



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

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School Accountability
Report Card
Published in 2022-23

Smythe Elementary School

Grades TK-6
CDS Code 37-68379-6085146

Marlo Vasquez, Interim Principal
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"Safe, Respectful and Responsible," that is how the dragons roar!



Principal's Message

Welcome to Smythe Elementary School!

Every school in California is required by state law to publish a School Accountability Report Card (SARC) each year. The SARC contains information about the condition and performance of each California public school. This report will provide you with valuable data about our school's achievements, resources, students and staff.

Smythe Elementary School provides a safe and nurturing environment. Students are actively engaged in learning foundational skills, constructing meaning, expressing themselves creatively, thinking critically, collaborating, communicating and acquiring positive social values. We value a multicultural education and see the beauty in diversity. We believe the best way to achieve success is to practice a growth mindset and to engage in continuous reflection toward improvement. Smythe Elementary School is committed to biliteracy, as evidenced by our 50/50 dual-language program in English and Spanish for grades K-4.

A dedicated team of professional educators and support staff provide students with a rigorous, California standards-based curriculum, and differentiate according to students' needs: 1. Increase academic achievement by 5% in all grade levels in reading and mathematics; 2. strengthen the positive school culture through the implementation of Positive Behavioral Interventions and Supports (PBIS) schoolwide; and 3. strengthen parent success through participation in Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), Social Site School (SSC), Coffee with the Principal forums, and other school volunteer opportunities. Our goal is to raise average daily attendance to 95%.

In order to achieve our school goals, we will work closely with all stakeholders including students, parents, extended family members, community partners, businesses and district office staff.

We encourage all to visit us and become familiar with our school!

School Mission Statement

Our Smythe Elementary School learning community is committed to providing a safe and nurturing environment for students and adults that fosters excellence, respect, responsibility, and a growth mindset. We are a welcoming school, which fosters empathy and compassion for all.

Parental Involvement

At Smythe, parents assist the school by volunteering in classrooms, the library, and participating in the SSC, ELAC, Coffee with the Principal, parent workshops, Parent Advisory Committee (PAC) and the PTA.

Smythe is very proud to provide monthly workshops for parents to help them better understand what their children learn at school and how to support them at home.

The PTA is an organization in which parent leaders support student-centered school programs, coordinate family-focused activities, as well as raise funds for Smythe community events.

We are very fortunate to partner with South Bay Community Resources in the implementation of the federal Promise Neighborhood Grant. This funding will assist us with student engagement, student achievement, student attendance and parent education.

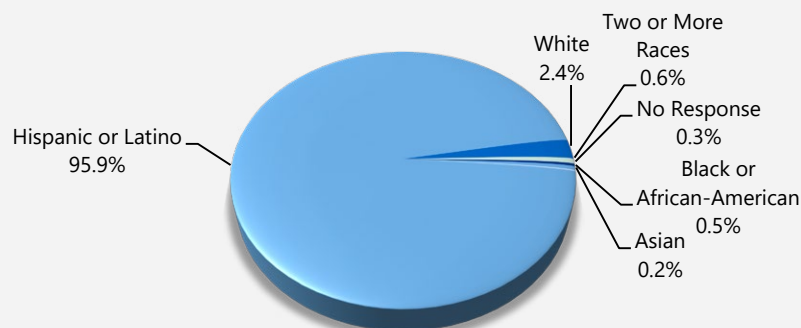
Parents who wish to participate in Smythe Elementary School's leadership teams, school committees, school activities or become volunteers may contact Interim Principal Marlo Vasquez at (619) 428-4447.

Enrollment by Student Group

The total enrollment at the school was 616 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year



#SYSDUnited

School Accountability Report Card

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

District Mission Statement

The mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.

