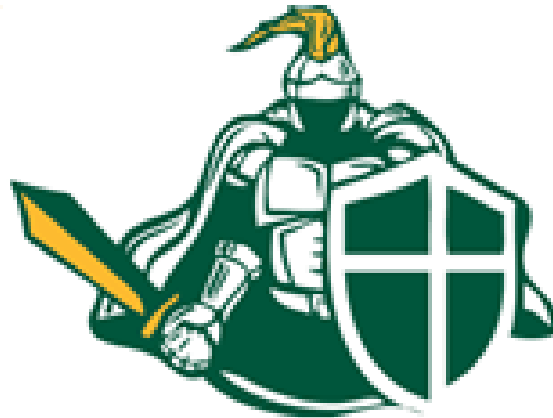


Twin Rivers Unified School District

Smythe Academy of Arts & Sciences

K-8 Charter School



Renewal Charter

Approved

May 7, 2019

TABLE OF CONTENTS

<i>Affirmations</i> _____	2
<i>Element 1 – Educational Program</i>	3
Background	3
Mission	4
Vision	4
Guiding Principles	4
Charter Petition	5
Whom the school is attempting to educate	5
What it means to be an “Educated Person” in the 21 st Century	6
Curriculum and instructional Design	7
Unique Aspects of the educational program	9
Special Education Students/ Section 504/ADA	11
<i>Element 2 – Measureable Pupil Outcomes</i>	16
Charter Outcomes	16
<i>Element 3 – Methods to Assess pupil Progress Towards Meeting Outcomes</i>	23
<i>Element 4 – Governance Structure of the school</i>	24
Executive Committee	25
Twin Rivers Unified School District Governing Board	25
School Site Council	26
Chief Financial Officer	28
Principals	28
<i>Element 5 – Employee Qualifications</i>	28
<i>Element 6 – Health and Safety Procedures</i>	29
<i>Element 7 – Means to Achieve Racial/Ethnic Balance Reflective of TRUSD</i>	30
<i>Element 8 – Admission Requirements</i>	32
<i>Element 9 – Financial and Programmatic Audit</i>	33
<i>Element 10 – Pupil Suspension and Expulsion</i>	36
Smythe Academy Discipline Policy	37
Mandatory School Uniform Policy	38
Attendance Policy	38
<i>Element 11 – Retirement System</i>	40
<i>Element 12 – Attendance Alternatives</i>	40
<i>Element 13 – Description of Employee Rights</i>	40
<i>Element 14 – Dispute Resolution Process</i>	41
<i>Element 15 - Labor Relations</i>	43
<i>Element 16 – School Closure Protocol</i>	43

AFFIRMATIONS

Smythe Academy (“Charter School”) is committed to the following affirmations:

- Smythe Academy shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 or any other pupil assessments applicable to pupils in non-charter public schools.
- The Smythe Academy conversion does not constitute a conversion of a private school to a public charter school
- The Smythe Academy shall meet all statewide standards applicable to non-charter public schools.
- Smythe Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Smythe Academy will not charge tuition.
- Smythe Academy will not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation, perceived orientation, home language, or disability.
- Smythe Academy will admit all pupils who wish to attend the charter school, subject only to capacity.
- Smythe Academy shall comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- Smythe Academy shall comply with the Public Records Act and the Federal Educational Privacy Rights Act (“FERPA”).
- Admission to Smythe Academy shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California.
- Smythe Academy shall continually strive for a healthy, collaborative, synergistic relationship with the District and surrounding Districts.
- Smythe Academy shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- Smythe Academy will develop a conflicts of interest code in accordance with the conflicts code of the District.
- The Charter School shall maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.

- The Charter School shall comply with all laws related to the minimum age for public instruction.

