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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  
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## 2015-16 School Accountability Report Card Published in 2016-17 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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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, as well as provides an after school program through MASTERS. Smythe middle school offers an after school program by partnering with the Boys and Girls Club of Sacramento on G Street in Sacramento.

### 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 2016-17)

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	
2015-16	
	Percentage
Black or African American	10.8%
American Indian or Alaska Native	0.8%
Asian	5.7%
Filipino	0.3%
Hispanic or Latino	68.5%
Native Hawaiian or Pacific Islander	2.7%
White	6.0%
Two or More Races	2.8%
EL Students	36.0%
Socioeconomically Disadvantaged	88.0%
Students with Disabilities	7.8%
Foster Youth	0.2%

## School Enrollment & Attendance (School Year 2015-16)

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.

Smythe Academy of Arts and Sciences School had a beginning enrollment of 1091 students in grades kindergarten through eight for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	124	108	107
1st	103	99	83
2nd	110	101	94
3rd	86	93	98
4th	86	84	90
5th	96	82	90
6th	89	85	83
7th	227	219	240
8th	206	210	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 2016-17)

Federal law 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.

### Highly Qualified Teachers

School	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	98.9%	1.1%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	45	52	52	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	52

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

	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	2	1	1

## School Facilities & Safety (School Year 2016-17)

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: 03/21/2016				
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			K-6: P Room 19B - dirty vents/blowing dust; P Room 32 - dirty vents/blowing dust; P Room 34 - dirty vents/blowing dust. 7-8: P Room 32 - dirty vents; P Room 31 - dirty vents/blowing dust; P Room 39 - dirty vents; Boys Locker Room - dirty vents.
Interior			X	K-6: Admin. Building - water stained ceiling tiles in lobby area & office area; Library/Room 10 - water stained ceiling tile/ceiling tiles are loose; Room 13 - water stained ceiling tiles/ceiling tiles are loose/missing; Boys Restroom - mirror is stained at based; Room 6 - water stained ceiling tiles; Room 7 - linoleum is missing on counter trim; Room 8 - water stained ceiling tile at junction box; P Room 1/Kinder - carpet has waves/trip hazard; Room 2/Kinder - water stained ceiling tiles in office area/linoleum floors are dirty/worn in restrooms; Room 3/Kinder - water stained ceiling tiles/linoleum floors are dirty/worn in restrooms; Room 4- exposed wires/phone jack is loose hanging on wall; Room 5 - water stained ceiling tiles; P Room 40 - carpet has waves/trip hazard; P Room 18 - carpet is worn and stained; P Room 19 - carpet is worn and stained; P Room 26 - carpet molding is missing. 7-8: Admin. Building - water stained ceiling tiles; P Room 17/Band - wallpaper is torn at entry; P Room 31 - wallpaper is torn; P Room 30 - ceiling tiles are missing/loose; P Room 29 - ceiling tiles are missing/carpet is worn and stained; P Room 25 - ceiling tiles are missing; Girls Locker Room - ceiling tiles are torn/damaged/no entry; Storage - hole in south wall; Kitchen - ceiling tiles are stained; Room 16 - ceiling tiles are loose/missing; Room 15 - ceiling tiles are loose/water stained ceiling tiles; Room 14/Library - ceiling tiles are loose/missing; Room 13/Computer - water stained ceiling tiles/ceiling tiles are loose; Room 1 - ceiling tiles are loose throughout; Room 2 - ceiling tiles are loose throughout.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		K-6: P Room 17 - 2 light panels are out; P Room 16 - inadequate lighting/3 panels are out; P Room 21 - 1 light panel is out; P Room 31 - outlet cover is loose; P Room 35 - 1 light panel is out; Multipurpose Room - 27 bulbs are out/inadequate lighting. 7-8: Girls Restroom - 1 light panel is out; Boys Restroom - 1 light panel is out; P Room 17/Band - exterior light cover is broken; P Room 27 - 2 light panels are out; P Room 36 - 1 light diffuser is missing; P Restroom - exterior light cover is missing on boys restroom; MPR/Cafeteria - 3 light diffusers are missing; Storage - light switch cover is missing.
Restrooms/Fountains		X		K-6: P Room 40 - faucet is leaking and loose; P Room 17 - drinking fountain is dripping; P Room 30 - drinking fountain has high pressure. 7-8: P Room 27 - faucet is leaking; P Room 39 - exterior faucet is leaking; Boys Locker Room - drinking fountains are loose at base no entry; Room 16 - handle is broken on faucet; Girls Restroom; faucet push button is missing; Room 2 - drinking fountain in hallway is not working/handle is missing; K-6: Restroom - linoleum floor is cracked in corners/dirty; Boys Restroom - cover is missing on first urinal; Room 8 - 2 light panels are out. 7-8: Boys Locker Room - restroom is not working.
Safety (Fire Safety, Hazardous Materials)	X			K-6: Room 5 - cleaning supplies are stored under sink/keep out of reach of children; P Room 26 - paint is chipping on ramp; P Room 24 - paint is chipping on ramp. 7-8: P Room 12 - paint is chipping on ramp; Room 8 - paint chipping on door frame; Staff Lounge - interior paint is chipping on door frame; P Room 36 - paint is chipping on ramp; Storage - paint is chipping on wall; Kitchen - paint chipping on door frame; Room 16 - paint is chipping on door frame. K-6: Room 2/Kinder - thermostat and light switch are covered by paper (fire hazard); Room 5 - fire extinguisher is not mounted. 7-8: P Room 17/Band: no ground wire.
Structural (Structural Damage, Roofs)	X			K-6: Room 2/Kinder - dry rot on storage shed; P Room 26 - dry rot on ramp at entry; P Room 24 - dry rot on ramp at entry; P Room 29 - dry rot on ramp and skirting; P Room 23 - outlet cover is missing on siding entry; P Room 27 - trip hazard at ramp entry and at asphalt/cement seam; 7-8: P Room 12 - dry rot on south siding and ramp; P Room 11/Afterschool - dry rot on north siding; P Room 17/Band - dry rot on ramp; P Room 29 - water damage on south wall; P Room 35 - dry rot on ramp at entry; P Room 37 - dry rot/paint chipping on ramp/no entry; P Room 36 - dry rot on ramp. 7-8: P Room 35 - spider webs on siding/spider webs at door frame.

