School Plan for Student Achievement (SPSA)

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
Smythe Elementary	37683796085146	06/02/2022	06/23/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Description

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 School District's mission is to provide quality education and opportunity for ALL students to succeed. Therefore, we are committed to providing each of our students with a supportive learning environment for all of our students, including our students with disabilities to be successful. The LCAP aligns with the 8 state priorities and will comprise five goals – 1) Student Achievement 2) English Language Proficiency 3) Safety, Climate, and Student Engagement, 4) Social-Emotional Skills, and 5) Parent Engagement.

Based on the input of our educational partners, best practices, and data analysis, Local Control Funding will be allocated towards providing basic services necessary for the day-to-day running of the school district, as well as enhancing the educational experience for our students. In response to feedback from our educational partners and data analysis, we will continue to focus on student interventions and support for academic success, and include a goal for supporting the area of English language proficiency. Additionally, we will continue our focus on parent engagement and communication, positive school environments through our PBIS model and multi-tiered system of support for student engagement and attendance, as well as support for the social-emotional and wellbeing needs of our students through a multitiered approach.

Based on data collected and analyzed during the 2021-22 school year, as well as the input from our educational partners that were gathered at community feedback forums hosted by each school site, management feedback meetings, DPAC/DELAC overview and feedback meetings, staff feedback meetings, survey data, student feedback meetings, and the Differentiated Assistance process, our 2021-24 LCAP will focus on:

1. Support for student learning through interventions to accelerate learning and mitigate learning loss. To that end, we will focus on the implementation of our Instructional Design and model of continuous improvement through the refinement and support of our systems. A key feature of this system is Science and Physical Education (PE) team, who will continue to provide high quality enrichment with integrated ELD through Project Lead the Way (PLTW) grade level modules and SPARKS PE to students during teacher and site admin Data Reflection Sessions and teacher planning time. (Goal 1; Action 6). Additionally, we will push in supports that include instructional aides to deliver and support with targeted interventions supports for core instruction (Goal 1; Actions 15 & 19), as well as increase the instructional day to allow expanded learning and enrichment to accelerate learning and increase student engagement (Goal 1; Action 20 & Goal 3; Action 8)

2. Increase professional learning with a focus on English language proficiency to include follow-up planning and implementation coaching supported by our Resource Teachers (Goal 1; Action 12). The implementation of professional learning, guided planning, and instructional coaching will serve to support the needs of all students and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

3. Focus on the expansion of the Positive Behavior Intervention Supports (PBIS) program that is implemented throughout the district in alignment with the existing Positive Discipline Plan to support school staff, as well as to teach and reinforce appropriate behaviors at school. This will include supports for PBIS teams to refine and expand the program at each of our school sites and positively impact student engagement and well being for all students, which serves as part of our system of support for chronically absent students, including English learners, socioeconomically disadvantaged students, homeless students and students with disabilities. (Goal 3; Action 7)

4. Expand student support services by leveraging wrap-around and full community school services to promote student and family engagement. We will continue the implementation of the social-emotional learning curriculum at all grades through additional training on restorative practices and social-emotional learning. To further support the growth and refinement of this implementation we will use social workers to support the building of capacity among staff and to support the mental health needs of students through a multitiered approach to social-emotional wellbeing (Goal 4; Action 1).

5. Increase workshops/classes at the Community Parent Center and on each school site. Include a selection of workshops/classes that support the variety of needs of our families based on our different student groups throughout the year. Additionally, work with school sites and district staff to create positive school events that

bring families to schools for positive learning experiences. (Goal 5; Action).

The San Ysidro School District serves a diverse student population including many students from high needs student groups, such as students with disabilities, English learners, and students from socioeconomically disadvantaged, homeless or foster families. Within the LCAP there are actions and services specific to these student groups including, but are not limited to, professional development and instructional coaching for teachers, supplemental and intervention materials, push-in support for struggling readers and struggling math students, and the continuation of restorative practices with a focus on social emotional wellbeing.

Engaging Educational Partners

The San Ysidro School District prioritizes the engagement and feedback of our educational partners in the creation of the district plan. In preparation for the drafting of the LCAP goals, actions, and services for the 2022-2023 LCAP, the district created surveys to monitor feedback from educational partners including parents/ guardians, students, staff, and management on the needs of students. These ongoing surveys were part of the information that was gathered from our educational partners to inform the plan to support students through our Local Control Accountability Plan (LCAP) for the upcoming year.

