



Kenneth Dandurand,
Elementary School Principal
kenneth.dandurand@
twinriversusd.org

Melissa Jewell
Middle School Principal
melissa.jewell@
twinriversusd.org



5115 Dudley Blvd.
McClellan, CA
95652
(916) 566-1600

Steven Martinez, Ed.D.
Superintendent
Steve.Martinez@
twinriversusd.org

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Twin Rivers Unified School District Smythe Academy of Arts and Science

CDS Code: 34-76505-6033336

Elementary School: 2781 Northgate Blvd, Sacramento, CA 95833
(916) 566-2740

Middle School: 700 Dos Rios Street, Sacramento, CA 95811
(916) 566-3430

2014-15 School Accountability Report Card Published in 2015-16 School Year

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.

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.

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."

Vision

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

District & School Profile (School Year 2015-16)

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.



Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	10.4%
American Indian or Alaska Native	0.6%
Asian	5.3%
Filipino	0.5%
Hispanic or Latino	70.4%
Native Hawaiian or Pacific Islander	2.3%
White	8.3%
Two or More Races	2.2%
English Learners	39.1%
Socioeconomically Disadvantaged	93.6%
Students with Disabilities	7.3%
Foster Youth	0.4%

School Enrollment & Attendance (School Year 2014-15)

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 the 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			
	2012-13	2013-14	2014-15
K	105	124	108
1st	108	103	99
2nd	88	110	101
3rd	86	86	93
4th	95	86	84
5th	89	96	82
6th	89	89	85
7th	226	227	219
8th	198	206	210

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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.

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.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	45	52	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	2	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	2	1

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Algebra I	College Board	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%
7th-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 Facilities & Safety (School Year 2015-16)

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.

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.

