



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

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



## **Smythe Elementary School**

**Board Item: 17C.1**

School Year: 2020-21

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Smythe Avenue School	37 68379 6085146	December 3 2020	December 14, 2020

## Purpose and Description

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

Schoolwide Program

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.

The Smythe Single Plan for Student Achievement aligns alignment with the San Ysidro School District Learning Continuity Plan developed in response to the COVID 19 Pandemic. It effectively meets the ESSAs requirements. and it addresses three school wide and district wide goals.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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. This also continues in accordance with the San Ysidro School District Learning Continuity Plan during the COVID 19 Pandemic.

## Classroom Observations

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

During 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

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.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability



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

Both the results of the CASPP and our district benchmarks 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.

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

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.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

The curriculum used at Smythe is a combination of the SBE-adopted materials and Common Core Standards.

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

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

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

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

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

## Teaching and Learning

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

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.

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

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



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

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.

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

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.

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

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

## Opportunity and Equal Educational Access

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

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.

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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 Survive Arts program.

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

N/A

## Funding

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

Titte 1 funds support the classroom assistants who help implement the instructional design which allows for differentiation and remediation. This includes ELD support.

#### **Fiscal support (EPC)**

Smythe receives additional fiscal support from Educational Services for Teacher Professional Development, and materials.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the SPSA and Annual Review and Update**

The involvement process included stakeholders consisting of teachers, parents, and community members during monthly meetings that were held throughout the year through School Site Council and ELAC to obtain feedback, review and update goals and outcomes. Dialogue is encouraged during our "Universidad de Padres" Educational series.

## **Resource Inequities**

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

The needs assessments and parent feedback indicate more instructional strategies and resources need to be focused on the needs of English Language Learners which make up 77% of our school population.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.42%	0.46%	0.62%	3	3	4
Asian	0.14%	0.15%	0.15%	1	1	1
Filipino	%	0.15%	0%		1	0
Hispanic/Latino	98.44%	98.45%	98.14%	695	637	634
Pacific Islander	%	%	0%			0
White	0.85%	0.62%	0.62%	6	4	4
Multiple/No Response	0.14%	0.15%	0.15%	1	1	2
Total Enrollment				706	647	646

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	107	98	109
Grade 1	107	91	83
Grade 2	104	98	98
Grade3	105	91	94
Grade 4	105	89	87
Grade 5	92	91	86
Grade 6	86	89	89
Total Enrollment	706	647	646

### Conclusions based on this data:

1. Smythe School and the San Ysidro School District is experiencing declining enrollment.
2. Smythe School has a Hispanic/Latino population of 98.44% of students.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	543	501	475	76.9%	77.4%	73.5%
Fluent English Proficient (FEP)	71	71	60	10.1%	11.0%	9.3%
Reclassified Fluent English Proficient (RFEP)	17	15	16	3.3%	2.8%	3.2%

### Conclusions based on this data:

1. Based on being a K-3 school in 2016-17 the percentage of reclassified English proficient students has remained below 5% for the past 3 years.
3. Smythe implemented intervention classes and provided instructional aide to provide support for English Learners.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	143	100	89	135	89	86	135	89	86	94.4	89	96.6
Grade 4		96	83		91	81		91	81		94.8	97.6
Grade 5		90	86		86	83		86	83		95.6	96.5
Grade 6		81	90		74	89		74	89		91.4	98.9
All Grades	143	367	348	135	340	339	135	340	339	94.4	92.6	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2368.	2382.	2369.	6.67	11.24	11.63	17.04	19.10	10.47	31.11	26.97	23.26	45.19	42.70	54.65
Grade 4		2429.	2425.		10.99	12.35		20.88	20.99		20.88	17.28		47.25	49.38
Grade 5		2414.	2447.		5.81	8.43		13.95	22.89		18.60	18.07		61.63	50.60
Grade 6		2495.	2497.		14.86	11.24		16.22	23.60		31.08	32.58		37.84	32.58
All Grades	N/A	N/A	N/A	6.67	10.59	10.91	17.04	17.65	19.47	31.11	24.12	23.01	45.19	47.65	46.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.93	15.73	9.30	39.26	40.45	39.53	54.81	43.82	51.16
Grade 4		13.19	16.05		40.66	43.21		46.15	40.74
Grade 5		8.14	12.05		32.56	38.55		59.30	49.40
Grade 6		16.22	16.85		40.54	42.70		43.24	40.45
All Grades	5.93	13.24	13.57	39.26	38.53	41.00	54.81	48.24	45.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	10.11	6.98	43.70	39.33	39.53	49.63	50.56	53.49
Grade 4		8.79	4.94		49.45	50.62		41.76	44.44
Grade 5		8.14	14.46		30.23	40.96		61.63	44.58
Grade 6		17.57	8.99		43.24	53.93		39.19	37.08
All Grades	6.67	10.88	8.85	43.70	40.59	46.31	49.63	48.53	44.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	11.24	10.47	59.26	53.93	65.12	34.07	34.83	24.42
Grade 4		8.79	11.11		64.84	62.96		26.37	25.93
Grade 5		1.16	12.05		46.51	57.83		52.33	30.12
Grade 6		12.16	13.48		63.51	55.06		24.32	31.46
All Grades	6.67	8.24	11.80	59.26	57.06	60.18	34.07	34.71	28.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.85	11.24	10.47	49.63	48.31	45.35	38.52	40.45	44.19
Grade 4		12.09	9.88		53.85	51.85		34.07	38.27
Grade 5		10.47	12.05		31.40	42.17		58.14	45.78
Grade 6		20.27	21.35		44.59	52.81		35.14	25.84
All Grades	11.85	13.24	13.57	49.63	44.71	48.08	38.52	42.06	38.35