ELEMENT 1.
EDUCATIONAL PROGRAM

A description of the educational program of the School, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

- California Education Code Section 47605 (b) (5) (A)

BACKGROUND

The Charter Schools Act

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, State Superintendent Jack O’Connell reaffirmed the significance of this Legislative action, by recognizing California charter school for “the dedicated service they provide to our youth and public school system.” In this Certificate of Recognition, State Superintendent O’Connell boldly reiterated the success of California’s charter schools, as they have:

- Improved pupil learning
- Increased learning opportunities for all pupils
- Encouraged the use of different and innovative teaching methods
- Created new professional opportunities for teachers
- Provided parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Shown accountability in meeting measurable pupil outcomes
- Provided vigorous competition within the public school system to stimulate continual improvements in the Sacramento area community.

The Smythe Academy is a conversion of the pre-existing Alethea B. Smythe Academy of the Twin Rivers Unified School District. The Smythe Academy education program has been developed to provide expanded educational choice and opportunities for families in the North Sacramento Area community. The school was created to meet the overwhelming number of requests of parents and community members to offer a safe educational alternative for seventh and eighth grade students that mirrors the small supportive educational environment the students experienced in their elementary grades at Twin Rivers Unified School District. The Smythe Academy will offer a small school setting and strong student support. The educational and structural foundation of the school will also increase opportunities for professional development and decision making for teachers.

MISSION

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

VISION

The vision of the Smythe Academy is to provide a rigorous core academic program with high behavioral expectations that emphasizes cultural awareness and acceptance.

GUIDING PRINCIPLES

- I. We see all members of our school community as learners capable of critical thinking and problem solving.
- II. We see all students as articulate, literate and creative communicators.
- III. We focus on students' strengths so that they may become successful life-long learners.
- IV. We value diversity and work to create an environment that fosters the respect and appreciation of human differences.
- V. We believe in well-articulated standards-based instruction and assessment, an example would be authentic assessment, to promote student achievement.
- VI. We believe that collaboration and shared responsibility among students, parents and staff promotes a vibrant and effective learning community.
- VII. We believe in providing a safe and supportive environment where students, parents and staff can take risks in learning and develop as leaders.
- VIII. We believe that effective schools work in mutual partnerships with community leaders, organizations, businesses, and other schools and educational cooperatives.
- IX. We believe in using data and research to regularly examine, reflect on and modify our instructional practices, programs, systems, and structures in order to meet the needs of our students, staff and families.
- X. We believe in acknowledging and appreciating the unique contributions of each member of our school community.
- XI. We believe in fostering the development of well-rounded individuals who are caring and compassionate citizens of our school community and abroad.
- XII. We believe that a strong education for students demands a high degree of parent involvement supported by parent education.
- XIII. We believe that students can and should be taught what it means to produce work of high quality.
- XIV. Smythe Academy is committed to the goal of developing *self-motivated, competent, life-long learners*

RENEWAL CHARTER PETITION

In accordance with Education Code Section 47600 et. seq., the Smythe Academy petitions the Twin Rivers Unified School District (hereafter referred to as "District") for renewal of its Pre K-8 charter for a term of 5 school years ending on June 30, 2024.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE:

Smythe Academy serves students in kindergarten through 8th grade. As a public charter school, we will offer an open enrollment policy.

Smythe Academy is particularly interested in attracting Pre K-8 students who are interested in:

- a) Learning about the Arts & Sciences
- b) Project based curriculum
- c) Service learning
- d) Making a commitment to realize their academic potential
- e) Meeting high behavioral expectations
- f) Cultivating self motivation for lifelong learning

Smythe Academy also seeks families of students who are willing to commit to at least 30 hours a year of service to the school in support of the student's education. (See admissions criteria.) Additionally, Smythe Academy seeks to educate those who are interested in participating in an extended school day for enrichment and supplemental core instruction.

Smythe Academy seeks to educate

- a) Our families in the conversion community
- b) Our colleagues within the Smythe Academy to ensure ongoing improvement of the educational program and to promote high professional standards

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

To be a well-educated person of the 21st century, one needs:

- To be academically capable, able to think creatively, make sound decisions, solve problems, and know how to learn.
- To have a deep understanding of the humanities, sciences, and the arts.
- To be capable of using technology as a tool in the pursuit of continued learning.
- To be an exceptional communicator; one who possesses superb skills in many forms of communication.
- To be capable of establishing and completing long and short-term goals.
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty.