The Executive Director of Educational Services met with administrators to review the goals from the last LCAP cycle and gather feedback to inform the LCAP actions and services for the 2022-23 cycle. School site principals held community feedback forums as part of their "Coffee with the Principal" meetings, and with school site parent groups including parents of students with disabilities and unduplicated students and site staff to present the LCAP overview and soliciting feedback in building the plan for the upcoming LCAP cycle. Students at school sites were included as part of the group whose feedback was gathered to create the plan, through a group of school representatives from every school site. To gather additional feedback, in April 2021, the district posted an online survey through Google Forms and solicited input from the same educational partners as well as community members. Members of the Educational Services Department reviewed all of the data that was gathered throughout the year and including the data that was collected from February - May to identify the supplemental and instructional strategies that the district would implement to support student growth both academically and in regards to social emotional well being.

The district engaged in Differentiated Assistance(DA) workgroup focused on Chronic Absenteeism through SDCOE's ICAN Network, which included district classified, certificated, administrative staff, and county support for evaluating data on chronic absenteeism for all students including students with disabilities, this work also supported the development of the LCAP as we analyzed data and worked to determine actions and services to better support this student group in these identified areas.

Through the analysis of the data that was gathered from feedback the district identified an emphasis on the need to provide the following types of services: intervention for students, additional support for English language development, enrichments programs (eg. sports programs, STEM, arts, music, etc.), mental health supports, continued support for technology, learning opportunities for parents/guardians to better support their children, and the continued implementation of communication strategies as well as health and safety practices. The San Ysidro School District has implemented this feedback in the supports and services that we are prioritizing in the creation of this plan.

In order to gather additional feedback and input to inform the final draft of the 2022-23 LCAP, the drafted plan was reviewed with:

DELAC(District English Learner Advisory Committee) - April 20, 2022

DPAC (District Parent Advisory Committee) - April 20, 2022

CSEA (Classified Bargaining Unit): May

SYEA (Certificated Bargaining Unit): May

LCAP/DBAC(District Budget Advisory Committee): May 26, 2022

San Diego Office of Education FASTPASS - June 1, 2022

Public Hearing - June 9, 2022

Governing Board approval - June 23, 2022

The feedback from our educational partners impacted the formation of goals and the creation of actions and services to support the attainment of these goals. In the examination of the input and feedback the following themes emerged:

1. Academic Intervention Support before, during, and after school

2. Continue with Technology Implementation; including Educational Technology Programs & Professional Learning

3. DUAL Language & Integrated ELD in all subject areas

3. Social Emotional/Mental Health Staff to support student needs

4. Support Staff for Safety (Security, Supervision, Mental Health Staff)

5. Provide Extracurricular Activities-Pathways: After School & Intersession Enrichment (VAPA, STEAM, Sports, Career/College, Language)

6. Variety of Communication with Families & Parent Learning Opportunities

In creating the LCAP goals, the district worked to align the state priorities with the identified needs of the district. Each of the goals that has been written for the LCAP includes actions and services that are reflective of the input that our educational partners shared.

The first goal which focuses on academic achievement includes an equity lens by calling out specific student groups that need to accelerate their learning in order to mitigate the achievement gap to truly provide equity for all of our student groups. This goal includes actions and services that are a direct result of the educational partner input, including focusing on the technology plan which includes the support of 100% digital access for all students and professional learning to increase technology use, as well as interventions for students that are embedded in the instructional day and in expanded learning opportunities before and after school.

The second goal focuses on English language and academic language development with an emphasis on supporting English learners to meet annual progress goals and reclassify in 5 years, and is a direct result of feedback from our educational partners. This goal will be supported by actions and services that are focused on language acquisition strategies for all learners, including students with disabilities. The district will focus on English and Academic language development with the implementation of professional learning for staff and coaching support for implementation. As well as the revision of the EL master plan to ensure alignment with the EL Roadmap and the clear vision for our language acquisition models.

