provided

- A. Breakfast and lunch will occur in the classroom.
- B. Meals will be served in a grab and go model.

Pupil and Family Engagement and Outreach

The activities of this strategy are intended to aid students and families of pupils not engaging in instruction and are at risk of learning loss. The strategies will be conducted in a caring, trauma informed approach with the goal of providing the support necessary to engage the student in the learning process.

- A. The implementation of an Outreach Consultant to serve as a liaison between parents, district and community services.
- B. Implementation of a three Tier System to support students that are at a risk of learning loss or not engaging in Distance Learning.
- C. Use of an automated call program to follow up on unexcused absences (Tier 1).
- D. Implementation of a Student Attendance Concern Referral form to be used by teachers to identify students with lack of engagement or participation in Distance Learning. This form will be sent to the Outreach Consultant for follow up (Tier I).
- E. For students chronically absent or has been absent for 3 consecutive days a formal Attendance Student Success Team meeting will be conducted via Zoom or Google Meet. The objective of the meeting will be to evaluate the concerns over attendance and identify any additional needs that the family may have. The objective of the team will be to support the family and student so that the student can become re-engage in school. Services may include referral to services and home visits (Tier II).
- F. For students whose interventions implemented during Tier I and Tier II were not sufficient, consultation with internal support (McKinney Vento, Special Education) will be conducted as well as daily contact attempts (Tier III).
- G. If applicable Child Find Process will be initiated
- H. Community based outreach and supports for child welfare would be addressed (Tier III)
- I. SARB Meetings (Tier III)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Our students really enjoyed the student acknowledgement and were working towards becoming better citizens. We implemented the character building strategies during our advisory period and continued to work with them for interventions.

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 were able to meet all our intended implementations and budget expenditures for this goal. We had 70 students that attended Saturday School for credit recovery and were able to recover one credit per semester.

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 adding more meeting days for our PBIS team to continue building our school culture. We have added more student recognitions to our SPSA 2.9. Through this goal we will have breakfast and brunch with the principal for perfect attendance, bi-monthly awards assemblies for student improvement in academics and citizenship, Unit celebrations for ELA and Math, and our bi-weekly Viking Buck drawings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Parent participation in the educational process will increase annually.

Goal 3

Create collaborative partnerships with families to promote meaningful involvement in the learning and development of their children.

Identified Need

We need to increase parent involvement. The identified need is for more means of communication from school to home.

Annual Measurable Outcomes

Metric/Indicator

Number of parents who attended:
ELAC
School meetings
Parent workshops

Baseline/Actual Outcome

In 2019-2020: 10-15 parents attended meetings, trainings and workshops

Expected Outcome

We will increase our parent attendance rate by 5 percent.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents/Guardian and all students will benefit from this strategy

Strategy/Activity

3.1 Parent Communication

Communication with parents through a variety of resources will be deliberate and focused during the 2018-2019 school year.

A. Synergy Parent Portal: The SIS system includes an on-line component for parents to receive email communications from the school and/or teachers. Parents can also log in to the system to view the teacher gradebook to check for student completion of work and assessment scores. Additionally, parents can use the system to contact and communicate with teachers.

B. School Website: SYMS website will be redesigned to be more aesthetically pleasing and user friendly for parents. The site will include all Important information about the school, staff contact information, calendars, links to resources, and more.

C. School Messenger: This program allows the school to create phone and text messages to communicate important announcements from the school, particularly in the case of emergencies.

D. Parent Involvement Newsletter/Flyer: This publication will be printed as well as hosted on all other programs and will showcase ongoing opportunities for family involvement, current school on-goings, and educational information regarding effectively support students in school.

E. Social Media: The school will create and host school accounts on Facebook and Twitter to showcase SYMS and delineate important information for the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents/Guardians and all students will benefit from this strategy

Strategy/Activity

3.2 Parent Advisory Committees

Parents will have opportunities to advise and provide input on school programs aimed at improving academic performance, supporting English learners, promoting parent involvement, and creating an appropriate learning environment to engage students.