THE ATTRIBUTES OF AN EDUCATED PERSON IN THE 21ST CENTURY INCLUDE:

- Literate
- Ability to communicate effectively
- Understanding of the scientific process
- Knowledge of history
- Understanding of the mathematical processes
- Ability to think critically, creatively, analytically, and logically
- Ability to gather and organize information
- Ability to critically assess data

- Ability to acknowledge individual achievements, validate personal goals, recognize uniqueness

HOW LEARNING BEST OCCURS:

Learning best occurs for children when they are involved with issues they regard as important and that have meaning in their own lives. They need to:

- Be engaged in exploring human differences,
- Apply such ideals as fairness, equity and justice to their school and classroom relationships and to the larger world around them,
- Be actively involved in their learning,
- Be involved in real-life situations that bring them into direct contact with adults in classrooms that value divergent questioning strategies,
- Re-do, polish or otherwise strive to perfect their work,
- Access and use information using technology, and engage in reflective thought.
- Be culturally aware and be willing to be an active/productive member of the Smythe Academy community,
- Be environmentally aware,
- Be committed to a healthy mind and body.

Learning also best occurs when:

- Additional focus is placed on individual, personalized learning especially for those students who are performing below their abilities or below grade level
- Parents are challenged to be more deeply involved in their child's education
- High teacher and parent expectations are prevalent
- Community service roles for learners intertwine the community and the school in partnership
- Students are engaged in meaningful lessons that incorporate experiential or project based models

CURRICULUM AND INSTRUCTIONAL DESIGN

The core curriculum includes reading/language arts, mathematics, history/social science, and science. The Common Core State Standards, along with California content standards, when applicable, define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master.

All students, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation as prescribed in Education Code section 220, will have equal access to the core curriculum. Each student is to be provided with his or her own textbook and/or subject core materials for use in class and for homework. Smythe Academy may follow TRUSD curriculum approval process before materials are purchased.

Fine and Performing Arts

Fine and Performing Arts: As developed by Smythe Academy VAPA Committee based on the VAPA standards for California. Art will be taught as a discipline as well as integrated into the school day to reinforce the core curriculum.

Exploratory Classes

The Arts are essential to the curriculum both as a means of accessing, understanding, and adding depth to academic studies and as a separate core area of study.

Exploratory classes in Art and Science will be offered a minimum of 2 trimesters per year during the regular school day at the Smythe K-6 campus.

A.V.I.D. Program for grades 7-8

AVID is a motivational program to improve study skills. The Sacramento County Office of Education does annual trainings for implementation. This program is for 7th and 8th grade students.

Supplemental Hourly Courses

Supplemental hourly classes will be developed to provide additional academic support to students who are underperforming. Curriculum, if provided, will be determined by a Smythe Academy Curriculum Committee and subject to state guidelines only as they apply to charter schools in order to receive hourly instructional funding.

INTERVENTION STRATEGIES

Smythe Academy will adhere to Response to Intervention processes.

METHODS OF INSTRUCTION

Instructional approaches may include but are not limited to the following:

- Traditional direct instructional methodologies that focus on students' multiple learning styles
- Interdisciplinary team teaching and thematic instruction as powerful tools for organizing the standards-based learning experiences
- Project based and thematic units developed around common themes and which are interdisciplinary in nature and structure
- Looping to support academic achievement and foster a stronger teacher student relationship

UNIQUE ASPECTS OF THE EDUCATIONAL PROGRAM:

Project Based Learning and Instruction

What is Project Based Learning?

As reported by the Northwest Regional Educational Laboratory, project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 1997; Dickinson, et al, 1998; Harwell, 1997). Learning activities that are interdisciplinary, long term, and student centered are emphasized, rather than short, isolated lessons (Challenge 2000 Multimedia Project, 1999).

Most important, students find projects fun, motivating, and challenging because they play an active role in choosing the project and in the entire planning process (Challenge 2000 Multimedia Project, 1999; Katz, 1994).