School Facility Conditions				
Date of Last Inspection: 03/18/2015				
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			RM 6 - thermostat is not working (very hot); P RM 17 - dirty vents; P RM 20 - dirty vents/blowing dust; P RM 32 - dirty vents; P RM 34 - dirty vents; KITCHEN - gas junction box is rusted/junction box to dishwasher is rusted; P RM 32 - dirty vents; P RM 27 - dirty vents; P RM 26 - dirty vents; P RM 25 - dirty vents; P RM 39 - dirty vents; BOYS LOCKER RM - dirty vents.
Interior			X	ADMIN BLDG - water stains ceiling tiles in lobby area and office area; LIBRARY/ RM 10 - water stains ceiling tile; RM 13 - water stains ceiling tiles/ceiling tiles are loose/missing; BOYS RR - mirror is stained at base; RM 6 - cabinet door is broken at sink area; RM 7 - linoleum is cracked on counter trim; RM 8 - water stains ceiling tile at junction box; P RM 1/KINDER - ceiling tiles are ripped in girls restroom; P RM 2/KINDER - water stains ceiling tiles in office area/linoleum floors are dirty/worn in restrooms; P RM 3/KINDER - water stains ceiling tiles in office area/linoleum floors are dirty/worn in restrooms; RM 4 - water stains ceiling tiles/trip hazard on carpet by exit; P RM 19B - carpet is worn; ADMIN BLDG - water stains ceiling tiles; COUNSELOR - ceiling tiles missing/ceiling tiles loose; P RM 12 - air vent is loose; P RM 17/BAND - injury hazard/cabinet door is missing; P RM 32 - carpet has stains/worn; P RM 30 - ceiling tiles are missing/loose; P RM 27 - ceiling tiles are loose; P RM 25 - ceiling tiles are missing; P RM 35 - ceiling tiles are missing; GIRLS LOCKER RM - ceiling tiles are torn/damaged; KITCHEN - ceiling tiles are stained; RM 16 - ceiling tiles are loose/missing (no pictures, testing); RM 15 - ceiling tiles are loose/water stain ceiling tiles; RM 14/LIBRARY - ceiling tiles are loose; RM 1 - ceiling tiles are loose/missing throughout; RM 2 - ceiling tiles are loose/missing throughout (no pics).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			P RM 32 - room is very dirty; P RM 31 - room is very dirty; P RM 30 - room is very dirty; P RM 29 - room is very dirty. P RM 35 - spider webs on siding/spider webs at door frame.
Electrical		X		RM 6 - 5 bulbs are out; RM 4 - exposed wires/phone jack is loose/hanging on wall; P RM 17 - 2 light panels are out; P RM 16 - inadequate lighting/3 panels are out; P RM 24 - inadequate lighting/2 panels are out; P RM 23 - exterior light cover is missing; P RM 28 - exterior light cover is missing; P RM 30 - inadequate lighting/2 bulbs out; P RM 35 - light panel is out; KITCHEN - stand for gas junction box is rusted/junction box to dishwasher is rusted; P RM 11/AFTER SCHOOL - 1 light panel is out; P RM 17 - exterior light cover is broken; P RM 36 - 1 light diffuser is missing; MPR/CAFETERIA - 2 light diffusers are missing; BOYS RR - light diffuser is missing.
Restrooms/Fountains	X			RR - linoleum floor is cracked in corners/dirty; BOYS LOCKER RM - restroom is not working. BOYS RR - water stain at sink area from fitting; P RM 17 - drinking fountain is dripping/sticking; P RM 39 - exterior faucet is leaking; BOYS LOCKER RM - drinking fountains are loose at base.
Safety (Fire Safety, Hazardous Materials)	X			P RM 17/BAND - no ground wire; P RM 26 - fire extinguisher bracket is broken. RM 5 - cleaning supplies are stored under sink/keep out of reach of children; RM 8 - paint chipping on door frame; STAFF LOUNGE - interior paint is chipping on door frame; KITCHEN - paint chipping on door frame.
Structural (Structural Damage, Roofs)	X			P RM 26 - dry rot on ramp at entry; P RM 24 - dry rot on ramp at entry; P RM 21 - dry rot/hole on skirting at ramp entry; P RM 23 - outlet cover is missing on siding at entry; P RM 27 - trip hazard at ramp entry; P RM 12 - dry rot on south siding; P RM 11/AFTER SCHOOL - dry rot on siding; P RM 17/BAND - dry rot on ramp; P RM 35 - dry rot on ramp at entry; P RM 37 - dry rot/paint chipping on ramp. P RM 35 - spider webs on siding/spider webs at door frame.
External (Grounds, Windows, Doors, Gates, Fences)	X			RM 6 - trip hazard on cement walkway; P RM 1/KINDER - trip hazard on walkway to playground; KINDER PLAYGROUND - trip hazard/asphalt is raised and cracked; P RM 39 - screen is broken on window/exterior faucet is leaking; RM 16 - trip hazard at asphalt/cement seam on walkway; RM 15 - trip hazard at asphalt/cement seam on walkway; RM 14/LIBRARY - trip hazard at asphalt/cement seam on walkway; OUTDOOR COURTS - asphalt has cracks throughout. RM 7 - hole in window above door; P RM 31 - screen is broken on window; RM 6 - 3 windows will not close/open/2 are screwed shut; RM 7 - 3 windows will not close/open; RM 8 - 3 windows will not open/close; P RM 17/BAND - door will not open/close correctly; P RM 38 - door stop is broken; P RM 39 - door stop is broken; PLAYFIELDS - fence lines are bent/loose at north end by playground.