A. School Site Council (SSC): The SSC meets monthly to address a publically published agenda. The council consists of parents, staff, and students who are elected by their respective peers. SSC meetings are led by the Site Principal with clerical assistance from the Site Secretary. Primary responsibilities of the council include creating and revising the Single Plan for Student Achievement and submitting for adoption by the San Ysidro School District Governing Board. The SSC also approves the site safety plan.

B. English Learners Advisory Committee (ELAC): This committee meets monthly to discuss programs, activities, and initiatives to increase the performance of English Language Learners. The committee is composed of any interested parents and school stakeholders, and is lead by a committee presidency which is elected by the committee membership at large. The ELAC President or designee works with site administration or designee to create an agenda which the president uses to lead ELAC meetings.

C. School Site Safety Committee: This committee meets according to a committee created calendar to create, evaluate, and revise the school safety plan. The committee consists of appropriate school personnel including site administration, campus security, health clerk, counseling staff, teachers, parents, students, and district representatives. The safety committee submits the safety plan to the SSC for approval and adoption by the Governing Board.

D. District English Learners Advisory Committee (DELAC):

DELAC is the district level committee to address programs, activities, and initiatives to increase the performance of English Language Learners at all school sites in the district. The committee consists of one elected parent member from each school site, but all interested parents, and all stakeholders are welcome to attend. This advisory committee has a member elected presidency that creates the agenda with district personnel and leads the monthly committee meetings.

E. District Parent Advisory Committee

This committee calendars meetings to advise the district regarding programs, activities, and initiatives for students. The committee consists of one elected parent member from each school site, but all interested parents and stakeholders are welcome to attend. This advisory committee has a member elected presidency that creates the agenda with district personnel and leads the monthly committee meetings.

F. Other District committees/meetings

Additionally, there are a number of other opportunities throughout the school year for parents and other stakeholders to provide input on district programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents/Guardians and all students will benefit from this strategy

Strategy/Activity

3.3 Parent Workshops

A series of workshops that range from four to nine weeks will be offered to parents of the SYMS. The trainings include but are not limited to Cyber-safety, progressive discipline, navigating high school and post secondary education and much more

PIQE - Parent Institute for Quality Education - SYMS will provide daycare for these workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Parents/Guardians and all students will benefit from this strategy

Strategy/Activity**3.□4 Parent Involvement (School-wide Activities)**

A. SYMS will host a number of events or activities aimed at providing opportunities for students and their families to be at the school together.

These include:

A. Summer New Student Orientation (July)

B. Summer School Information/Expectation Meeting (August)

C. Fall Open House (August)

E. Fall Parent Conferences (September)

F. Winter Science Fair/STEAM Showcase (February)

G. Spring Parent Conferences (January)

H. Spring Career Fair and Open House (May)

B. Informational meetings such as Coffee with the Principal will be held throughout the 2018-2019 school year□. These meetings will be publicized and placed on the school calendar. Refreshments will be served.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity**3.5 Family Advocacy and Support**

Outreach Consultants (OC's): The OC's will work in SYMS counseling center to assist all families in establishing environments that support their children's academic, emotional and social well-

being. The OC's will also assist administration with attendance monitoring, SART/SARB process, SST, Saturday School, and student incentives. The OC will also seek out and inform families of community resources. The OC's will identify at-risk students and meet with these students and families regularly to provide support.