**Conclusions based on this data:**

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	143	100	89	141	99	87	141	99	87	98.6	99	97.8
Grade 4		96	83		96	83		96	83		100	100
Grade 5		90	86		90	86		90	86		100	100
Grade 6		81	90		81	90		81	90		100	100
All Grades	143	367	348	141	366	346	141	366	346	98.6	99.7	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2389.	2426.	9.22	6.06	17.24	24.82	22.22	27.59	30.50	25.25	31.03	35.46	46.46	24.14
Grade 4		2427.	2445.		6.25	9.64		13.54	20.48		38.54	38.55		41.67	31.33
Grade 5		2433.	2449.		0.00	6.98		11.11	13.95		25.56	22.09		63.33	56.98
Grade 6		2485.	2484.		16.05	11.11		14.81	17.78		20.99	26.67		48.15	44.44
All Grades	N/A	N/A	N/A	9.22	6.83	11.27	24.82	15.57	19.94	30.50	27.87	29.48	35.46	49.73	39.31

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		25.53	15.15	34.48	36.88	36.36	43.68	37.59	48.48	21.84
Grade 4			16.67	14.46		20.83	39.76		62.50	45.78
Grade 5			3.33	11.63		32.22	24.42		64.44	63.95
Grade 6			22.22	16.67		22.22	28.89		55.56	54.44
All Grades		25.53	14.21	19.36	36.88	28.14	34.10	37.59	57.65	46.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		10.64	9.09	14.94	47.52	34.34	49.43	41.84	56.57	35.63
Grade 4			7.29	8.43		40.63	48.19		52.08	43.37
Grade 5			0.00	5.81		38.89	38.37		61.11	55.81
Grade 6			14.81	5.56		38.27	50.00		46.91	44.44
All Grades		10.64	7.65	8.67	47.52	37.98	46.53	41.84	54.37	44.80



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.89	9.09	19.54	51.77	49.49	55.17	33.33	41.41	25.29
Grade 4		8.33	14.46		46.88	44.58		44.79	40.96
Grade 5		2.22	6.98		28.89	39.53		68.89	53.49
Grade 6		16.05	10.00		27.16	50.00		56.79	40.00
All Grades	14.89	8.74	12.72	51.77	38.80	47.40	33.33	52.46	39.88

**Conclusions based on this data:**

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1381.1	1382.8	1382.9	1387.6	1377.0	1371.6	89	78
Grade 1	1429.1	1430.1	1421.7	1424.4	1436.0	1435.2	93	80
Grade 2	1447.6	1466.3	1445.9	1472.4	1448.8	1459.7	82	78
Grade 3	1447.6	1467.6	1439.1	1456.6	1455.5	1478.0	79	76
Grade 4	1448.9	1479.7	1438.4	1466.9	1459.0	1492.0	69	64
Grade 5	1494.1	1485.9	1478.5	1478.1	1509.2	1493.3	60	62
Grade 6	1508.9	1503.1	1495.8	1491.1	1521.6	1514.5	52	58
All Grades							524	496

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.28	16.85	21.79	35.96	37.18	35.96	39.74	89	78
1	16.13	6.25	29.03	31.25	24.73	37.50	30.11	25.00	93	80
2	21.95	15.38	41.46	34.62	18.29	37.18	18.29	12.82	82	78
3	*	3.95	30.38	39.47	29.11	31.58	37.97	25.00	79	76
4	*	15.63	39.13	39.06	27.54	21.88	23.19	23.44	69	64
5	*	19.35	56.67	38.71	*	22.58	*	19.35	60	62
6	25.00	12.07	30.77	34.48	28.85	41.38	*	12.07	52	58
All Grades	14.12	10.08	33.78	33.87	25.76	33.06	26.34	22.98	524	496