The third goal focuses on school culture and student engagement. This goal will embed educational partner input in actions and services that call for the strengthening of social emotional supports for students, the refinement and support of Positive Behavior Intervention Strategies (PBIS), and the emphasis on sports and enrichment opportunities to support the building of culture and community on our school sites. This focus on school culture and student engagement will support student attendance, for all students including unduplicated students, students with disabilities, and homeless students by building a positive welcoming school environment, which includes the implementation of a multi-tiered system of support for student engagement.

The district's fourth goal is a direct result of educational partner input that calls out the need to have mental health support for students. This goal focuses on the development of social emotional learning and wellbeing with additional support when needed. For this goal we have created actions and services that include the hiring of social workers to support the Tier I implementation of the district's social emotional curriculum, as well as to provide Tier II supports like groups and 1:1 support for students who need additional support.

The last goal is focused on parent engagement and we had input that asked us to continue the communication that we were already doing in terms of being proactive in our communication to families. Additionally, we will incorporate different means of communication and provide learning opportunities for our families around the topics of student academic support, language acquisition, enrichment/sports opportunities, technology, and mental health supports to help inform the workshop and activities that we host and engage our families in so that students and families will feel equally engaged in the focus of the district as we move all of our students forward.

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The English Language Advisory Committee (ELAC) and School Site Council (SSC) meets regularly to develop and make recomendations for the campus improvement plan.

September 16 2021

October 21 2021

November 18 2021

January 20 2022

Feburary 17 2022

March 17 2022

May 19 2022

June 2 2022

Staffing and Professional Development

Staffing and Professional Development Summary

During formal/ informal observations the site administrator monitors the implementation of the California Common Core Standards and provides feedback to teachers.
Classroom observations may be formal or informal and are conducted weekly for different purposes . Formal observations are part of the evaluation process, they may be scheduled or unannounced, and may last from 20 -30 minutes with follow up feedback. Informal observations or walk- throughs are short 5-10 minutes visits with immediate feedback. The purpose of informal observations is to monitor instruction, and to provide assistance to teachers with the goal of student success.

As a result of the walkthroughs and formal observations the following evidence was found:

*CCSS are being implemented and a greater percentage of students are engaged in the lessons.

*Evidence of the Tier 1 SEL Curriculum "Second Step" is followed.

*Routines and procedures allow for instructional time to be used efficiently in most classrooms.

*Teacher collaboration is evident in the classrooms as classrooms activities and lessons are the same per grade levels.

*There is evidence of both vertical and horizontal alignment along with the five dimensions of teaching--purpose, student engagement, curriculum development, assessment, and engaging classroom environments.

*There is evidence of adherence to district adopted instructional matrices in both English Language Arts and Math. The administrators look at the Dimensions of Teaching and Learning, and adherence to the District adopted Instructional Design Model.

*Strategies to support English Language Learners are becoming more widespread. Examples include, but are not limited to: Academic vocabulary instruction, sentence frames, multi leveled questioning strategies, and maximizing opportunities for oral language production.

100% of Smythe teachers meet the requirements for highly qualified staff.

The curriculum used at Smythe is a combination of the SBE-and district adopted materials in all core subject areas.

Staff development has been 100% aligned to the Common Core Standards adopted by the state of California. Assessments were created based on Common Core Standards Matrices.in Language Arts and Mathematics. The 2021- 2022 professional development aligns to the achievement of English Language Learners

District leads or resource teachers have been assigned to Smythe to support various grade levels and teachers in the implementation of the Common Core Standards

Teacher collaboration takes place in various ways; twice a month planning, and data reflection meetings after common district assessments are scored. The result of the data reflection meeting is a set of instructional agreements that teacher make to help move students towards grade level.

Staffing and Professional Development Strengths

Staff development has been 100% aligned to the Common Core Standards adopted by the state of California. Assessments were created based on Common Core Standards Matrices.in Language Arts and Mathematics. The 2021-2022 professional development aligns to the achievement of English Language Learners

Teacher collaboration takes place in various ways; twice a month planning, and data reflection meetings after common district assessments are scored. The result of the data reflection meeting is a set of instructional agreements that teacher make to help move students towards grade level.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1: Smythe teachers need access to instructional planning time, using assessment data analysis and instructional strategies that are relevant to the needs of our student population. **Root Cause/Why:** There are some students who will strongly benefit from data-based intervention to meet their instructional needs.