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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

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); 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 Standards Test

The California Standards Test (CST), a component of the CAASPP 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 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. 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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	43	45	48	43	47	43	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	48
African American/Black	50
Hispanic or Latino	48
White	53
Males	49
Females	48
Socioeconomically Disadvantaged	47
English Learners	22

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

California Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	24	26	44
Mathematics (Grades 3-8 and 11)	22	21	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	96	96	100	36	33	24	6	96	100	41	29	24	6
Male	96	44	45.8	45	34	16	5	44	45.8	41	27	25	7
Female	96	52	54.2	29	33	31	8	52	54.2	40	31	23	6
Black or African American	96	4	4.2	--	--	--	--	4	4.2	--	--	--	--
American Indian or Alaska Native	96	1	1	--	--	--	--	1	1	--	--	--	--
Asian	96	3	3.1	--	--	--	--	3	3.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	96	68	70.8	38	37	21	4	68	70.8	41	35	19	4
Native Hawaiian or Pacific Islander	96	4	4.2	--	--	--	--	4	4.2	--	--	--	--
White	96	9	9.4	--	--	--	--	9	9.4	--	--	--	--
Two or More Races	96	3	3.1	--	--	--	--	3	3.1	--	--	--	--
Socioeconomically Disadvantaged	96	81	84.4	41	35	17	7	81	84.4	43	27	22	7
English Learners	96	31	32.3	58	29	10	3	31	32.3	55	26	19	0
Students with Disabilities	96	4	4.2	--	--	--	--	4	4.2	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	87	84	96.6	46	32	18	2	85	97.7	35	46	15	4
Male	87	41	47.1	56	22	20	2	42	48.3	38	36	24	2
Female	87	43	49.4	37	42	16	2	43	49.4	33	56	7	5
Black or African American	87	8	9.2	--	--	--	--	8	9.2	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	87	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Filipino	87	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Hispanic or Latino	87	60	69	47	33	18	2	61	70.1	36	48	11	5
Native Hawaiian or Pacific Islander	87	3	3.4	--	--	--	--	3	3.4	--	--	--	--
White	87	3	3.4	--	--	--	--	2	2.3	--	--	--	--
Two or More Races	87	1	1.1	--	--	--	--	2	2.3	--	--	--	--
Socioeconomically Disadvantaged	87	81	93.1	48	32	16	2	82	94.3	37	48	13	2
English Learners	87	38	43.7	71	24	5	0	39	44.8	46	49	5	0
Students with Disabilities	87	5	5.7	--	--	--	--	5	5.7	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	84	84	100	45	29	20	6	83	98.8	53	34	10	4
Male	84	35	41.7	63	17	17	3	34	40.5	59	24	12	6
Female	84	49	58.3	33	37	22	8	49	58.3	49	41	8	2
Black or African American	84	2	2.4	--	--	--	--	2	2.4	--	--	--	--
American Indian or Alaska Native	84	1	1.2	--	--	--	--	1	1.2	--	--	--	--
Asian	84	4	4.8	--	--	--	--	4	4.8	--	--	--	--
Filipino	84	1	1.2	--	--	--	--	1	1.2	--	--	--	--
Hispanic or Latino	84	60	71.4	48	30	15	7	60	71.4	53	32	12	3
Native Hawaiian or Pacific Islander	84	6	7.1	--	--	--	--	6	7.1	--	--	--	--
White	84	4	4.8	--	--	--	--	4	4.8	--	--	--	--
Two or More Races	84	2	2.4	--	--	--	--	2	2.4	--	--	--	--
Socioeconomically Disadvantaged	84	76	90.5	49	26	20	5	76	90.5	54	36	8	3
English Learners	84	37	44	59	30	11	0	37	44	70	27	3	0
Students with Disabilities	84	8	9.5	--	--	--	--	7	8.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	88	87	98.9	23	41	28	7	87	98.9	36	37	10	17
Male	88	42	47.7	14	38	38	10	42	47.7	26	36	17	21
Female	88	45	51.1	31	44	18	4	45	51.1	44	38	4	13
Black or African American	88	9	10.2	--	--	--	--	9	10.2	--	--	--	--
American Indian or Alaska Native	88	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Asian	88	4	4.5	--	--	--	--	4	4.5	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	88	62	70.5	26	40	23	10	62	70.5	37	34	8	21
Native Hawaiian or Pacific Islander	88	1	1.1	--	--	--	--	1	1.1	--	--	--	--
White	88	7	8	--	--	--	--	7	8	--	--	--	--
Two or More Races	88	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	88	76	86.4	25	42	25	7	76	86.4	39	36	9	16
English Learners	88	31	35.2	42	48	6	0	31	35.2	48	39	10	3
Students with Disabilities	88	4	4.5	--	--	--	--	4	4.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	218	217	99.5	54	27	17	1	217	99.5	48	32	12	6
Male	218	114	52.3	62	28	10	0	114	52.3	50	28	11	10
Female	218	103	47.2	46	26	24	3	103	47.2	47	36	15	2
Black or African American	218	29	13.3	72	10	14	3	29	13.3	62	24	3	3
American Indian or Alaska Native	218	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Asian	218	14	6.4	43	29	29	0	14	6.4	21	57	21	0
Filipino	218	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Hispanic or Latino	218	146	67	53	29	16	1	146	67	49	29	13	8
Native Hawaiian or Pacific Islander	218	2	0.9	--	--	--	--	2	0.9	--	--	--	--
White	218	18	8.3	56	28	11	6	18	8.3	50	33	17	0
Two or More Races	218	3	1.4	--	--	--	--	3	1.4	--	--	--	--
Socioeconomically Disadvantaged	218	206	94.5	55	28	16	1	206	94.5	49	32	13	6
English Learners	218	68	31.2	84	16	0	0	68	31.2	72	22	6	0
Students with Disabilities	218	29	13.3	86	14	0	0	29	13.3	86	7	7	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	205	205	100	46	30	21	2	205	100	40	34	18	8
Male	205	110	53.7	52	26	22	0	110	53.7	44	33	16	7
Female	205	95	46.3	40	35	20	4	95	46.3	37	35	19	9
Black or African American	205	23	11.2	61	17	17	0	23	11.2	48	35	9	9
American Indian or Alaska Native	205	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Asian	205	10	4.9	--	--	--	--	10	4.9	--	--	--	--
Filipino	205	2	1	--	--	--	--	2	1	--	--	--	--
Hispanic or Latino	205	147	71.7	45	32	21	2	147	71.7	42	33	16	9
Native Hawaiian or Pacific Islander	205	2	1	--	--	--	--	2	1	--	--	--	--
White	205	13	6.3	62	38	0	0	13	6.3	23	38	38	0
Two or More Races	205	3	1.5	--	--	--	--	3	1.5	--	--	--	--
Socioeconomically Disadvantaged	205	190	92.7	48	29	21	2	190	92.7	43	32	17	8
English Learners	205	53	25.9	75	21	4	0	53	25.9	74	23	4	0
Students with Disabilities	205	10	4.9	--	--	--	--	10	4.9	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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 2014-15)