District Vision Statement

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

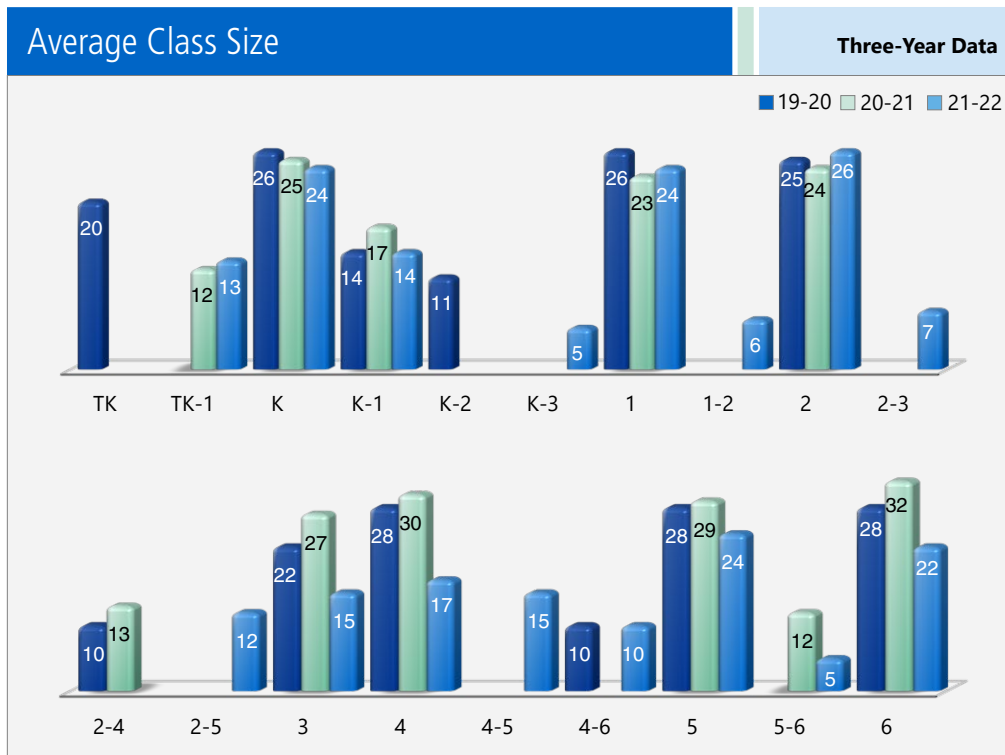
School Board

Rosaleah Pallasique, President
Irene Lopez, Vice President
Zenaida Rosario, Clerk
Rudy Lopez, Member
Antonio Martinez, Member



Class Size Distribution

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



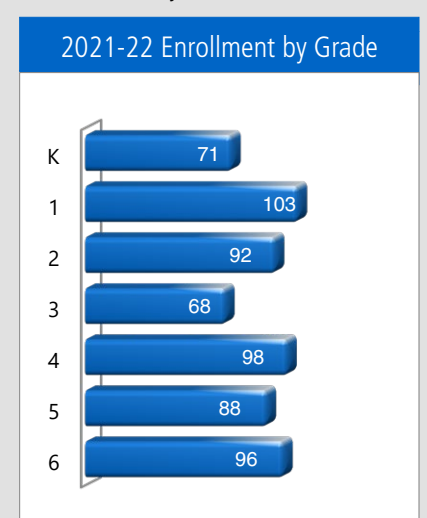
Number of Classrooms by Size							Three-Year Data		
	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1								
TK-1				1			2		
K	3				3			2	
K-1	1			1	1		1	1	
K-2	1								
K-3							1		
1		3		1	2			3	
1-2							2		
2		4			3			3	
2-3							1		
2-4	1			1					
2-5							1		
3		4			4		3	1	
4		3			3		2	2	
4-5							1	1	
4-6	1						1		
5		3			3			3	
5-6				1			1		
6		3			3		1	3	

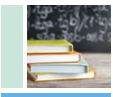
Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	50.80%
Male	49.00%
Non-Binary	0.20%
English learners	71.40%
Foster youth	0.80%
Homeless	27.60%
Migrant	0.00%
Socioeconomically Disadvantaged	89.00%
Students with Disabilities	13.10%