Needs Statement 2: Staff professional development to improve the effectiveness of integrated and designated ELD instruction (Vocabulary, student discourse, writing) **Root Cause/Why:** Build teacher capacity to understand and implement ELD standards, curriculum and best instructional practices for English Learners.

Teaching and Learning

Teaching and Learning Summary

Both the results of the CASPP and our district common assessments are used to set SMART goals. The results of the assessments are used to inform the instruction and the instructional design within the context of the district adopted matrices of standards. We have 4 common assessments in both ELA and Mathematics.

Results from district CCS benchmark assessments will be used during grade level data reflection meetings as well as individual student monitor meetings with the principal. The purpose of these meetings is for teachers to collaborate in order to make modifications to instruction to better meet the academic needs of our students. These meetings also provide a structure to focus on curriculum, instruction, and student learning.

Instruction and materials are aligned to the Common Core Standards. Teachers participate in the development of Instructional matrices in English Language Arts and Math. The instructional matrices align with district benchmark assessments given after every unit of instruction. The Data Review Sessions and the administrative walkthroughs focus on the instructional design implementation.

1st through 6th grade have a 2 hour English Language Arts block, 45 minutes of designated ELD time for ELL's and 60 minutes of math instruction. Kinder has an hour and a half Language Arts period, 30 minutes ELD for ELL's, and 40 minutes of Math

Our lesson design and pacing will be determined by the assessment matrix created by our teachers district wide. Based on each
Unit Benchmark Assessments, teachers will make necessary adjustments with lesson pacing based on the agreements made during data reflection meetings.

We will continue to use our district adopted materials in English,Language Arts, Math, Social Science, and Science with the support of Common Core supplementary materials recommended by teachers and Educational Services to adapt our instruction to the new Common Core Standards.

Every student at Smythe has access to SBE-adopted core materials, including intervention materials.

During instructional time teachers will assess learning ,and will differentiate instruction accordingly. Small flex groups will enable students to access the core. After school interventions, as well as support in class by teacher on special assignment are in place to support under performing students.

Best Practices, small group instruction, student collaboration, gradual release of responsibility, active student engagement.

Conclusions based on data -

- Smythe School and the San Ysidro School District is experiencing declining enrollment.
- Smythe School has a Hispanic/Latino population of 98.44% of students.
- Based on being a K-3 school in 2016-2017 the percentage of reclassified English proficient students has remained below 5% for the past 3 years.
- Smythe implemented intervention classes and provided instructional aide to provide support for English Learners.

CAASPP Results ELA/Literacy -

- In 2017-2018 24.12% students met proficiency standards
- Reading proficiency continues to be an area that needs focused attention with 54.81% of students performing below the standard.
- Writing proficiency continues to be an area that needs focused attention with 48.53% of students performing below the standard.

CAASPP Results Math -

- In 2017-2018 34.04% of students met or exceeded Math standards on the CAASPP.
- In 2017-2018 57.65% of students scored at or near, or above standards in the area of Concepts and Procedures on the CAASPP.
- In 2017-2018 51.77% of students scored at or near, or above standards in the area of Communicating Reasoning on the CAASPP.

ELPAC Results -

- Strategies that address the needs of Long Term English Learners are needed.

Overall Performance for All students

- The suspension rate for all student subgroups is at 3.6% red (Lowest performance).
- Smythe English Learner Progress was reported yellow-low at 60.5% with an increase of +4.3%.
- Smythe ELA was reported yellow-low at 66.1 points below level 3 with an increase of +8.3 points. Mathematics was reported yellow-low at 36.6 points below 3 with an increase +8.1 points.

Academic Performance ELA -

- For the 2016-17 academic year the status for English Language Arts for all students showed a low status of 66.1 points below level 3 with an increase of +3.9 points.
- The homeless populations showed low performance with a low status of 54.4 points below level 3 and an increase of +12.8 points from previous year.
- The Fall 2017 report showed very low status for English Learner Only students with 84 points below level 3 and maintained +1.9 points from the previous year.

Academic Performance Math -

- The overall Mathematics perforamnce for Smythe school was yellow-low 33.7% points below level 3 with an increase of +7.8 points.
- The students with disabilities population performed at a very low 108.5 points below level 3 with an increase of +3.2 points.

