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Twin Rivers Unified School District Smythe Academy of Arts and Science

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2013-14 School Accountability Report Card

Principals' Message

Smythe Academy of Arts and Science is a charter school that provides expanded educational choice and opportunities for preschool through 8th grade students in the Twin Rivers Unified School District and beyond. Smythe has a positive school climate and strong parental involvement. Parents are requested to volunteer for 30 hours a year per family to assist the students and teachers; they are also involved in site-based decision making. Smythe seeks to provide a rigorous academic program that integrates the arts, science and technology into the curriculum. Smythe also has a morning and afternoon state preschool program. The MASTERS program provides afterschool intervention, sports and a variety of enrichment activities.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mission Statement

"The mission of Smythe Academy of Arts and Science is to provide an enriched educational environment that emphasizes the arts, science, and technology."

District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Smythe Academy of Arts and Science had a beginning enrollment of 1,127 students in grades kindergarten through eight for the 2013-14 school year.



Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	10.6%
American Indian	0.8%
Asian	4.6%
Filipino	0.8%
Hispanic or Latino	66.9%
Pacific Islander	2.3%
White	8.8%
Two or More	2.3%
None Reported	2.9%
English Learners	37.3%
Socioeconomically Disadvantaged	95.1%
Students with Disabilities	6.8%

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Smythe School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	103	105	124
1st	86	108	103
2nd	86	88	110
3rd	90	86	86
4th	85	95	86
5th	89	89	96
6th	85	89	89
7th	235	226	227
8th	197	198	206

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.9%	5.1%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	43	0	45	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	0	53

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies				
	12-13	13-14	14-15	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	2	0	
Total Misassignments of Teachers	0	2	0	
Vacant Teacher Positions	0	0	2	

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

School Facilities & Safety (School Year 2014-15)

The elementary school facilities were built in 1948, and consists of 11 permanent classrooms, 23 portable classrooms, one multipurpose room, one library, two administration buildings, one computer lab, one staff room, and one playground.

The middle school facilities consist of seven permanent classrooms, 11 portable classrooms, a multipurpose room, a library, a computer lab, and a staff room.

District administration and the Twin Rivers Board of Trustees have placed great emphasis on campus safety and security. Teachers supervise students on campus before and after school and during recess; noon duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by school site staff to display their pass at all times.

Smythe Academy's Safety Plan is evaluated and revised annually in the fall by Site Safety Committee. Revisions to the Safety Plan are communicated to all staff members. Emergency drills are held on a regular basis, including fire drills as well as intruder and duck and cover drills. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
7th-8th	Algebra I	College Preparatory Math	2014	Yes	0.0%	
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%	
Pre K & K	English/ Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%	
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%	
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%	
8th	Foreign Language	Glencoe	2004	Yes	0.0%	
8th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%	
7th-8th	History/Social Science	Holt	2006	Yes	0.0%	
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%	
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%	
7th	Life Science	Holt	2007	Yes	0.0%	
K-8	Mathematics	Houghton Mifflin	2015	Yes	0.0%	
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%	
8th	Physical Science	McDougal Littell	2007	Yes	0.0%	
6th	Science	Houghton Mifflin	2007	Yes	0.0%	
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%	