The Northwest Regional Educational Laboratory (NWREL) highlights the many benefits to Project Based Learning. “The approach motivates children to learn by allowing them to select topics that are interesting and relevant to their lives (Katz & Chard, 1989). Additionally, 20 years of research indicate that engagement and motivation lead to high achievement (Brewster and Fager, 2000). Research on the long-term effects of early childhood curricula supports the rationale for incorporating project-based learning into early childhood education and secondary education (Katz & Chard, 1989).

Teachers are increasingly working with children who have a wide range of abilities, come from various cultural and ethnic backgrounds, and are English language learners. Schools are seeking ways to respond to the needs of these students. Project-based instruction provides one way to introduce a wider range of learning opportunities into the classroom. It can engage children from diverse cultural backgrounds because children can choose topics that are related to their own experiences, as well as allow them to use cultural or individual learning styles (Katz & Chard, 1989).”

NWREL cites the following particular benefits of project-based instruction include:

- *Preparing children for the workplace.* Children are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management (Blank, 1997; Dickinson et al., 1998).
- *Increasing motivation.* Teachers often note improvement in attendance, more class participation, and greater willingness to do homework (Bottoms & Webb, 1998; Moursund, Bielefeldt, & Underwood, 1997).
- *Connecting learning at school with reality.* Students retain more knowledge and skills when they are engaged in stimulating projects. With projects, kids use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world (Blank, 1997; Bottoms & Webb, 1998; Reyes, 1998).
- *Providing collaborative opportunities to construct knowledge.* Collaborative learning allows kids to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace (Bryson, 1994; Reyes, 1998).
- *Increasing social and communication skills*
- *Increasing problem-solving skills* (Moursund, Bielefeldt, & Underwood, 1997)
- *Enabling students to make and see connections between disciplines*
- *Providing opportunities to contribute to their school or community*

- *Increasing self-esteem.* Children take pride in accomplishing something that has value outside the classroom (Jobs for the Future, n.d.).
- *Allowing children to use their individual learning strengths and diverse approaches to learning* (Thomas, 1998).

Arts Integration

What is Arts Integration?

Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.

“Defining Arts Integration” by Lynne B. Silverstein and Sean Layne © 2010, The John F. Kennedy Center for the Performing Arts

Why Arts Integration?

The following sources outline various research based answers to explain the benefits of arts integration:

Linda Crawford’s (2004)¹ offers [six reasons for arts integration](#).

- The arts make content more accessible.
- The arts encourage joyful, active learning.
- The arts help students make and express personal connections to content
- The arts help students understand and express abstract concepts.
- The arts stimulate higher level thinking.
- The arts build community and help children develop collaborative work skills.

Laura Stevenson and Richard Deasy (2005)² describe the impact of the arts on students. The arts:

- Connect students to authentic learning that matters to them.
- Provide opportunities for all learners—even struggling learners—to be successful.
- Develop feelings of self-efficacy.
- Increase intrinsic motivation to learn.
- Develop students’ abilities to apply learning to new situations and experiences.

Daniel R. Scheinfeld (2004)³ explains [why arts integration activities show promise for learners](#). Arts integration:

- Motivates students to engage more fully with the related subject area.
- Extends how learners process and retain information because it combines several learning modalities (visual, aural, and kinesthetic) and thus reach a wider range of students.

- (Focused on drama and reading comprehension) “Strengthens students’ visualization of the text and their emotional engagement with it, both of which contribute to greater retention and understanding.”

Before and After School Intervention Classes

Many of our students need additional and more individualized academic support in order to fully realize their intellectual capacity. As such, students at the Smythe Academy may be offered an opportunity to participate in either a before or after school academic support and enrichment program. Students will be offered the opportunity to participate in this program based on their standardized testing results and teacher observation. Ongoing assessment will occur to measure student performance growth over time and be used to make program improvements. The goal of this program is to give greater academic support to more students at the Smythe Academy, especially those who are not currently participating in intervention programs but who are below basic on their standardized tests. Intervention classes may include parent/family member participation and instruction for parents/family members interested in supporting the academic achievement of their child.