Academic Performance English Learner Progress -

- The 2018 English Learner Progress Dashboard indicates that 33.8% of the ELL are in Level 3
- Implementation of small group instruction and instructional aides during guided centers will provide additional support for EL students population to increase English Learner Progress.
- Smythe School ELA is yellow-low at 66.1 points below level 3 with and increase of +8.3 points. Mathematics is yellow-low 36.6 points below level 3 with and increase of +8.1 points.

Academic Engagement Chronic Absenteeism -

- Smythe has a very high student absentee Rate. Resource allocations are given for parent education. Promise Neighborhoods will assist in improving student attendance efforts.
- The chronically absent rate is 17.8%

Conditions & Climate Suspension Rate -

- The suspension rate for all students at Smythe has declined to 2.6%.
- Foster Youth suspension rate was reported at very high with 30.8% and increased significantly +30.8%.
- Smythe School goal for the 2020-2021 school year academic school year is to reduce the % of suspensions in all subgroups by 5% or greater.

Teaching and Learning Strengths

Smythe teachers strive to adhere to the 5 dimensions of teaching and learning:

The 5D instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: **purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture**

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): To use common assessments in ELA and Math to track student progress to profiency.

Needs Statement 2 (Prioritized): There were only six students who re classified in the 2020-2021 school year. There are currently 5 Long Term English Learners ELL students make up for 77.5% of the Smythe school enrollment.

Parental Engagement

Parental Engagement Summary

Parenting classes, parent meetings, teacher conferences are among some of the resources available at Smythe to support parents to help their students. Parent classes are held weekly with the support of the Promise Neighborhoods grant. Feedback and family dialogue is encouraged. Resources are allocated for the weekly parent trainings in the parent center as well as for attendance at parent trainings given in the region--i.e. Mini Cabe and Ninth District PTA trainings. Smythe school is a part of the Promise Neighborhood Catchment Area and we are able to partner with Casa Familiar, South Bay Community Services, San Ysidro Health Clinic and A Reason to Survide Arts program.

Parental Engagement Strengths

The COVID 19 pandemic afforded new and innovative ways to engage parents and families using virtual formats. Data showed that parent participation actually increased because parents were able to connect and view presentations outside of work hours. The school created a YouTube channel and the "Univrersidad de Padrese" hosted a series of topics realated to student academics and social emotional learning.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Anecdotal records and parent surveys indicate a great need for parent education, training, and empowerment in innovative ways such as virtual learning. **Root Cause/Why:** Parents are often times unable to attend trainings and school activities because of work obligations

School Culture and Climate

School Culture and Climate Summary

Smythe teachers participate in Data Review Sessions at the end of each unit of instruction in English Language Arts and Mathematics. Teachers set goals based on student results and the results drives the instructions
Student achievement data are regularly shared in Title 1 Meetings, and in all community stakeholder groups--School Site Council, ELAC, and PTA. All stakeholders look at parent surveys, student achievement and hear comments regarding student achievement.

School Culture and Climate Strengths

The Smythe Chronic Absenteeism intervention team (ICAN) focused on improving campus climate and reducing chronic absenteeism. The systematic review of data informed the implementaiton of strategies to give targeted assistance to the studetns who are chronically absent.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): California Healthy Kids Survey and Suspension Data support full implementation of PBIS with the district adopted Social Emotional Learning Curriculum Second Step. Chronic absenteeism persists. **Root Cause/Why:** While the school continues to implement and refine PBIS practices, many families are not sending students to school. Often time family dynamics and priorities dictate school attendance. Many of our families were forced to re locate due to economic uncertainties.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Improve student achievement for all students and accelerate student learning increases for English learners and students with disabilities.

Goal 1.1

All students grades TK-6th will improve annually in all content areas as measured by assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district common assessments in English Language Arts and Math.)

Identified Need

To use common assessments in ELA and Math to track student progress to profiency.