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.13	20.22	20.51	23.60	30.77	46.07	43.59	89	78
1	21.51	10.00	29.03	22.50	15.05	40.00	34.41	27.50	93	80
2	34.15	29.49	37.80	32.05	*	29.49	17.07	8.97	82	78
3	16.46	15.79	34.18	39.47	17.72	21.05	31.65	23.68	79	76
4	21.74	34.38	33.33	28.13	20.29	14.06	24.64	23.44	69	64
5	31.67	30.65	43.33	41.94	*	8.06	*	19.35	60	62
6	26.92	29.31	40.38	39.66	23.08	15.52	*	15.52	52	58
All Grades	22.52	21.17	33.02	31.45	16.98	23.79	27.48	23.59	524	496

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	17.98	3.85	13.48	17.95	46.07	48.72	22.47	29.49	89	78
1	22.58	10.00	22.58	23.75	23.66	33.75	31.18	32.50	93	80
2	18.29	6.41	25.61	33.33	23.17	37.18	32.93	23.08	82	78
3	*	7.89	15.19	25.00	31.65	40.79	51.90	26.32	79	76
4	*	12.50	31.88	29.69	33.33	31.25	28.99	26.56	69	64
5	*	8.06	43.33	20.97	28.33	46.77	*	24.19	60	62
6	26.92	8.62	*	18.97	32.69	56.90	26.92	15.52	52	58
All Grades	14.89	8.06	23.09	24.40	31.30	41.73	30.73	25.81	524	496

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.47	0.00	60.67	75.64	16.85	24.36	89	78
1	35.48	32.50	37.63	50.00	26.88	17.50	93	80
2	39.02	21.79	46.34	65.38	14.63	12.82	82	78
3	*	7.89	53.16	64.47	36.71	27.63	79	76
4	21.74	17.19	50.72	56.25	27.54	26.56	69	64
5	28.33	6.45	61.67	74.19	*	19.35	60	62
6	*	15.52	55.77	58.62	25.00	25.86	52	58
All Grades	25.76	14.72	51.53	63.51	22.71	21.77	524	496



Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.97	38.20	34.62	50.56	56.41	89	78
1	13.98	7.50	46.24	46.25	39.78	46.25	93	80
2	41.46	37.18	39.02	50.00	19.51	12.82	82	78
3	34.18	34.21	34.18	43.42	31.65	22.37	79	76
4	40.58	42.19	31.88	40.63	27.54	17.19	69	64
5	50.00	58.06	30.00	22.58	20.00	19.35	60	62
6	55.77	36.21	32.69	44.83	*	18.97	52	58
All Grades	32.63	30.65	36.83	40.73	30.53	28.63	524	496

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	12.36	0.00	62.92	79.49	24.72	20.51	89	78
1	33.33	20.00	30.11	50.00	36.56	30.00	93	80
2	25.61	5.13	36.59	69.23	37.80	25.64	82	78
3		3.95	46.84	53.95	53.16	42.11	79	76
4	*	9.38	52.17	54.69	37.68	35.94	69	64
5	*	17.74	66.67	48.39	20.00	33.87	60	62
6	26.92	8.62	*	36.21	55.77	55.17	52	58
All Grades	17.56	9.07	45.04	57.06	37.40	33.87	524	496

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.33	37.18	37.08	32.05	23.60	30.77	89	78
1	18.28	7.50	55.91	60.00	25.81	32.50	93	80
2	*	6.41	65.85	71.79	21.95	21.79	82	78
3	*	17.11	48.10	63.16	44.30	19.74	79	76
4	*	18.75	62.32	57.81	24.64	23.44	69	64
5	25.00	8.06	65.00	70.97	*	20.97	60	62
6	*	17.24	69.23	75.86	*	6.90	52	58
All Grades	19.27	16.13	56.30	60.89	24.43	22.98	524	496

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
647	92.3	77.4	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	501	77.4
Foster Youth	2	0.3
Homeless	206	31.8
Socioeconomically Disadvantaged	597	92.3
Students with Disabilities	85	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	1	0.2
Filipino	1	0.2
Hispanic	637	98.5
White	4	0.6

Conclusions based on this data:

1.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Red

#### Conditions & Climate

##### Suspension Rate



Orange

#### Conclusions based on this data:

1. The suspension rate for all student subgroups is at 3.6% red (Lowest performance).
2. Smythe English Learner Progress was reported yellow-low at 60.5% with an increase of +4.3%.
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.

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 46.2 points below standard Increased ++6.3 points 331	 Yellow 52.4 points below standard Increased ++7.3 points 290	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 56 points below standard Maintained ++0.1 points 111	 Yellow 51.6 points below standard Increased ++4.9 points 307	 Yellow 64.8 points below standard Increased Significantly ++24.6 points 44

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 46.7 points below standard Increased ++6.4 points 328	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.8 points below standard Increased ++4.5 points 225	45.9 points above standard Increased Significantly ++10.7 points 65	21.9 points below standard Increased Significantly ++17.1 points 33

#### Conclusions based on this data:

1. 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.
2. 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.
3. 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.