School Counselors: The school counselors will meet with students and parents to provide support for academic and emotional needs. The counselors will identify and meet regularly with students who are struggling academically and will monitor credits earned toward promotion. The counselors will inform families in both formal and informal settings of the middle school promotion requirements, A-G requirements for high school and college, and how to prepare for their futures. The counselors will also address emotional concerns, peer relationship issues, and other student related issues and provide information, support, and resources for students and their families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents/ Guardians will benefit from this strategy

Strategy/Activity

3.6 Parent Volunteer Group and Parent Center

In 2019-2020, parents will be invited to help create a SYMS Parent Volunteer Group to participate in the organization and execution of the events described in the previous action steps of this plan. A specific room will be designated for the group to be able to meet and plan to support events. The room will also serve as a place for the site committees to conduct meetings and/or other business. English acquisition programs will be purchased in order to support our parents, which in turn will help them support student progress. We will also ensure that refreshments are purchased to make this room feel welcoming and inviting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

995.06

Title I Part A: Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent/Guardians will benefit from this strategy

Strategy/Activity

3.7 Parent Surveys and Feedback

Parents will be surveyed (using Google Survey) at Fall/Spring Open House and Fall/Spring Parent Conferences. The surveys will include questions regarding opportunities for involvement, communication between site and home, desired education topics, use of current supports, and need for and type of supports desired for families.

Each of the parent workshops will also include feedback or evaluation forms to gather information about the effectiveness of the workshop, proposed changes, and/or future workshop topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.8 Learning Continuity and Attendance Plan

Stakeholder Engagement is imperative to inform all:

Meaningful involvement of parents, students, and other stakeholders. Maintaining effective forms of school to home communication about school programs and student process

- A. Implement Parent VUE student information
- B. Monthly Coffee with the Principal, ELAC and DELAC meetings
- C. Yearly Title 1 parent meeting
- D. Parent workshops to navigate Google Classroom and other online resources for the Distance Learning Academy
- E. Back to School Night and Open House
- F. Emails, robocalls and newsletters

Pupil and Family Engagement & Outreach:

The participation of parents in academic and social development is crucial for the child's success. At --school name-- we strive to provide parents with opportunities to participate in school activities and become actively involved in their child's academic endeavours. Due to the Covid-19 pandemic SYSD has provided our parents with resources to help support the SYSD families.

- A. Online Registration Support
- B. Title 1 Parent Meetings
- C. SSC, ELAC, DELAC, and DEPAC monthly Committees meetings
- D. Coffee with the Principal Monthly Meetings
- E. Back to School Night, Open House
- F. SYSD and SY Community Organizations Food Pantries
- G. SY Health Center Rolling Clinic
- H. Students Supplies Distribution for beginning of the school year

- I. Outreach Consultants to support families and students with resources and attendance monitoring
- J. Chromebook and Hotspot Distribution for Distance Learning accessibility.
- K. SYSD Child Nutrition Department weekly Breakfast and Lunch Distribution to parents.
- L. School PTA.
- M. Promise Neighborhood Grant Schools (Smythe, SYMS and Willow Elementary)
 - 1. Promotoras for parent support and liaison between parents, school and community resources.
 - 2. Attendance Specialist to support student attendance
 - 3. Parent Workshops through Casa Familiar, SBCS and SY Health

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

We were able to connect with many of our families using flyers, rob calls, and email. We sent out parent surveys and many did not respond to our surveys. We have not established a parent center, but we are working on that for this school year.

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 have started our quest to establish a PTSA at San Ysidro Middle School and we had the 9th district PTA come out to present to a group of interested parents, students, and teachers. This year we plan to take this group and work towards our goal of creating a parent center, and volunteer groups for our middle school.

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 plan to continue to work with our families and encourage them to fill out our surveys and volunteer at our school. Activity 3.6 and 3.7 will be our area of focus for parent involvement this year. In 2019-2020 we were able to build a parent center to support our parents and the community.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

| |
|--|
| |
|--|

Goal 4

| |
|--|
| |
|--|

Identified Need

| |
|--|
| |
|--|

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$100,771.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$292,920.88 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$426,087.94 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|---|-----------------|
| Comprehensive Support and Improvement (CSI) | \$292,920.88 |
| Title I | \$100,772.00 |
| Title I Part A: Parent Involvement | \$2,845.06 |