### School Facility Conditions

Date of Last Inspection: 03/21/2016

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
External (Grounds, Windows, Doors, Gates, Fences)	X			K-6: Boys Restroom - vent is broken on door; Room 7 - hole in window above door; Kinder Playground - fence line is torn and bent; Boys Restroom - door will not close properly; Girls Restroom - vent is broken on door/injury hazard; P Room 26 - door stop is broken. Playfields - backstop is broken/fence line in broken/bent and rusted. 7-8: Room 6 - windows will not close/open; Room 7 - windows will not close/open; Room 8 - windows will not close/open; P Room 38 - door stop is broken/no entry; P Room 39 - door stop is broken; Boys Restroom - door handle is loose; Playfields - fence lines are bent/loose at north end by playground. K-6: Room 6 - trip hazard on cement walkway; P Room 1/Kinder - trip hazard on walkway to playground; Kinder Playground - trip hazard/asphalt is raised and cracked; P Room 40 - trip hazard at ramp entry. 7-8: P Room 39 - exterior faucet is leaking; P Room 36 - trip hazard on asphalt at man hole cover; Boys Locker Room - exterior HVAC vent screen is bent and protruding/injury hazard.

#### 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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

### Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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%

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	24	24	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	22	22	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	45	48	40	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	291	290	99.66	40.34
Male	144	143	99.31	40.56
Female	147	147	100	40.14
Black or African American	32	32	100	37.5
Asian	14	14	100	42.86
Hispanic or Latino	203	203	100	39.41
White	21	20	95.24	45
Socioeconomically Disadvantaged	271	270	99.63	39.26
English Learners	65	65	100	7.69
Students with Disabilities	33	33	100	30.3

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	96	94	97.92	30.85	94	97.92	39.36
Male	48	47	97.92	29.79	47	97.92	38.3
Female	48	47	97.92	31.91	47	97.92	40.43
Black or African American	14	14	100	28.57	14	100	21.43
Hispanic or Latino	68	66	97.06	28.79	66	97.06	40.91
Socioeconomically Disadvantaged	91	89	97.8	29.21	89	97.8	38.2
English Learners	35	33	94.29	6.06	33	94.29	27.27

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	93	93	100	32.26	93	100	18.28
Male	41	41	100	26.83	41	100	17.07
Female	52	52	100	36.54	52	100	19.23
Hispanic or Latino	64	64	100	25	64	100	15.63
Socioeconomically Disadvantaged	83	83	100	27.71	83	100	18.07
English Learners	19	19	100	5.26	19	100	5.26