School Facility Conditions				
Date of Last Inspection: 03/13/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		7 Thru 8 Site: Counselor - Ceiling tiles missing, ceiling tiles loose; P Rm. 12 - Ceiling tiles are loose; P Rm. 17 - Wall paper is torn at entry; injury hazard/cabinet door is missing at entry; P Rm. 29 - Ceiling tiles are missing/loose; P Rm. 38 - Ceiling tiles are loose; Rm. 15 - Ceiling tiles are loose; Storage - Ceiling tiles are missing; Rm. 1 - Ceiling tiles are loose throughout; Rm. 2 - Ceiling tiles are loose throughout.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		7 Thru 8 Site: Rm. 7 - Trip hazard/projection extension cords are loose; Boys RR - Light switch cover is missing; P Rm. 32 - Inadequate lighting/2 light panels are out; P Rm. 27 - Inadequate lighting/1 light panel is out; P Rm. 25 - Inadequate lighting/2 light panels are out; Girls Locker Room - Inadequate lighting/1 light panel is out; Rm. 15 - Inadequate lighting/2 panels are out; Boys RR - Light Diffuser is missing.
Restrooms/Fountains	X			7 Thru 8 Site: P Rm. 39 - Faucet is leaking.
Safety (Fire Safety, Hazardous Materials)	X			7 Thru 8 Site: Interior paint is chipping on door frame.
Structural (Structural Damage, Roofs)	X			K Thru 6 Site: P Rm. 22 - Hole in siding above exterior light; P Rm. 23 - Outlet cover is missing on siding at entry; P Rm. 27 - Trip hazard at ramp entry. 7 Thru 8 Site: P Rm. 12 - Dry rot on south siding; P Rm. 35 - Dry rot on ramp at entry; P Rm. 36 - Dry rot on ramp at entry. 7 Thru 8 Site: P Rm. 29 - Paint chipping on eaves; P Rm. 28 - Paint chipping on eaves; P Rm. 25 - Paint chipping on eaves; P Rm. 35 - Spider webs on siding, spider webs at door frame.
External (Grounds, Windows, Doors, Gates, Fences)	X			K Thru 6 Site: Kinder Playground - Trip hazard/asphalt is raised and cracked. 7 Thru 8 Site: Outdoor Courts - Asphalt has cracks throughout. 7 Thru 8 Site: Rm. 6 - 3 windows will not close/open; Rm. 7 - 3 windows will not close/open; P Rm. 38 - Door stop is broken; P Rm. 39 - Door stop is broken; Playfields - Fence lines are bent/loose at north end.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time and two part-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

B. Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	54	43	46	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	46
Males	54
Females	37
African American/Black	50
American Indian	*
Asian	55
Filipino	*
Hispanic	44
Pacific Islander	*
White	50
Socioeconomically Disadvantaged	46
Students with Disabilities	27
Migrant Education	*
Two or More Races	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	45	45	43	40	42	40	54	56	55
Mathematics	52	51	47	41	41	40	49	50	50
History/Social Science	59	63	48	29	31	31	48	49	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	4	4	3
Similar Schools	6	6	6
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	14	-7	-17
Hispanic or Latino			
Actual API Change	10	4	-2
White			
Actual API Change	-32	-	-
Socioeconomically Disadvantaged			
Actual API Change	14	-7	-12
English Learners			
Actual API Change	2	-14	-6

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-
7	28.7%	34.3%	6.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent Teacher Organization (PTO) plays an active role in the community and at each school site through fundraising and special activities. Contributions by Mimi's Café, El Pollo Loco, the Dream Project, and Stanford Settlement add to the programs available at Smythe Academy.

At Smythe Middle School, we welcome adult involvement to enrich the students' educational experience. We have a thirty hour parent involvement requirement within our charter in which the school provides a variety of ways for parents to be involved in the school and in the surrounding community. We also have special events targeted for families each semester. Our school focuses on customer service and making sure every parent and student feel appreciated and supported by every Smythe staff member.

Parents are invited to be involved in the following means:

- Communication with the classroom teacher: notes, e-mails, phone messages, and School Loop.
- Parents are invited on campus whenever available (No notice is necessary).
- Volunteering in the classroom and on the grounds.
- Parents are encouraged to attend community activities with their children (parent hours available).
- Coaching opportunities
- Chaperone Dances and Field Trips
- Parents are invited to all Smythe sporting events.
- After school activities which include movies, spaghetti dinners, Open House, etc.
- Weekend activities which include, school clean up days and pancake breakfasts, etc.
- Participate on or attend School Site Council meetings and ELAC meetings.
- Attend Back to School Night, Parent Conferences, and Family Night.
- All parents sign a school compact each year. The compact is a list of parent, student, teacher responsibilities.