Subtotal of additional federal funds included for this school: \$396,537.94

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 (\$) |
|-------------------------|-----------------|
| CARES Act | \$29,550.00 |

Subtotal of state or local funds included for this school: \$29,550.00

Total of federal, state, and/or local funds for this school: \$426,087.94

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|-----------------------|----------------------------|
| Maria C. Rodriguez | Principal |
| Rafael Esrada | Other School Staff |
| Catalina Jaurequi | Classroom Teacher |
| Dalia Gonzalez-Garcia | Classroom Teacher |
| Marissa Yen | Classroom Teacher |
| Viviana Camarillo | Parent or Community Member |
| | Parent or Community Member |
| | Secondary Student |
| | Secondary Student |
| | Parent or Community Member |
| | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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

x 

English Learner Advisory Committee

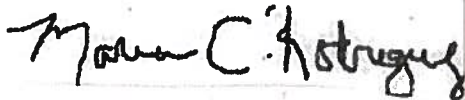
District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 1, 2020.

Attested:



Principal, Maria C. Rodriguez on December 1, 2020



SSC Chairperson, Lidia Zamano on December 1, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



**Title I School Parent and Family Engagement Policy
San Ysidro Middle School
2020/2021 School Year**

San Ysidro Middle School (SYMS), with parents and family members, was jointly developed, mutually agreed upon and distributed to, parents and family members of participating children in Title 1, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c):

- Parents and family members, of participating children in Title 1, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy mutually agreed upon by such parents for carrying out requirements as outlined in ESSA sections 1116(c) through (f) (ESSA Section 1116[b][1]).
- Parents and family members of participating children in Title 1, Part A programs, may amend the parent and family engagement policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]).
- The San Ysidro School District has a district level parent level family engagement policy that applies to parents and family member in all schools served by the district, and the San Ysidro School District may amend the policy, if necessary to meet the requirements (ESSA Section 1116[b][3]).
- Parents and family members of children participating in Title 1, Part A, programs, can if they find the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the San Ysidro School District, shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]).
- SYMS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This annual meeting is held at the beginning of the school year. All parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved (ESSA Section 1116[c][1]).
- SYMS offers parent engagement meetings at various times that are convenient to families, such as the morning and evenings and may provide Title 1, Part A, funds when applicable for transportation, childcare, or home visits, as such services relate to parent involvement (ESSA Section 1116[c][2]).
- SYMS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I, Part A, including the planning, review and improvement of the school parent and family engagement policy and the joint development of the Single Plan for Student Achievement. This takes place at a Monthly Principal Parent Meeting, ELAC Meetings and SSC Meetings (ESSA Section 1116[c][3]).

- SYMS provides parents and family members of participating students of Title 1, Part A programs with timely information on the curriculum used at the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents of Title I students, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, and to respond to any such suggestions as soon as practicably possible in decisions relating to the education of their children. These meetings are held throughout the school year such as, Parent Orientation/Annual Title 1 Parent Meeting, Principal Parent Meetings, Student Study Team, School Site Council Meetings, English Language Advisory Committee, and/or Parent-Teacher Conferences. (ESSA Section 1116[c][4][A-C])
- If the school-wide program is not satisfactory to the parents of participating children, parents may submit any comments on the plan when the school makes the plan available to the local educational agency. (ESSA Section 1116[c][5])

San Ysidro Middle School has developed this written Title I Parent Engagement Policy with input from Title I parents in consultation with school personnel, community members, and parents; it was adopted on December 1, 2020 by the San Ysidro Middle School Site Council.

