School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Smythe Elementary	37683796085146	05/28/2025	06/24/2025

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

Based on the input of our educational partners, best practices, and data analysis, Local Control Funding 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 2023-24 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 2024-27 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. Additionally, we will push in supports that include instructional aides to deliver and support with targeted interventions supports for core instruction, as well as increase the instructional day to allow expanded learning and enrichment to accelerate learning and increase student engagement. Increase professional learning with a focus on English language proficiency to include follow-up planning and implementation coaching supported by our Resource Teachers. The implementation of professional learning, guided planning, and instructional coaching will serve to support the needs of all students and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

2. Focus on the expansion of the Positive Behavior Intervention Supports (PBIS) program that is implemented throughout the district 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. 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 wellbein.

3. 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.

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.

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: All Students will strongly benefit from data-based intervention to meet their instructional needs and intentional focus.

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.
Root Cause/Why: Reflect, reteach and review student progress to ensure understanding and progress in literacy and numeracy

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.
Root Cause/Why: Need for intentional interventions in decoding and early literacy

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/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Smythe has successfully exited ATSI (Additional Targeted Support and Improvement) School status. To address growth, Smythe has developed a comprehensive improvement plan that identifies and targets all student subgroups. The school aims for a 3%-5% improvement on the CAASPP (California Assessment of Student Performance and Progress). To support this goal, the school will implement research-based strategies, including: Differentiated instruction through centers Whole group and small group instruction Targeted academic interventions Supplemental materials tailored for English Learners and Students with Disabilities Smythe will also continue monitoring students who have been reclassified as English Language Proficient to ensure they receive the ongoing support necessary for academic success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI 2024	39.2% are making progress towards English Language Proficiency, maintained -1.1% - ORANGE	By June 2025, the ELPI will indicate increased from prior year by 2.0 progress pts to 9.9 progress pts. to move to YELLOW

2024 CAASPP ELA	California Dashboard ELA Indicators 2024 SBAC - ELA Scale Score Points Distance From Standard: ALL =82.8 points Below Standard Red EL = 87.6 points Below Standard Red SED = 96.6 points Below Standard Red Homeless = 109.7 points Below Standard Red SWD = 96.6 points Below Standard Red	2025 CAASPP ELA Scale Score needs to increase from the prior year by 3.0 pts to go to ORANGE
ELA Common Assessment 2024-2025	ELA Common Assessment 2023-2024 Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 57% EL: 53% SWD: 37% GR 3-6 ALL: 39% EL: 31% SWD: 24% LTELs -	2025-2026 Increase of 3-6% of students scoring in Benchmark/Challenge ranges.
Math Common Assessment 2024-2025	Math Common Assessment 2023-24 Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 73% EL: 70% SWD: 63% GR 3-6 ALL: 43% EL: 37% SWD: 33% LTELs -	2025-2026 Increase of 3-6% of students scoring in Benchmark/Challenge ranges.
2024 CAASPP MATH	2024 CAASPP/SBAC - Math Scale Score Points Distance From Standard ALL = 82.5 points Below Standard Orange EL = 85.3 points Below Standard Orange SED = 85.5 points Below Standard Orange SWD = 103.3 points Below Standard Red	2025 CAASPP/SBAC Math scale score needs to improve from the prior year by 3.0 pts to go to Yellow

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	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	Students with Disabilities, Foster Youth, English Learners, All Students		District Funded
1.1.2	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.	English Learners, Students with Disabilities, Foster Youth, All Students		

1.1.3	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. Interventions may occur afterschool, lunch and/ or before school.	Students with Disabilities, Foster Youth, English Learners, All Students		
1.1.4	Action Step 1.4 Push In Intervention provided by Instructional Aides during Language Arts Small Groups/Centers to support below grade level students	English Learners, All Students		
1.1.5	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, and other Supplemental materials. 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 amd BrainPOP	All Students, English Learners		
1.1.6	Smythe school will schedule designated 30 minute ELD instruction consistent amount the grade levels. The entire school will use the Benchmark ELL program to review the forms and functions of the language in accordance to the ELD standards	English Learners		
1.1.7	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	English Learners		
1.1.8	Implement LTEL Intervention group that meets daily for 35 minutes using strategies that focus on text complexity and vocabulary acquisition	English Learners		
1.1.9	VAPA In the implementing the beginning stages of Proposition 28 funding. focused on buying art and music supplies to serve the needs of the student population. We also will take students on art and music field trips.	All Students		