Contact Information

Parents who wish to participate in Smythe Academy's leadership teams, school committees, school activities, or become a volunteer may contact the K-6 school office at (916) 566-2740 and 7th-8th grade school office at (916) 566-3430.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Smythe Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy "Be Safe, Be Kind, Be Productive," promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Smythe Academy's BEST Practices (Building Effective Schools Together) program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. Additional policies regarding school uniforms contribute to a proactive learning environment, and help remove distractions that may deter students from focusing on class work.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	266	105	180	5588	5607	5513
Suspension Rate	25.2%	9.7%	16.0%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	26	26	25	-	-	1	5	4	4	-	-	-
1	28	27	26	-	-	-	2	4	4	1	-	-
2	29	29	28	-	-	-	3	3	4	-	-	-
3	30	29	29	-	-	-	3	3	3	-	-	-
4	32	32	29	-	-	-	1	3	3	2	-	-
5	33	22	32	-	1	-	1	3	2	1	-	1
6	33	30	10	-	-	6	1	3	3	2	-	-
By Subject Area												
English	26	23	19	4	7	13	14	11	8	1	4	5
Mathematics	30	28	31	1	5	1	9	5	7	6	6	6
Science	31	30	31	-	3	1	8	5	8	6	6	6
Social Science	28	27	28	1	2	3	13	9	7	1	4	5

School Leadership

Leadership at Smythe Academy is a responsibility shared between district administration, the principals, instructional staff, students, and parents.

The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of each class. Staff and parents are encouraged to participate in a wide variety of leadership teams, such as the School Site Council, the Leadership Team, the English Learners Advisory Committee and the Student Success Team.

The Smythe Academy Site Council is a committee of parents and staff that reviews the total school program on an annual basis. This group leads the school in efforts to provide the best program for students. The Leadership Team is the primary body assigned to developing, refining, and implementing the school plan. Responsibilities of the Leadership Team include planning and monitoring the effectiveness of the school curriculum.

Other leadership opportunities at Smythe Academy include the Safety Committee, the Coordination of Services Team, BEST Practices Committee, Board of Governors, Enrichment Committee, Parent Committee, and Art Committee.

Counseling & Support Staff (School Year 2013-14)

It is the goal of Smythe Academy to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals. When students require additional assistance the following support staff are available according to the full-time equivalent indicated in the chart.

Smythe Academy utilizes supplemental instruction, resource specialists, and learning development classes for students with special needs. A Speech & Language Therapist and a counselor provide additional support outside of traditional classrooms.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
English Language Resource Teacher	1	1.0
Library Technician	2	1.625
Nurse	1	0.34
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
Speech and Language Specialist	1	0.67
Student Support Teacher	2	2.0

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments. Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,046
District	\$68,898
Percentage of Variation	-5.6%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-8%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,838
From Supplemental/Restricted Sources	\$607
From Basic/Unrestricted Sources	\$5,231
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	11.3%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	11.5%

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Curriculum Development

All curriculum development in the Twin Rivers Unified School District is based on the California Common Core Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Recognition Program

Smythe Academy's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards.

Assemblies are held each trimester to recognize students for Honor Roll, Perfect Attendance, and to give out classroom awards in Math, Reading, Language and Attitude. Students exhibiting positive behavior, attendance, and effort are eligible to become one of "Smythe's Shining Knights."

Extracurricular Activities

Smythe Academy recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities include:

Elementary School:

- Family Reading
- Science Nights
- Exploratory Classes in the Arts and Sciences with a Showcase Event
- Science Fair
- Weekly Science Lab experience for every student
- GATE
- 6th Grade Science Camp at Sly Park
- MASTERS Program
- Soccer Team
- Enrichment Day

Middle School:

- Student Government
- MASTERS Program
- Competitive Soccer
- Basketball
- Flag Football
- Volleyball
- Power Hour
- Cheerleading
- Field Trip to Washington DC
- Field Trip to Yosemite

Homework

Homework is assigned throughout the grades to support the instructional program. Homework is designed to reinforce what is taught in the classroom. Homework can be found through School Loop.

Vision

The vision of Smythe Academy is to provide a rigorous core academic program with high expectations.