Due to COVID-19 this policy will be distributed to parents of Title I students through email and made available on the school website: This policy will be provided in a language the parents can understand to the extent possible.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

Maria C. Rodriguez, SYMS Principal

Maria C. Rodriguez

Signature

December 1, 2020

Date

Lidia Zamano, SSC President

Lidia Zamano

Signature

12/4/2020

Date



Política de participación de padres y familias de la escuela Título I Escuela Intermedia San Ysidro

Año escolar 2020/2021

La Escuela Secundaria San Ysidro (SYMS), junto con los padres e integrantes de familia, desarrollaron, acordaron mutuamente y distribuyeron a los padres e integrantes de la familia de los niños participantes en los programas del Título 1, Parte A, los requisitos a continuación, según lo descrito en las secciones 1116 (b) y (c) de la ESSA:

- Los padres e integrantes de la familia de los niños que participan en los programas del Título 1, Parte A están involucrados en el desarrollo conjunto y la distribución de una política escolar escrita sobre la participación de los padres y de la familia, acordada mutuamente por dichos padres para llevar a cabo los requisitos descritos en las secciones 1116 de la ESSA, desde la (c) hasta la (f) (Sección 1116 [b] [1] de ESSA).
- Los padres y familiares de los niños que participan en los programas del Título 1, Parte A, pueden enmendar la política de participación de padres y familia que aplique a todos los padres e integrantes de la familia, si se es necesario, para cumplir con los requisitos (Sección 1116 [b] [2] de la ESSA).
- El Distrito Escolar de San Ysidro tiene una política de participación familiar a nivel del distrito que aplica a los padres e integrantes de la familia de todas las escuelas atendidas por el distrito, y de ser necesario, el Distrito Escolar de San Ysidro puede enmendar la política para cumplir con los requisitos (Sección ESSA 1116 [b] [3]).
- Los padres y familiares de los niños que participan en programas del Título 1, Parte A, pueden, si creen que el plan bajo la Sección 1112 de ESSA no es satisfactorio para los padres e integrantes de la familia, el Distrito Escolar de San Ysidro, deberá enviar los comentarios de los padres junto con el plan cuando la LEA envíe el plan al Estado (Sección 1116 [b] [4] de la ESSA).
- SYMS convoca una reunión anual para informar a los padres de los estudiantes de Título I sobre sus requisitos y sobre el derecho de los padres a participar en el programa de Título I. Esta reunión anual se lleva a cabo al inicio del ciclo escolar. Se invitará y alentará a todos los padres de los niños participantes a asistir, para informarles sobre la participación de su escuela en el Título I y explicarles los requisitos del Título I y el derecho que tienen a participar (Sección 1116 [c] [1] de ESSA).
- SYMS ofrece reuniones de participación de los padres en varios horarios convenientes para las familias, como por la mañana y por la tarde, y cuando corresponda, se pueden proporcionar fondos del Título 1, Parte A, para el transporte, el cuidado de niños o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres (Sección 1116 [c] [2] de la ESSA).

- SYMS involucra a los padres de los estudiantes del Título I de manera organizada, continua y oportuna, en la planificación, revisión * y mejora de los programas del Título I de la escuela y del Título I, Parte A, incluida la planificación, revisión y mejora de la política escolar sobre la participación de los padres, de la familia y del desarrollo conjunto del Plan Único para el Rendimiento Estudiantil. Esto se lleva a cabo en una reunión mensual de padres y directores, reuniones de ELAC y reuniones de SSC (Sección 1116 [c] [3] de ESSA).
- SYMS proporciona a los padres y familiares de los estudiantes participantes de los programas de Título 1, Parte A, información oportuna sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de logro de los exigentes estándares académicos estatales; y de ser solicitado por los padres de los estudiantes del Título I, la escuela brinda oportunidades de reuniones regulares para formular sugerencias y participar, según corresponda, y responder a tales sugerencias tan pronto como sea posible en las decisiones relacionadas con la educación de sus hijos. Estas reuniones se llevan a cabo durante todo el ciclo escolar, como las reuniones de orientación para los padres / la reunión anual de padres del Título 1, las reuniones de padres con el director, las reuniones del grupo evaluador del progreso académico estudiantil, las reuniones del comité escolar, del comité asesor del idioma inglés y las conferencias de padres y maestros (Sección 1116 [c] [4] [A-C] de la ESSA).
- Si el programa de toda la escuela no es satisfactorio para los padres de los niños participantes, los padres pueden enviar comentarios sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local. (Sección 1116 [c] [5] de la ESSA)

La Escuela Secundaria San Ysidro ha desarrollado esta Política de Participación de los Padres de Título I escrita mediante los aportes de los padres de Título I bajo consulta con el personal escolar, integrantes de la comunidad y padres de familia; fue adoptado el 1 de diciembre de 2020 por el comité escolar de la escuela secundaria San Ysidro.