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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2%	11.9%	13.1%
7	-	-	-

**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 school site.

Parent Involvement (School Year 2015-16)

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 the 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					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	7.1%	9.5%	9.5%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	26	25	22	-	1	1	4	4	4	-	-	-
1	27	26	25	-	-	-	4	4	4	-	-	-
2	29	28	25	-	-	-	3	4	4	-	-	-
3	29	29	23	-	-	-	3	3	4	-	-	-
4	32	29	28	-	-	-	3	3	3	-	-	-
5	29	32	27	-	-	-	3	2	3	-	1	-
6	30	18	28	-	2	-	3	3	3	-	-	-
By Subject Area												
English	23	23	25	7	7	5	11	11	16	4	4	-
Mathematics	28	28	29	5	5	2	5	5	10	6	6	3
Science	30	30	30	3	3	-	5	5	10	6	6	5
Social Science	27	27	31	2	2	-	9	9	6	4	4	7

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.

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.

Counseling & Support Staff (School Year 2014-15)

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	1	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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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

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	\$71,255
District	\$71,162
Percentage of Variation	0.1%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-2.4%

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		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,068
From Supplemental/Restricted Sources	\$560
From Basic/Unrestricted Sources	\$5,508
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	5.9%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	3.0%

District Revenue Sources (Fiscal Year 14-15)

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