There were only six students who re classified in the 2020-2021 school year. There are currently 5 Long Term English Learners ELL students make up for 77.5% of the Smythe school enrollment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	California Dashboard ELA Indicators 2019 SBAC - ELA Scale Score Points Distance From Standard ALL = 46.2 points BELOW Standard YELLOW Increased + 6.3 points EL = 52.4 points BELOW Standard YELLOW Increased + 7.3 points SED = 51.6 points BELOW Standard YELLOW Increased + 4.9 points SWD = 64.8 points BELOW Standard YELLOW Increased + 24.6	Students
ELA Common Assessment 2021	ELA Common Assessment 2021 Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 46% EL: 46% SWD: 28% GR 3-6 ALL: 22% EL: 14% SWD: 27%	Increase of 5% of students scoring in Benchmark/ Challenge ranges.
Math Common Assessment 2021	Math Common Assessment 2021 Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 78% EL: 77% SWD: 76% GR 3-6 ALL: 29% EL: 23% SWD: 29%	Increase of 5% of students scoring in Benchmark/ Challenge ranges.
CAASPP MATH	2019 SBAC - Math Scale Score Points Distance From ALL = 47.3 points BELOW Standard YELLOW Increased + 6.9 points EL = 48.4 points BELOW Standard YELLOW Increased + 19.2 points SED = 51.5 points BELOW Standard YELLOW Increased + 13.9 points SWD = 91.7 points BELOW Standard	Students who meet or exceed standards will increase 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 1.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Action Step 1.1 At Smythe School we will ensure that lesson design and curriculum are aligned with the California Common Core State Standards for English Language Arts, and Math to meet the needs of all students

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)
In Place of the Add Fund Source	[Add source(s) here]

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 1.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Action Step 1.2 Data Reflection Meetings to analyze common assessments will provide an opportunity for teachers to share best practices and make agreements to guide instruction.

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)
In Place of the Add Fund Source	[Add source(s) here]

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 1.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Action Step 1.3 Create School Interventions for struggling students, and Enrichment Clubs using instructional software provided by SYSD/Support Release time for individual student 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)
$$50,000	Title I Regular

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 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Action Step 1.4 Push In Intervention provided by Instructional Aides during Language Arts Small Groups/Centers to support below grade level students

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)
$$66,607	Title I Regular

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 1.1.5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Action Step 1.5 Implement Accelerated Reader/My On in all grade levels to increase student performance in the area of literacy and language arts. Students will also utilize Imagine Learning,, Learning A-Z and Achieve 3000. Teachers will monitor students on a weekly basis to determine progress. Teachers will also use the software for Accelerated Math with the use of STAR Math and STAR ELA

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)
In Place of the Add Fund Source	[Add source(s) here]

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 1.1.6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Action Step 1.6 Researched base instructional strategies will be used in all classrooms based on the 5 Dimmensions of Teaching and Learning and the Identified Essential Components of Tier 1 Instruction. Provide professional development to teachers to address these needs

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

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

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

LCAP Goal

Improve English language and academic language proficiency outcomes to ensure access to CCSS for all students, including English Learners(ELs) so that ELs will demonstrate annual expected progress and reclassify in 5 years or less.

Goal 2.1

There were only six students who re classified in the 2020-2021 school year. There are currently 5 Long Term English Learners ELL students make up for 77.5% of the Smythe school enrollment.

Identified Need

There were only six students who re classified in the 2020-2021 school year. There are currently 5 Long Term English Learners ELL students make up for 77.5% of the Smythe school enrollment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC "Overall Score Report"	Annual Average of 3	Raise overall score to 4
California Dashboard ELL Progress Report	ELL Progress Rate 54%	Raise ELL Progress Rate by 5% "good progress"
	ELPI 2019 54% making annual expected progress toward English proficiency MEDIUM progress one point to HIGH progress Professional Learning GLAD: 80% of Staff EL RISE: 100% of Staff Imagine Learning: 85% of Staff Formative Assessment Baseline TBD	
Smythe Reclassfication Rate/Students meeting District reclassfication criteria	Raise rate by 10% Currentlly 10%	

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 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Action Step 4.`1 Smythe school will schedule designated 30 minute ELD instruction consistent amont the grade levels. The entire school will use the Bencmark ELL program to review the forms and functions of the language in accordance to the ELD standards

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)
In Place of the Add Fund Source	[Add source(s) here]