Debido a COVID-19, esta política se distribuirá a los padres de los estudiantes de Título I mediante un correo electrónico y estará disponible en la página web de la escuela: Se proporcionará esta política en un idioma que los padres puedan entender en la mayor medida posible.

** Puede ser útil incluir la revisión de la política de participación de los padres en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

Maria C. Rodriguez, Directora de SYMS

Maria C. Rodriguez

Firma

1 de diciembre 2020

Fecha

Lidia Zamano, SSC President

Lidia Zamano

Firma

12/4/2020

Fecha



San Ysidro Middle School Title 1, Part A School-Parent Compact 2020/2021

San Ysidro Middle School and the parents of the students participating in activities services and programs funded by Title 1, Part A, agree that the School Parent Compact outlines how the parents and the entire school staff and the students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title 1, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]).

The importance of ongoing communication between parents and teachers through, but not limited to, the following:

- Parent-teacher conferences
- Frequent reports on student progress
- Reasonable access to staff;
- Opportunities for parents to volunteer and/or opportunities to observe classroom activities.

San Ysidro Middle School jointly developed the school-parent compact through collaboration and feedback at the following activities:

- Parent-Principal Meetings
- School Site Council Meetings
- English Language Acquisition Committee
- Parent Workshops

This Compact was approved by San Ysidro Middle School on December 1, 2020, and will be in effect for the period of the 2020/2021 school year. The school will distribute the Compact to all parents and family members participating in the Title 1, Part A program.

Maria C. Rodriguez, SYMS Principal

Maria C. Rodriguez

Signature

December 1, 2020

Date

Lidia Zamano, SSC President

Lidia Zamano

Signature

Date



**San Ysidro Título 1, Parte A
Acuerdo entre la escuela y los padres
2020/2021**

San Ysidro Middle School y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título 1, Parte A, están de acuerdo en que el Pacto entre padres y escuelas describe cómo los padres y todo el personal escolar y los estudiantes compartirán la responsabilidad el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares académicos del estado (Sección 1116 [d] de la ESSA).

La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños atendidos bajo el Título 1, Parte A, cumplir con los exigentes estándares académicos estatales, y las formas en que cada padre será responsable de apoyar a su aprendizaje de los niños; y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (ESSA Sección 116 [d] [1]).

La importancia de la comunicación continúa entre padres y maestros a través, entre otros, de lo siguiente:

- Conferencias de padres y profesores
- Informes frecuentes sobre el progreso de los estudiantes
- Acceso razonable al personal;
- Oportunidades para que los padres se ofrezcan como voluntarios y / u oportunidades para observar las actividades del salón.

La Escuela Intermedia San Ysidro desarrolló conjuntamente el pacto entre la escuela y los padres a través de la colaboración y los comentarios en las siguientes actividades:

- Reuniones de padres y directores
- Reuniones del consejo del sitio escolar
- Comité de Adquisición del Idioma Inglés
- Talleres para padres

Este Pacto fue aprobado por la Escuela Intermedia San Ysidro el 1 de diciembre de 2020 y estará vigente durante el período del año escolar 2020/2021. La escuela distribuirá el Pacto a todos los padres y miembros de la familia que participen en el programa Título 1, Parte A.

Maria C. Rodriguez, Directora de SYMS

Maria C. Rodriguez
Firma

1 de diciembre 2020

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