Enrollment by Grade

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





Suspensions and Expulsions

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

Suspensions and Expulsions					Two-Year Data	
	Smythe ES		San Ysidro SD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	2.1%	0.0%	2.5%	0.20%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.00%	0.1%

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

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

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

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	2.1%	0.0%		
Female	0.9%	0.0%		
Male	3.3%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	2.0%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	6.7%	0.0%		
English Learners	2.8%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	3.1%	0.0%		
Socioeconomically Disadvantaged	2.3%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	0.0%	0.0%		

Professional Development

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

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

Professional Development Days

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

California School Dashboard

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



California Physical Fitness Test

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

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

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	94.2%	94.2%	93.0%	91.9%	94.2%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	668	646	229	35.40%	
Female	330	325	117	36.00%	
Male	336	319	111	34.80%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	1	1	1	100.00%	
Black or African American	3	1	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	643	623	218	35.00%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	4	4	1	25.00%	
White	15	15	9	60.00%	
English Learners	503	495	182	36.80%	
Foster Youth	5	5	2	40.00%	
Homeless	195	183	92	50.30%	
Socioeconomically Disadvantaged	600	579	209	36.10%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	106	103	40	38.80%	

Types of Services Funded

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

Federal funds

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

State funds

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





SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Smythe ES		San Ysidro SD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	14.46%	▲	18.20%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Smythe ES		San Ysidro SD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	★	22%	★	35%	★	47%
Mathematics	★	15%	★	23%	★	33%

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

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

Statewide Assessments

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

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

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



CAASPP by Student Group: Science, English Language Arts and Mathematics

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

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

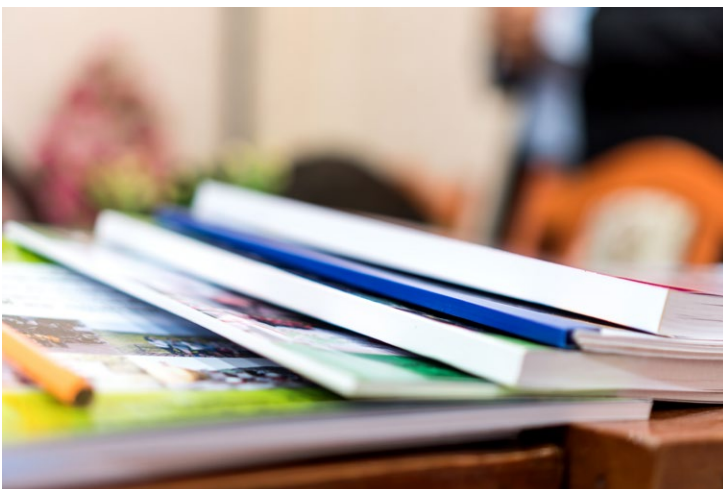
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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

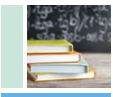


CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	83	83	100.00%	0.00%	14.46%
Female	43	43	100.00%	0.00%	11.63%
Male	40	40	100.00%	0.00%	17.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	79	79	100.00%	0.00%	15.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	56	56	100.00%	0.00%	5.36%
Foster Youth	❖	❖	❖	❖	❖
Homeless	31	31	100.00%	0.00%	6.45%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	79	79	100.00%	0.00%	12.66%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

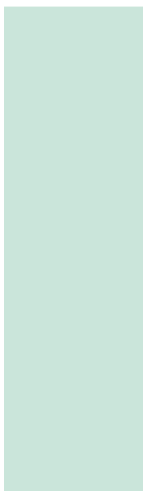
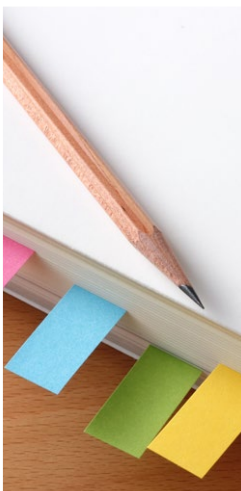