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 2.1

Goal #	Description
Goal 2.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Facilities Report- Williams Inspection	2024-25 Fit Report "Good"	Maintain the "Good" rating or better for the 2025-26 Fit Report based on the 2024-25
California Dashboard Fall 2024 Suspension Rates	Smythe has 3.3% suspended at least one day. Declined 0.4% - Yellow	California Dashboard 2024 - Smythe needs to maintain from prior year declining by decline from prior year by 0.3-0.9 pts.
California Dashboard Fall 2024 Chronic Absenteeism	Smythe has 44.7% Chronically absent. Declined 8.6% - Yellow	California Dashboard 2025 - Smythe needs to decline from prior year by 0.5 pts. to 2.9 pts.
mySAEBRS 24-25	24-25 Average: Tier 1 Low Risk - 71% Tier 2 Some Risk - 24% Tier 3 High Risk - 5%	25-26 Average: Tier 1 Low Risk - 73% Tier 2 Some Risk - 24% Tier 3 High Risk - 3%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Action Step 2.1 Implementation of MTSS 3 Tiered System of Social Emotional Interventions and provide intentional outreach for chronically absent students	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners		

2.1.2	PBIS and restorative Justice practices. Teachers and Principal will continue and refine implementation 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 will be utilized in Tiers 2 and 3. The National conflict resolution center (NCRC) will partner with Smythe to further the actions of the PBIS team (GRANT FUNDED)	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners		
2.1.3	Action Step 2.4 Academic and Attendance Assemblies/Saturday Academy 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. Quarterly Saturday Academies will target students for intentional academic and social interventions while recuperating ADA	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
2.1.4	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. Additionally, Smythe will implement an Attendance Recovery Plan that may include afterschool interventions , before school interventions and Saturday Academy	Low Income, Foster Youth, All Students		
2.1.5	Goal 4 - 23-24 Implement a 15 SEL block in the instructional day to provide structured time for restorative practices, the Second Step Curriculum, and mindfulness, NCRC methods and ROAR of the week.	All Students, English Learners, Students with Disabilities, Foster Youth		
2.1.6	Establish monthly "School Link" meetings with Youth Enhancement Services and South Bay Community Services	All Students, Foster Youth		
2.1.7	Implement mySAEBRS, universal screener, 3 times a year to create a multi Tiered intervention system	Foster Youth, Low Income, All Students		
2.1.8	Provide Tier 2 students with "check ins" by the school psychologists and social worker and intervention teacher Provide opportunity for students to participate in different small groups to help develop social emotional intelligence skills. Build students skills in R.O.A.R (Respect, Own Choices, Always safe and Regulate emotions)	All Students, English Learners, Foster Youth		

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 3.1

Goal #	Description
Goal 3.1	Parent Involvement and participation will increase annually at all levels as measured by parent attendance to school meetings and events, and parent participation at parent professional developments and workshops. Smythe School is committed to maintaining effective forms of school to home communication about school programs and student progress

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2024-25 family participation rate to parent meetings and school events.	Increase parent participation to parent meetings and school events for the 2025-26 school year by 10%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	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	English Learners, Foster Youth		
3.1.2	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	English Learners		

3.1.3	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.	English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.4	Action step 3.4 School Site Council Review, monitor, and provide feedback for the SPSA. Meetings and agenda will be posted	Low Income, Foster Youth, English Learners		
3.1.5	Action Step 3.6 PTA -Parent Teacher Organization invites parents and community members to participate in various events to raise funds for Smythe School			
3.1.6	Action Step 3.8 Title I meeting to inform parents of services and programs provided in Title I schools	English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.7	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	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
3.1.8	Action Step 3.10 Smythe School , in conjunction with San Ysidro Health Clinics, offers health services with the San Ysidro mobile clinic	Foster Youth, Low Income, Students with Disabilities, English Learners		

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may

be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

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

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

Subtotal of state or local funds included for this school:

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Luz Perez	ELAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on (No date indicated.)

Attested:

	Principal, Dr. Bravo on (No date indicated.)
	SSC Chairperson, Luz Perez on (No date indicated.)