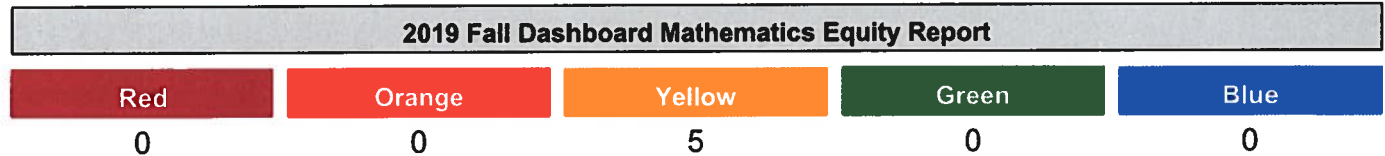
# School and Student Performance Data

## Academic Performance Mathematics







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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 47.3 points below standard Increased ++14.6 points 332	<b>English Learners</b>  Yellow 48.4 points below standard Increased Significantly ++10.2 points 291	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  Yellow 59.7 points below standard Increased ++5.3 points 111	<b>Socioeconomically Disadvantaged</b>  Yellow 51.5 points below standard Increased ++13.9 points 308	<b>Students with Disabilities</b>  Yellow 91.7 points below standard Increased ++10.6 points 44

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.2 points below standard Increased Significantly ++15 points 329			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.5 points below standard Increased Significantly ++10.5 points 226	18.1 points above standard Increased Significantly ++21.2 points 65	57.1 points below standard Maintained -1.8 points 33

#### Conclusions based on this data:

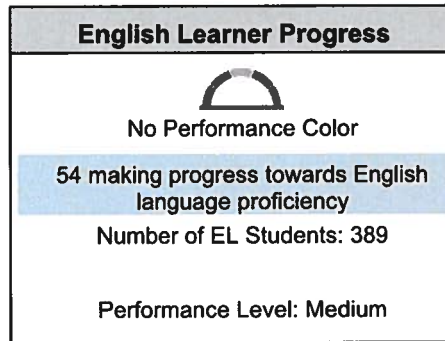
1. The overall Mathematics performance for Smythe school was yellow-low 33.7 points below level 3 with an increase of +7.8 points.
2. The students with disabilities population performed at a very low 108.5 points below level 3 with an increase of +3.2 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.8	33.1	2.3	51.6

#### Conclusions based on this data:

1. The 2018 English Learner Progress Dashboard indicates that 33.8% of the ELL are in Level 3
2. Implementation of small group instruction and instructional aides during guided centers will provide additional support for EL students population to increase English Learner Progress.
3. 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.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

### Conclusions based on this data:

1. No data reported for Smythe School.

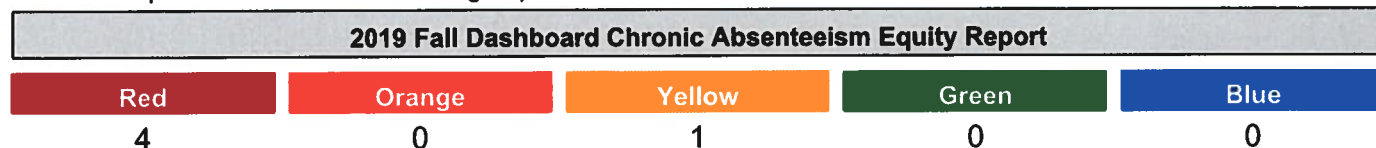
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 17 Increased Significantly +3.2 698	<b>English Learners</b>  Red 17.9 Increased Significantly +3.7 546	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  Red 28.4 Increased Significantly +10.7 218	<b>Socioeconomically Disadvantaged</b>  Red 17.9 Increased Significantly +3.8 641	<b>Students with Disabilities</b>  Yellow 16.7 Declined -2.6 102



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Red 17 Increased Significantly +3.1 684	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