CAASPP Test Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	350	328	93.71%	6.29%	22.32%
Female	174	165	94.83%	5.17%	21.82%
Male	175	162	92.57%	7.43%	22.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	339	317	93.51%	6.49%	22.47%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	257	237	92.22%	7.78%	12.29%
Foster Youth	❖	❖	❖	❖	❖
Homeless	107	96	89.72%	10.28%	16.67%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	321	303	94.39%	5.61%	21.19%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	49	41	83.67%	16.33%	7.32%

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

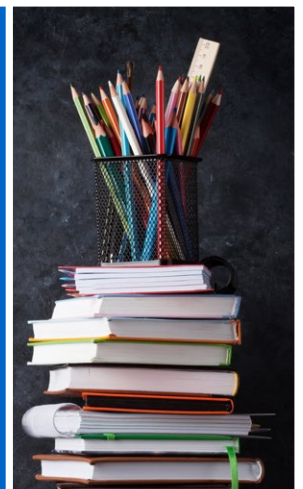
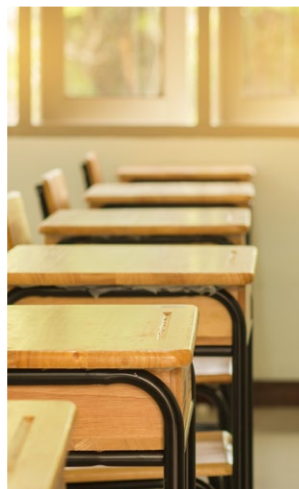




CAASPP Test Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	350	332	94.86%	5.14%	14.50%
Female	174	167	95.98%	4.02%	9.58%
Male	175	164	93.71%	6.29%	19.63%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	339	321	94.69%	5.31%	14.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	257	242	94.16%	5.84%	8.30%
Foster Youth	❖	❖	❖	❖	❖
Homeless	107	99	92.52%	7.48%	10.10%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	321	306	95.33%	4.67%	13.44%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	49	41	83.67%	16.33%	4.88%

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





Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Benchmark Advance</i> (English for K-6)	2018
Reading/language arts	<i>Adelante</i> (Spanish K-3 for Dual Language)	2018
Reading/language arts	<i>Benchmark Steps to Advance</i> (2-6 SDC)	2018
English Language Development	<i>Benchmark Advance</i> (K-6)	2018
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2017
Mathematics	<i>SpringBoard</i> , College Board (6)	2017
Science/Health	Pilot materials: Carolina Building Blocks of Science & TWIG Science (K-5)	Pending
Science/Health	Pilot materials: McGraw Hill CA Inspire Science, Accelerate Learning STEMscopes & TWIG Science (6)	Pending
History/Social Science	<i>HSS Pilot: State approved publishers - TBD</i>	Pending

Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

School Safety

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

Smythe Elementary School places a strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fires, intruders and bus evacuations are held according to district requirements. Maintenance staff members work with a scheduled preventive program to offset costly repairs. Our staff members model and review safe behaviors and practices with students regularly. We believe in the power of restorative justice practices and espouse the view that implementation of Positive Behavioral Interventions and Supports reduces the number of behavioral referrals and suspensions. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2022.

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2022-23 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	26%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Insufficiency of instructional materials was declared because of missing textbooks due to higher enrollment, textbooks not returned or taken out of circulation for wearing away for the following subjects/grades:

- Kindergarten: history social science (HSS)
- K-5: history social science (Spanish)

Insufficiency will be solved as follows:

- District will begin the piloting process for HSS materials at all Elementary schools in January 2023.