California Assessment of Student Performance and Progress - Grade 5							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	90	90	100	31.11	90	100	18.89
Male	44	44	100	27.27	44	100	20.45
Female	46	46	100	34.78	46	100	17.39
Hispanic or Latino	66	66	100	30.3	66	100	18.18
Socioeconomically Disadvantaged	85	85	100	29.41	85	100	17.65
English Learners	28	28	100	3.57	28	100	3.57

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	82	79	96.34	35.44	79	96.34	16.46
Male	33	32	96.97	25	32	96.97	25
Female	49	47	95.92	42.55	47	95.92	10.64
Hispanic or Latino	57	55	96.49	34.55	55	96.49	20
Socioeconomically Disadvantaged	74	72	97.3	34.72	72	97.3	12.5
English Learners	29	28	96.55	14.29	28	96.55	3.57
Students with Disabilities	11	11	100	9.09	11	100	9.09

**California Assessment of Student Performance and Progress - Grade 7**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	232	228	98.28	17.11	228	98.28	21.05
Male	110	109	99.09	11.01	109	99.09	19.27
Female	122	119	97.54	22.69	119	97.54	22.69
Black or African American	27	27	100	18.52	27	100	18.52
Asian	11	11	100	18.18	11	100	36.36
Hispanic or Latino	163	159	97.55	16.35	159	97.55	20.75
White	14	14	100	28.57	14	100	28.57
Socioeconomically Disadvantaged	224	220	98.21	16.36	220	98.21	19.55
English Learners	53	50	94.34	--	50	94.34	--
Students with Disabilities	14	13	92.86	--	13	92.86	--

**California Assessment of Student Performance and Progress - Grade 8**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	202	201	99.5	16	201	99.5	18.41
Male	101	100	99.01	10.1	100	99.01	23
Female	101	101	100	21.78	101	100	13.86
Black or African American	25	25	100	20.83	25	100	20
Asian	13	13	100	23.08	13	100	23.08
Hispanic or Latino	137	137	100	14.6	137	100	18.25
White	18	17	94.44	11.76	17	94.44	17.65
Socioeconomically Disadvantaged	187	186	99.47	15.14	186	99.47	18.82
English Learners	37	37	100	--	37	100	--
Students with Disabilities	25	25	100	--	25	100	--

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2015-16)

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 2015-16

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.4%	14.8%	4.5%
7	26.8%	34.6%	4.4%

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

## C. 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 2016-17)

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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	10.0%	10.0%	8.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

### Safe School Plan (School Year 2016-17)

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 the 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.

## D. 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.

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit [www.saclibrary.org](http://www.saclibrary.org) for more information and directions to the nearest branch.



## Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	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					
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	25	22	21	1	1	1	4	4	4	-	-	-
1	26	25	21	-	-	1	4	4	2	-	-	-
2	28	25	24	-	-	-	4	4	4	-	-	-
3	29	23	25	-	-	-	3	4	4	-	-	-
4	29	28	30	-	-	-	3	3	3-	-	-	-
5	32	27	30	-	-	-	2	3	3	1	-	-
6	18	28	28	2	-	-	3	3	3	-	-	-
By Subject Area												
English	19	25	25	13	5	6	8	16	12	5	-	5
Mathematics	31	29	32	1	2	-	7	10	9	6	3	5
Science	31	30	31	1	-	1	8	10	8	6	5	6
Social Science	28	31	33	3	-	-	7	6	6	5	7	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 2015-16)

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Nurse	1	0.50
Psychologist	1	0.60
Resource Specialist	2	2.0
Program (RSP) Teacher	2	1.5
RSP Aide	2	1.5
Speech and Language Specialist	1	0.50
Student Support Teacher	2	2.0

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.

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. 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 high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 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 Arts, Science and Reading events
- Exploratory Classes in the Arts and Sciences with an annual Showcase Event
- Competitive Science Fair
- Smythe Academy Choir
- GATE classes in the Arts and Sciences
- 6th Grade Science Camp at Sly Park
- 2 School soccer teams
- MASTERS after school program
- Sports League play with basketball, cheerleading, soccer, flag football and tennis
- Breakthrough Sacramento
- Academic Talent Search
- Knowledge is the ticket to college

### Middle School:

- Partnership with Boys and Girls Club of America
- Collegiate field trips
- MESA
- Science Fair

## Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$71,201
District	\$71,399
Percentage of Variation	-0.3%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-6.1%

## District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$7,035
From Supplemental/Restricted Sources	\$895
From Basic/Unrestricted Sources	\$6,140
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	6.7%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	8.2%

## District Revenue Sources (Fiscal Year 2015-16)

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\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant