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

2016-17 School Accountability Report Card
Published in 2017-18 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 Schol District and beyond. Smythe has a positive school climate and strong parental envolvement. 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.

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).

Mission Statement

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

District & School Profile (School Year 2017-18)

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.

Vision

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

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	9.9%
American Indian or Alaska Native	0.6%
Asian	4.8%
Filipino	0.2%
Hispanic or Latino	69.1%
Native Hawaiian or Pacific Islander	2.6%
White	6.7%
Two or More Races	3.1%
EL Students	27.1%
Socioeconomically Disadvantaged	92.0%
Students with Disabilities	9.0%
Foster Youth	0.6%

School Enrollment & Attendance (School Year 2016-17)

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 had a beginning enrollment of 1,120 students in grades kindergarten through eight for the 2016-17 school year.

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

Enrollment Trend by Grade Level		
	2014-15	2015-16	2016-17
K	108	107	108
1st	99	83	88
2nd	101	94	80
3rd	93	98	92
4th	84	90	95
5th	82	90	96
6th	85	83	94
7th	219	240	262
8th	210	206	205

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.

Teacher Assignment

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

Teacher Credential Status				
	School			**District**
	15-16	16-17	17-18	17-18
Fully Credentialed	52	52	54	1256
Without Full Credentials	0	0	0	60
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	43

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			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	1	1	0

School Facilities & Safety (School Year 2017-18)

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.

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 2017-18 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.

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: 03/06/2017			
Overall Summary of School Facility Conditions: Fair			
Items Inspected	Facility Component System Status		Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			(7-8) P Room 35 - ceiling tile has hole. (K-6) P Room 19B - dirty vents; P Room 20 - dirty vents; P Room 28 - thermostat will not shut off; P Room 32 - dirty vents/blowing dust. (7-8) Room 7 - vent cover is loose at entry; P Room 32 - dirty vents/blowing dust; P Room 31 - dirty vents/blowing dust; P Room 28 - dirty vents; P Room 26 - dirty vents; P Room 38 - dirty vents; P Room 39 - dirty vents.
Interior			X	(K-6) Admin. Bldg. - water stains ceiling tiles of C area; Principal - water stain ceiling tile in vice principal's office/water damage on carpet at east exit; Restroom - linoleum floor is cracked in corners/dirty; Library/Room 10 - water stain ceiling tile; Room 11 - water stain ceiling tiles; Room 12 - water stain ceiling tiles/ceiling tile is missing; Room 13 - water stain ceiling tiles; Boys RR - mirror is stained at base; Room 7 - water stain ceiling tile; P Room 1/Kinder - carpet has waves/trip hazard; Room 2 Kinder - water stain ceiling tiles; Room 3/Kinder - water stain ceiling tile/ceiling tiles are loose; Room 5 - water stain 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 19B - carpet is worn; P Room 26 - carpet molding is missing; P Room 20 - water stain ceiling tiles; P Room 31 - ceiling tile is missing. (7-8) Admin.Bldg. - water stain ceiling tiles; Counselor - ceiling tile is loose; Room 8- water stain ceiling tiles; Staff Lounge - water stain ceiling tiles; P Room 17/Band - wallpaper is torn at entry; P Room 32 - ceiling tiles are damaged; P Room 31 - wallpaper is torn; P Room 30 - ceiling tile is missing/loose; P Room 29 - ceiling tiles are missing; P Room 25 - ceiling tiles are missing; P Room 24 - ceiling tiles are missing; Girls Locker Room 23 - ceiling tiles are missing; Storage - hole in south wall; Kitchen - ceiling tiles are stained; Room 16 - ceiling tiles are loose/missing; Room 15 - ceiling tiles are loose/water stain ceiling tiles; Room 14/Library - ceiling tiles are loose and missing; Room 13/Computer - water stain 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			(7-8) Staff Lounge - spider webs and dust in corner of restroom hallway.
Electrical		X		(K-6) Room 11 - light diffuser is broken/inadequate lighting; P Room 17 - outlet cover is loose on west wall; P Room 20 - water stain in light diffuser; P Room 29 - light panel is out; P Room 23 - light panel is out; P Room 28 - light panel is out; P Room 32 - light panel is out. (7-8) P Room 17 - outlet cover is missing; P Room 29 - light differ is missing; P Room 27 - exterior light is broken; P Room 38 - outlet cover is missing/exposed wires; P Room 36 - 1 light diffuser is missing; Girls Locker Room 23 - exhaust fan cover is missing; Storage - light switch is missing.
Restrooms/Fountains	X			(K-6) P Room 21 - drinking fountain has low pressure. (7-8) P Room 27 - faucet is leaking.
Safety (Fire Safety, Hazardous Materials)	X			(K-6) P Room 1/Kinder - no skid paint is peeling on ramp; Room 1/Kinder - paint is chipping on storage shed; Room 5 - cleaning supplies are stored under sink/keep out of reach of children; P Room 40 - paint is chipping on ramp; P Room 26 - paint is chipping on ramp; P Room 24 - paint is chipping on ramp; P Room 20 - paint is chipping on ramp; (7-8) P Room 12 - paint is chipping on ramp; Room 6 - paint is chipping on doors; Room 8 - paint chipping on window frame; Staff Lounge - paint is chipping on door frame; P Room 31 - paint is chipping on door; P Room 27 - no skid paint is peeling on ramp; P Room 35 - paint is chipping on ramp; Room 35 - paint is chipping on ramp; Storage - paint is chipping on wall; Kitchen - paint is chipping on door frame/paint is chipping on exterior window frames; Room 16 - paint is chipping on door frame. (K-6) Room 7 - items are stacked on (shelves/earthquake hazard); Room 5 - fire extinguisher is not mounted; P Room 24 - items are stacked on (shelves/earthquake hazard).
Structural (Structural Damage, Roofs)	X			(K-6)Room 2/Kinder - dry rot on storage shed; P Room 40 - dry rot on ramp; P Room 22 - dry rot on ramp at entry; P Room 21- dry rot on ramp; P Room 23 - outlet cover is missing on siding at entry/dry rot on siding/nails are protruding/injury hazard; P Room 28 - dry rot on ramp at entry. (7-8) P Room 12 - dry rot on south siding and ramp; P Room 11/After School - dry rot on north siding; P Room 17/Band - dry rot on ramp; P Room 35 - dry rot on ramp at entry; P Room 37 - dry rot/paint chipping on ramp.
External (Grounds, Windows, Doors, Gates, Fences)	X			(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; P Room 24 - trip hazard at ramp entry; P Room 27 - trip hazard at ramp entry and at asphalt/cement seam; P Room 30 - trip hazard at asphalt cement seam towards playground. (7-8) P Room 36 - trip hazard on asphalt at man hole cover. (K-6) Boys RR - vent is broken on door; Room 7 - hole in window above door; Girls RR - vent is broken on door/injury hazard; P Room 23 - dry rot on door frame; P Room 31 - door will not close properly; Play Fields - fence line is broken/bent and rusted at baseball fields. (7-8) Room 6 - 3 windows will not close/open; Room 7 - 3 windows will not close/open; Room 6 - 3 windows will not close/open; Room 1 - windows will not open; Play Fields - fence lines are bent/loose at north end by playground.

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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	From Most Recent Adoption	% Lacking
7th-8th	ELD	Pearson	2017	Yes	0.0%
TK	English/Language Arts	Houghton Mifflin	2013	Yes	0.0%
K-6	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
7th-8th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
TK	Mathematics	Houghton Mifflin	2013	Yes	0.0%
K-8	Mathematics	Houghton Mifflin Go Math	2015	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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district,, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress								
Percent of Students Meeting or Exceeding the State Standards								
Subject	**School**			**District**			**State**		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	24	29	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	22	24	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	48	40	--	43	40	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
	English-Language Arts				Mathematics		
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	824	819	99.39	29.43	820	99.51	24.02
Male	391	388	99.23	23.2	389	99.49	23.91
Female	433	431	99.54	35.03	431	99.54	24.13
Black or African American	81	80	98.77	31.25	80	98.77	18.75
Asian	36	36	100.00	36.11	36	100.00	30.56
Hispanic or Latino	578	577	99.83	27.21	577	99.83	23.92
Native Hawaiian or Pacific Islander	20	20	100.00	35	20	100.00	30
White	55	52	94.55	38.46	53	96.36	28.3
Two or More Races	26	26	100.00	42.31	26	100.00	26.92
Socioeconomically Disadvantaged	772	767	99.35	29.07	768	99.48	23.18
English Learners	407	406	99.75	19.95	407	100.00	18.18
Students with Disabilities	86	86	100.00	4.65	85	100.00	5.88

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.

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 2016-17)

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 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.5%	21.5%	8.6%
7	-	-	-

*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 2017-18)

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. Our Parent Outreach Committee 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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	9.45	8.25	7.28	0.00	0.00	0.00
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

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 for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

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												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level												
K	22	21	22	1	1	-	4	4	5	-	-	-
1	25	21	22	-	1	-	4	3	4	-	-	-
2	25	24	20	-	-	4	4	4	-	-	-	-
3	23	25	23	-	-	-	4	4	4	-	-	-
4	28	30	32	-	-	-	3	3	3	-	-	-
5	27	30	32	-	-	-	3	3	3	-	-	-
6	28	28	31	-	-	-	3	3	3	-	-	-
By Subject Area												
English	25	27	21	5	5	11	16	11	13	-	5	1
Mathematics	29	32	29	2	-	-	10	8	14	3	5	1
Science	30	31	31	-	1	-	10	8	11	5	6	5
Social Science	31	33	30	-	-	-	6	6	14	7	7	1

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 Comittee, 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 2016-17)

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.

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	2	2.0
Library Technician	2	1.625
Nurse	1	0.50
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
Speech/Language/ Hearing Specialist	1	1.0

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.

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 2016-2017 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 early release days. Professional development sessions were focused on high quality first instruction, 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 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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
• Capital Region Engineering Science Technology (CREST) program
• 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

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

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

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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	$7,873
From Supplemental/Restricted Sources	$745
From Basic/Unrestricted Sources	$7,128
District	
From Basic/Unrestricted Sources	$5,947
Percentage of Variation between School & District	19.9%
State	
From Basic/Unrestricted Sources	$6,574
Percentage of Variation between School & State	8.4%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	$75,702
District	$73,962
Percentage of Variation	2.4%
School & State	
All Unified School Districts	$79,228
Percentage of Variation	-4.5%

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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 2015-16		
	District	State
Beginning Teachers	$45,390	$47,808
Mid-Range Teachers	$57,705	$73,555
Highest Teachers	$94,579	$95,850
Elementary School Principals	$101,037	$120,448
Middle School Principals	$105,044	$125,592
High School Principals	$112,069	$138,175
Superintendent	$260,000	$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%