#### Conclusions based on this data:

1. No data reported for Smythe School.

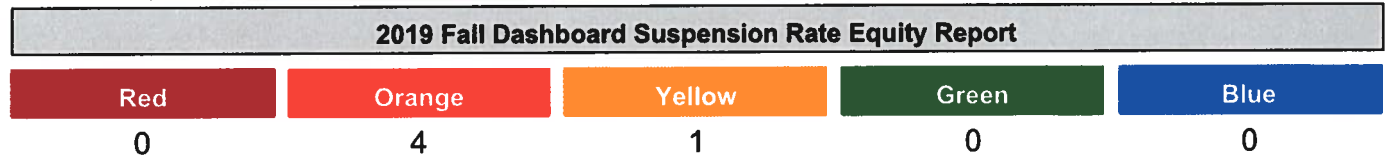
# School and Student Performance Data

## Conditions & Climate Suspension Rate

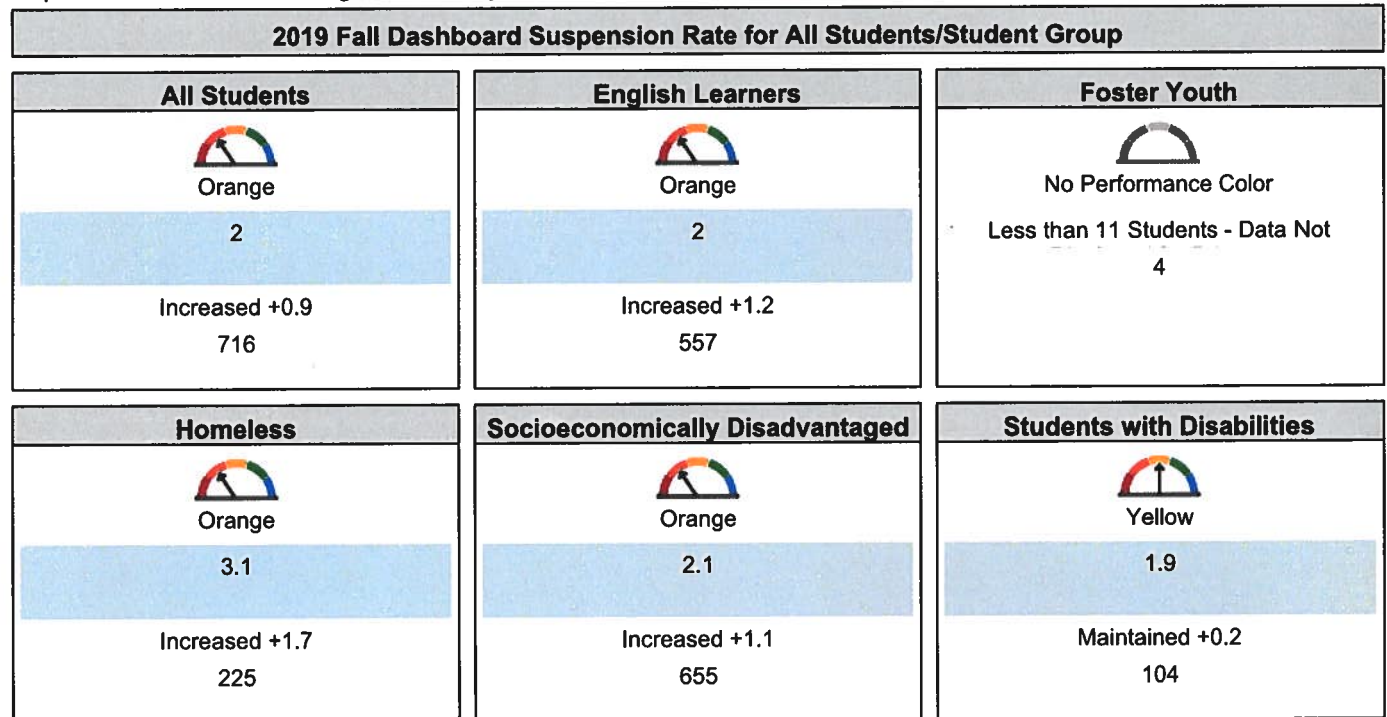
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

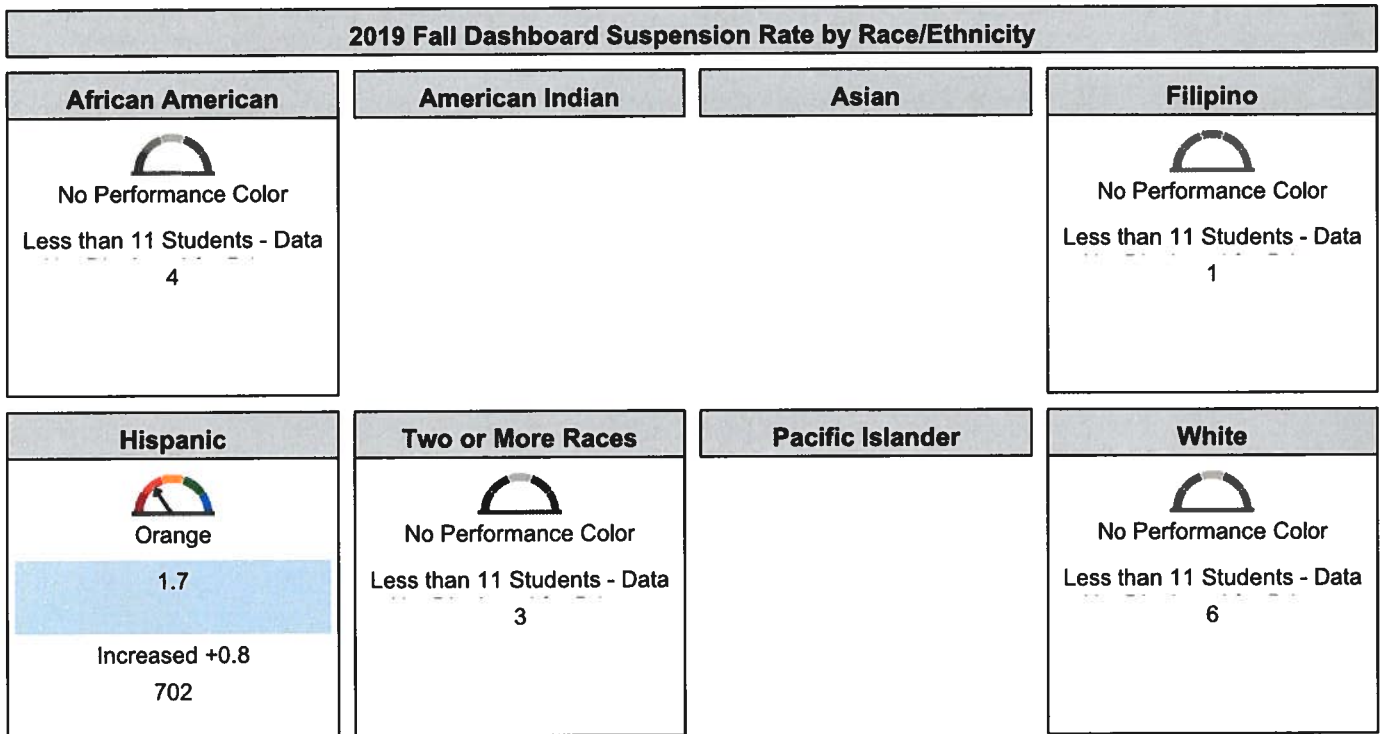


This section provides number of student groups in each color.



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





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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1	2

**Conclusions based on this data:**

1. The suspension rate for all students at Smythe has declined to 2.6%.
2. Foster Youth suspension rate was reported at very high with 30.8% and increased significantly +30.8%.
3. 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.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students, including English Learners, will improve annually in all content areas, grades TK-6th.

## Goal 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 benchmarks in English Language Arts and Math.) School plan is in alignment with the SYSD Learning Continuity Plan.

## Identified Need

To continue with the district unit assessment plans and follow the modified assessment calendar in accordance with the Learning Continuity Plan.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	California Dashboard ELA Indicators	Students who meet or exceed standards will increase 3%.
CAASPP MATH	California Dashboard Math indicators	Students who meet or exceed standards will increase 3%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### 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)
0	None Specified



## Strategy/Activity 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 1.2 Data Reflection Meetings to analyze benchmark 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)

0.00

Source(s)

District Funded

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Homeless, Special Education, GATE

### 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)

5,000

Source(s)

Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Homeless, Special Education, Specialized cohorts identified by Grade level teams

### 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)
50,000	Title I
	None Specified

### Strategy/Activity 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 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)
25,377	District Funded

### Strategy/Activity 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 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.

#### 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)
0	None Specified

### Strategy/Activity 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 1.9 ELD Designated Instruction**

Students will be grouped according to ELPAC levels and receive 30 minutes of Designated ELD instruction based on the principles of Language Acquisition/Forms-Functions of the language.

**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)

0

Source(s)

Title I

**Strategy/Activity 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 1.10 Use Illuminate Management system to gather student data to be analyzed in order to monitor student progress and make pertinent decisions

**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)

0.0

Source(s)

District Funded

**Strategy/Activity 9****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 1.11 Supplement SYSD District Efforts to Provide 1:1 Connectivity with Chromebooks and Wireless "Hotspots"

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10,000

Source(s)

District Funded

**Strategy/Activity 10**

**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 1/12 Provide Ongoing Professional Development for Distance Learning with Google Classroom/Achieve 3000, Imagine Learning, and Learning A-Z. Discuss best distance learning best practices in the DRS setting

**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)

5,060.00

Title I

**Strategy/Activity 11****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 1.14 Instructional Media Resource Aide to support teachers and students with materials needed for CORE instruction as well as supplemental instruction and technology

**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)

0

District Funded

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity****Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title I

**Strategy/Activity 13**



**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 1.18 ELD Teaming**

Students will be grouped according to ELPAC levels for ELD instruction for 45 minutes a day, 4 days a week. Teachers will teach specific levels/bands.

**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)

0

Source(s)

None Specified

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity****Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified

## Annual Review

**SPSA Year Reviewed: 2019-20**

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

### ANALYSIS

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

Prior to the shutdown of schools in March 2020 (Covid 19 Pandemic), Smythe Students were progressing towards improvements. Supporting evidence includes the California 2019 Dashboard and the Mega Sheet percentages of District Benchmark tests. The implemented schedule for Dual Immersion seems to suggest a positive impact for students in DLIP. Furthermore, progress monitoring on all computer platforms (Renaissance Learning, Achieve 3000, Imagine Learning) show increases in student engagement and achievement. Teachers attended all DRS sessions and plans were developed for the re teaching of challenging standards.



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

In the Spring of 2020, the School Site Council approved the allocation of additional funds to purchase Chromebooks in order to achieve 1:1 connectivity.

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.

As a result of the Pandemic, more emphasis will be made, with designated resource allocation on student distance learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will be educated in positive academic environments that are welcoming, safe, nurturing, supportive, and bully-free. The SYSD Four Pillars and Learning Continuity Plan call for an emphasis of student emotional well being and family support during the pandemic. The plan will address the areas of Connectivity, Professional Development, Staff Roles and Responsibilities. Student emotional well being, pupil and family engagement, and nutrition/Food security.

## Goal 2

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. During the 2020-2021 school year

## Identified Need

California Healthy Kids Survey and Suspension Data support full implementation of PBIS with the district adopted Social Emotional Learning Curriculum Second Step. The effects of the Pandemic suggest that students could be facing the effects of isolation and family distress caused by changes stemming from the COVID 19 pandemic

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Fall 2019 Suspension Rates	Suspension School Indicators for Smythe for 2018-2019 indicate the following:  Status was high at 3.6% with an significant increase of +3.5%.	Suspension rate decrease by 5%
California Healthy Kids Survey	Administer California Health Kids Survey Spring 2021	Set goals in accordance with CHKS results
Referrals to YES/South Bay Community Services	Continue to work with Intake Counselors with YES and South Bay Community Services	Increase in referrals to YES and California Healthy Kids Survey

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

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)

5,000.00

Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Action Step 2.3 - PBIS and restorative Justice practices. Teachers and Principal will begin to implement 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

### 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)

0

Source(s)

District Funded

### Strategy/Activity 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

### 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)

0

Source(s)

Title I

### Strategy/Activity 4

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

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

All Students/Universal Intervention

**Strategy/Activity**

Action Step 2.5 Coordinate with Promise Neighborhood Partners-San Ysidro Health Clinic, Casa Familiar, South Bay Community Services to provide parent education and student support with mental health services, resources to support families to cope with the effects of the COVID 19 Pandemic

**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)

0

Source(s)

None Specified

**Strategy/Activity 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

**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)

0

Source(s)

District Funded

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity****Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)



0

District Funded

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Donations

### Strategy/Activity 9

#### 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 2.9 Purchase supplies and materials for Outreach Consultants for attendance and engagement incentives

#### 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)



1,493

Title I

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent-Teacher Association (PTA)

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Suspension rates did decrease according to the Fall 2018 dashboard

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

No major differences to note

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.

This year we are implementing Second Step as our Universal Tier 1 Social Emotional Learning Program

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Family participation and engagement is essential to student achievement and student social emotional well being. In accordance with the SYSD learning contunity plan, funds are designated to support family involvement, participation and support.

## Goal 3

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

## 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 2019-2020 family participation rate to parent meetings and school events.

Increase parent participation to parent meetings and school events for the 2020-2021 school year.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students/All families

### 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 themes such as access to long distance learnng. 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)

2,286

Source(s)

Title I Part A: Parent Involvement

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

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 , PIQUE, 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)

0

Source(s)

None Specified

## Strategy/Activity 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 Coffee with the principal is offered once monthly in a morning and evening session. The meetings during the 2020-2021 year are conducted via Zoom TeleConference

### 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)

General Fund

## Strategy/Activity 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)

0

Source(s)

Title I Part A: Parent Involvement

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

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

All Students

**Strategy/Activity**

Action Step 3.5 ELAC- English Language Arts Committee

Committee responsible for overlooking the English Learner section of the SPSA.

Monthly meetings, third Friday 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)

0

Source(s)

Title I Part A: Parent Involvement

**Strategy/Activity 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 3.6 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)

Parent-Teacher Association (PTA)

### Strategy/Activity 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 3.7 - Parent Education /Training /Support for Families during Distance Learning

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,000.00

Title I Part A: Parent Involvement

### Strategy/Activity 8

#### 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 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)

0

Title I Part A: Parent Involvement

### Strategy/Activity 9

#### 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)

0

Source(s)

General Fund

## Strategy/Activity 10

### 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 invites parents to the Autism Walk to create awareness of autism

### 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)

0

Source(s)

Donations

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

We have experienced a gain of parent participation at PTA , Coffee with the Principal and Parent events as evidenced by sign in sheets.

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

No major differences to note

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.

Meetings are held via Zoom Teleconference during the COVID 19 Pandemic

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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	\$113,216
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,216.00

## 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 (\$)
Title I	\$66,553.00
Title I Part A: Parent Involvement	\$11,286.00

Subtotal of additional federal funds included for this school: \$77,839.00

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 (\$)
District Funded	\$35,377.00
Donations	\$0.00
General Fund	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$35,377.00

Total of federal, state, and/or local funds for this school: \$113,216.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Russell Little	Principal
Katie O-Callaghan	Classroom Teacher
Zenaida Rosario	Parent or Community Member
Juan Manuel Rocha	Parent or Community Member
Lydia Zamano	Parent or Community Member
Veronica Aguayo	Other School Staff
David Salazar	Classroom Teacher
Noe Aparicio	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on December 4 2020.

Attested:



Principal, Russell Little Principal on December 3 2020



SSC Chairperson, Zenaída Rosario on December 3 2020



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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



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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019

**Title I School Parent and Family Engagement Policy  
Smythe School**

**2020/2021 School Year**

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

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

opportunities for regular meetings to formulate suggestions and to participate, as appropriate, and to respond to any such suggestions as soon as practicably possible in decisions relating to the education of their children. These meetings are held throughout the school year such as, Parent Orientation/Annual Title 1 Parent Meeting, Principal Parent Meetings, Student Study Team, School Site Council Meetings, English Language Advisory Committee, and/or Parent-Teacher Conferences. (ESSA Section 1116[c][4][A-C])

- If the school-wide program is not satisfactory to the parents of participating children, parents may submit any comments on the plan when the school makes the plan available to the local educational agency. (ESSA Section 1116[c][5])

Smythe School has developed this written Title I Parent Engagement Policy with input from Title I parents in consultation with school personnel, community members, and parents; it was adopted on December 4 , 2020 by the Vista Del Mar Middle School Site Council.

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

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

Russell Little/Smythe School Principal

Russell Little  
Signature

12/03/2020  
Date

**Política de participación de padres y familias de la escuela Título I  
Escuela Intermedia Smythe School**

**Año escolar 2020/2021**

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

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



programas del Título I de la escuela y del Título I, Parte A, incluida la planificación, revisión y mejora de la política escolar sobre la participación de los padres, de la familia y del desarrollo conjunto del Plan Único para el Rendimiento Estudiantil. Esto se lleva a cabo en una reunión mensual de padres y directores, reuniones de ELAC y reuniones de SSC (Sección 1116 [c] [3] de ESSA).

- La Escuela Smythe proporciona a los padres y familiares de los estudiantes participantes de los programas de Título 1, Parte A, información oportuna sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de logro de los exigentes estándares académicos estatales; y de ser solicitado por los padres de los estudiantes del Título I, la escuela brinda oportunidades de reuniones regulares para formular sugerencias y participar, según corresponda, y responder a tales sugerencias tan pronto como sea posible en las decisiones relacionadas con la educación de sus hijos. Estas reuniones se llevan a cabo durante todo el ciclo escolar, como las reuniones de orientación para los padres / la reunión anual de padres del Título 1, las reuniones de padres con el director, las reuniones del grupo evaluador del progreso académico estudiantil, las reuniones del comité escolar, del comité asesor del idioma inglés y las conferencias de padres y maestros (Sección 1116 [c] [4] [A-C] de la ESSA).
- Si el programa de toda la escuela no es satisfactorio para los padres de los niños participantes, los padres pueden enviar comentarios sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local. (Sección 1116 [c] [5] de la ESSA)

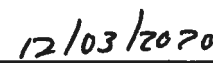
La Escuela Smythe ha desarrollado esta Política de Participación de los Padres de Título I escrita mediante los aportes de los padres de Título I bajo consulta con el personal escolar, integrantes de la comunidad y padres de familia; fue adoptado el 30 de noviembre de 2020 por el comité escolar de la escuela secundaria Vista Del Mar.

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

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

Russell Little/Director del colegio Smythe

  
Firma

  
Fecha



## **Smythe School Title 1 Home School Compact**

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

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

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

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

Smythe Elementary jointly developed the school-parent compact through collaboration and feedback at the following activities:

- Parent-Principal Meetings
- School Site Council Meetings
- English Language Advisory Committee

This Compact was approved by Smythe Elementary on December 3, 2020, and will be in effect for the period of the 2020/2021 school year. The school will distribute the Compact to all parents and family members participating in the Title 1, Part A program.

Russell Little  
Signature

12/03/2020  
Date

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

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

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

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

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

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

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

Este Pacto fue aprobado por la Escuela Primaria Smythe el 3 de diciembre de 2020 y estará vigente durante el período del año escolar 2020/2021. La escuela distribuirá el

Pacto a todos los padres y miembros de la familia que participen en el programa Título 1, Parte A.

Russell Little, Director/Smythe School

Russell Little  
Firma

12/03/2020  
Fecha