Currency of Textbooks

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

Currency of Textbooks

2022-23 School Year

Data collection date	9/8/2022
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School Facility Good Repair Status

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

School Facility Good Repair Status		2022-23 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Poor
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/6/2022

Deficiencies and Repairs

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

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Missing panel on wall: Library, Cafeteria, Rooms 1, 2, 3, 4, 7, 8 and 9. Stained ceiling tiles: Rooms 5, 6 and 25. Missing ceiling tiles: Rooms 35 and 36. Work orders submitted.	November 2022
Electrical	Burned out lightbulbs: Kitchen, rooms 6, 15, 25, 26, 31, 32, 33 and 35. Broken outlet cover: Room 12. Work orders submitted.	November 2022
Restrooms/fountains	Loose toilet seats: Boys & Girls Restrooms. Loose water fountain: Room 5. Loose faucet: Room 10 and 32. Work orders submitted.	November 2022
Structural	Stucco around school, hole on wall outside #1: School exterior. Work orders submitted.	November 2022

School Facilities

Smythe Elementary School provides a safe, clean environment for students, staff and volunteers. The nearly 50,000 square foot campus includes 32 permanent and four relocatable classrooms, a cafeteria, library and administrative offices. Originally constructed in 1971, several buildings were added or underwent modernization in 1991, and in 2000, the entire campus underwent complete modernization. The modernized campus includes 36 classrooms, a cafeteria/auditorium, and administrative offices. In addition, the school has a new fence, playground equipment, and every classroom is equipped with SMART Boards, document cameras, Smythe Elementary School's primary concern is the safety of students and staff. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all our students.

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

Cleaning Process

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

Maintenance and Repair

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

Smythe Modernization

Smythe went through a modernization during the months of June to August 2017. Classrooms, bathrooms, MPR, library and offices were renovated. Smythe also received new furniture and computers. The landscaping and parking area is also new. A second phase of the modernization will include the playground and hallways.



"Smythe Elementary School provides a safe and nurturing environment."



Teacher Preparation and Placement

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

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.0	95.7%	171.8	93.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.1	0.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.8	0.4%	12,115.8	4.4%
Unknown	1.0	4.3%	10.7	5.8%	18,854.3	6.9%
Total Teaching Positions	23.0	100.0%	184.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.6	92.8%	181.6	92.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	0.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	7.3%	11.1	5.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.2	0.1%	11,953.1	4.3%
Unknown	0.0	0.0%	3.0	1.6%	15,831.9	5.7%
Total Teaching Positions	27.6	100.0%	197.0	100.0%	279,044.8	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





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

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

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	0.0
Misassignments		0.0	2.0
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		0.0	2.0

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

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

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

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

Class Assignments

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

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

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.0%	8.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.0%	2.8%

Public Internet Access

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf/flash201.asp>.

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



Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.24
Social worker	0.43*
Nurse	0.14**
Speech/language/hearing specialist	2.00
Resource specialist (nonteaching)	0.00

✧ Not applicable.

* 3 Social Workers for the District to support students with mental health programs and provide Educationally Related Mental Health Services.

** 1 District Nurse to oversee all schools and is available for all students.



Financial Data

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

District Financial Data

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

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

Financial Data Comparison

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

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Smythe ES	\$5,884	\$93,775
San Ysidro SD	\$9,265	\$98,488
California	\$6,594	\$84,612
School and district: percentage difference	-36.5%	-4.8%
School and California: percentage difference	-10.8%	+10.8%

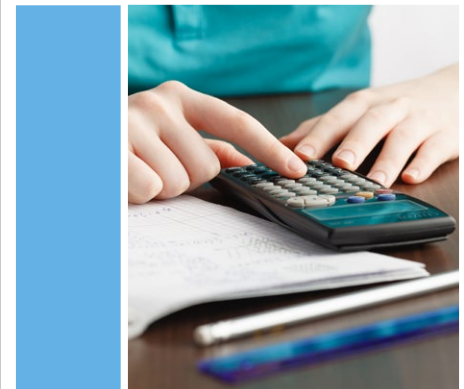
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>.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

All data accurate as of January 2023.

School Financial Data

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

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$6,133
Expenditures per pupil from restricted sources	\$249
Expenditures per pupil from unrestricted sources	\$5,884
Annual average teacher salary	\$93,775



Expenditures Per Pupil

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

School Accountability Report Card

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