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 2.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Action Step 4.2 All grade levels will implement integrative ELD strategies in all subject areas focusing on: * Academic vocabulary acquisition. Teachers will participate in District/County EL Rise Professional Development * Leveled Questions * Sentence frames * Activities that promote oral production *Guided writing activities to mastery

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)
In Place of the Add Fund Source	[Add source(s) here]

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 2.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Action Step 4.4 Use common assessments as practice for the ELPAC assessment in all four 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)
In Place of the Add Fund Source	[Add source(s) here]

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 2.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Action Step 4.5 Implement LTEL Intervention group that meets daily for 35 minutes using strategies that focus on text complexity and vocabulary acquisition

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)
In Place of the Add Fund Source	[Add source(s) here]

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 2.1.5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Action Step 4.6 Implement ELD New comer group in daily 35 minute instruction provided by Intervention teacher

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

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

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

LCAP Goal

Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug free.

Goal 3.1

Students at Smythe School will be educated in a positive, safe, welcoming, environment that is also nurturing, and student centered.. The School commits itself to the implementation of a Multi Tiered System of Support for students on all levels to provide them with the support they need.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Fall 2019 Suspension Rates	2019-20 --DataQuest Suspension Rate: 1.3% Expulsion Rate: 0%	Suspension rate decrease by 1.3%
Decrease chronic absenteeism by 5%	Chronic Absenteeism is approxiately 11%. The California Dashboard indicator placed our school in the red zone.	Decrease in chronic absenteeism by 5%
Referrals to YES/South Bay Community Services	For the 2021-2022 school year, 15 referrals for services were made to Youth Enhancement services (YES) and South Bay Community Services	Increase in referrals to YES
California Healthy Kids Survey	Administration of California Health Kids Survey Spring 2021. CHKS 2020-21 Monthly Absences (3+) Facilities Upkeep School Safety School safe or very safe Experienced Harassment/Bullying Rumors or lies spread about you Seen a weapon on Substance Abuse Current alcohol or drug use Current vaping	Set goals in accordance with CHKS results. Set goals surroundng students perceived safety and connectedness to school.

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 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 2.1 Implementation of MTSS 3 Tiered System of Social Emotional Interventions

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)
In Place of the Add Fund Source	[Add source(s) here]

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 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 2.3 - PBIS and restorative Justice practices. Teachers and Principal will continue and refine impementatin of Second Step Social Emotional Instruction adopted by SYSD Professional Development will be given to the staff and the Principal will lead the implementation. of Second Step as the Universal Tier 1

Intervention. The Zones of Regulation wll be utilized in Tiers 2 and 3

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)
In Place of the Add Fund Source	[Add source(s) here]

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 3.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 2.4 Academic and Attendance Assemblies Peace assemblies to take place weekly to recognize perfect attendance, and academic achievement assemblies at the end of each trimester. The Second Step theme of the week will also be introduced. Proposed change to PBIS will include creating four smaller "houses" within the school to cultivate a sense of belonging.

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)
In Place of the Add Fund Source	[Add source(s) here]

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 3.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 2.5 Coordinate with San Diego County office of Education (SDCOE) and ICAN coach to weekly monitor attendance trends and using the data to make strategic decisions about next steps. Students/families will be identified for home visits, empathy interviews, and attendance "nudge" letters.

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.

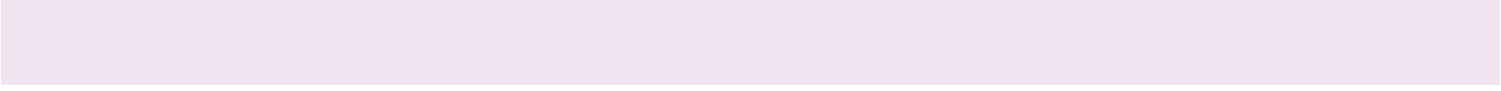| Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

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

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

LCAP Goal

All students will obtain the necessary social-emotional skills to build resilience and thrive in an equitable educational environment, their community and beyond.

Goal 4.1

All Students will obtain the necessary social-emotional skills to build relisience and thrive in an equitable educational environment, their community and beyond.

Identified Need

California Healthy Kids Survey and Suspension Data support full implementation of PBIS with the district adopted Social Emotional Learning Curriculum Second Step. Chronic absenteeism persists.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals to Youth Enhancement Services	20 students referred for YES Tier 3 services in 2020-2021	Increase in percentage of students referred to receive Tier 3 services
Attendance Data	2020-21 Attendance Data: 92.73% CALPADS 14.1 Student Chronic Absenteeism (5/17/21): 12.85%	Smythe will decrease Chronic absenteeism by 5%
California Healthy Kids Survey Spring 2021	CHKS Survey 2020-21 Average of all grades School Engagement & Supports School Connectedness 74 % Caring Adult Relationships 75% Feeling Safe at School 79%	Increase in percentage of students who feel safe at school.

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 4.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action Step 5.1 Implement a 15 SEL block in the instructional day to provide structured time for restorative practices, the Second Step Curriculum, and mindfulness.

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)
In Place of the Add Fund Source	[Add source(s) here]

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 4.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action Step 5.2 Establish montly "School Link" meetings with Youth Enchancement Services and South Bay Community Services

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)
In Place of the Add Fund Source	[Add source(s) here]

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 4.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action Step 5.3 In consultation with the SYSD district, identify a universal screener to help in the implementaton in a multi Tiered intervention system

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)
In Place of the Add Fund Source	[Add source(s) here]

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 4.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide Tier 2 students with "check ins" by the school psychologists and social worker Provide opportunity for students to participate in different small groups to help develop social emotional intellignece skills. These check ins will also be used in a virtual format.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

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

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LCAP Goal

Increase parent engagement, involvement, and satisfaction with the educational process annually.

Goal 5.1

Smythe will increase the rate and opportunities for parent support and engagement in order to improve student achievement and to support student social emotional well being.

Identified Need

Anecdotal records and parent surveys indicate a great need for parent education, training, and empowerment in innovative ways such as virtual learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation to parent meetings, SSC meetings, ELAC Meetings, Parent- Teacher conferences, Back to School Night, Open House, and Parent Workshops, particularly the opportunities sponsored by the Promise Neighborhood Partners.	Smythe baseline will reflect the 2022-2023 family participation rate to parent meetings and school events. Participation rates increased when parents were offered a "hybrid" option to attend school events.	Increase parent participation to parent meetings and school events for the 2022-2023 school year by 10%

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 5.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Action Step 3.1 Parents will attend virtual workshops in and out of the district in order to gain knowledge to help their children, navigate the school system, and support other parents. This includes attendance at CABE, and mini CABE

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)
$$1,942	Title I Parent Involvement

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 5.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action Step 3.2 Parenting Classes to inform and support parents in assisting their children as they navigate the educational system and well as learning about parenting strategies. Parent University, PIQE, and "Abriendo Puertas" will be implemented with the assistance of Promise Neighborhoods. These three programs will form the core of the parent education component for the academic year

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)
In Place of the Add Fund Source	[Add source(s) here]

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 5.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 3.3 Coffee with the Principal to provide information to families about how to help students at home with curriculum-related activities, decisions and planning. The meetings during the 2021-2022 year will beconducted using a "hybrid" in person and via Zoom TeleConference format.

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)
In Place of the Add Fund Source	[Add source(s) here]

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 5.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action step 3.4 School Site Council Review, monitor, and provide feedback for the SPSA. Meetings are held the third Thursday of the month.

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)
In Place of the Add Fund Source	[Add source(s) here]

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 5.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 3.6 PTA -Parent Teacher Organization invites parents and community members to participate in various events to raise funds for Smythe 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)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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 5.1.6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 3.8 Title I meeting to inform parents of services and programs provided in Title I 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)
In Place of the Add Fund Source	[Add source(s) here]

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 5.1.7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 3.9 Smythe School invites parents to Back to School Night, and Open House where teachers, staff , and outside agencies will provide parents and students with important 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)
In Place of the Add Fund Source	[Add source(s) here]

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 5.1.8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action Step 3.10 Smythe School , in conjunction with San Ysidro Health Clinics, offers health services with the San Ysidro mobile clinic

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

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

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

Budget Summary

Complete the 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	$118,549.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$118,549.00

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 ($)
ESSA CSI	$0.00
Title I Regular	$116,607.00
Title I Parent Involvement	$1,942.00

Subtotal of additional federal funds included for this school: $118,549.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school: [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $118,549.00