Transitional and Full day Kindergarten

The Smythe Academy will implement transitional and full day kindergarten with the option of an early/late program.

Community Service Learning

Community service learning offers a way for our eighth graders to give back and help improve their communities. Each eighth-grade student is expected to complete a minimum of 15 hours of community service with a non-profit organization or local elementary school and integrate their experience into their learning in order to participate in the promotion ceremony at the end of the school year.

The English Language Arts teachers will oversee the community service assignments that will be implemented quarterly. Along with the 15 hours, each student will complete assignments pertaining to their SLP in both Language Arts and Math. At the end of the year, students are expected to make final oral presentations that include visual aids (e.g., photographs) and their quarterly assignments on a tri-fold poster board.

Why is Community Service Important?

Community service not only provides a way for students to give back to their community, but also provides a way for students to practice good citizenship and initiative. By performing community service, our eighth graders are demonstrating good citizenship; and by seeking out projects on their own, they are practicing important initiative skills that will be valuable to them in life.

Community service also provides a way for students to link the outside world with their academics as all assignments associated with it will be standards-based, specifically to our ELA Common Core writing, and speaking and listening standards.

SPECIAL EDUCATION STUDENTS/SECTION 504/ADA

PUBLIC SCHOOL OF THE DISTRICT

The Smythe Academy has not provided verifiable written assurances that the Smythe Academy will participate as a local educational agency in a special education plan approved by the State Board of Education pursuant to Education Code Section 47641. Therefore, the Smythe Academy shall be deemed a public school of the Twin Rivers Unified School District.

Smythe Academy is deemed to be a public school of Twin Rivers Unified School District (TRUSD) for purposes of special education pursuant to Education Code section 47641(b) and shall participate in state and federal funding in the same manner as any other public school of TRUSD. Further, a child with disabilities attending the Smythe Academy shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of TRUSD. The Twin Rivers Unified School District shall ensure that all children with disabilities enrolled in the Smythe Academy receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

NON-DISCRIMINATION

The Smythe Academy shall not deny nor discourage any student from enrollment due to a disability or due to the Smythe Academy's concerns about its ability to provide appropriate services. The Smythe Academy will comply with all provisions of federal law and implementing regulations related to the rights of disabled students and their parents (20 U. S.C. Chapter 33, the IDEA).

The Smythe Academy facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by the Smythe Academy.

SERVICES

The Smythe Academy and the Twin Rivers Unified School District intend that the School will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals providing services to the Smythe Academy shall be appropriately credentialed under California and Federal law.

The District and the School agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, I.E.P. development and modification, and educational services) in a manner consistent with their allocation between TRUSD and its local traditional public school sites. Where particular services are generally provided by staff at the local school site level, the Smythe Academy will be responsible for providing said staff and programming; where particular services are provided to the school by the central district office, those services will be made available to the Smythe Academy in a similar fashion.

The Smythe Academy and TRUSD intend that they will jointly ensure that all students entitled to services under the IDEA and California Education Code Section 56000, et seq., will receive those services.

TRUSD shall be responsible for providing all services under this Agreement to all students of the Smythe Academy regardless of their school district of residence.

If needed due to limited special education staff, TRUSD may seek out contracts with other school districts, or companies, or organizations to serve Smythe Academy students.

Identification and Referral

The Smythe Academy shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. The Smythe Academy will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. As between the Smythe Academy and the District, the Smythe Academy is solely responsible for obtaining the cumulative files, prior and/or current Individualized Education Plan (“IEP”) and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and where appropriate utilized.

The District shall provide the Smythe Academy with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that the Smythe Academy is provided with notification and relevant files of all students transferring to Smythe Academy from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between other District schools. All records and files will be released with the signed permission of the parent/guardian.

Assessment

Twin Rivers Unified School District and Smythe Academy shall make the determination as to what assessments is necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District’s general practice and procedure and applicable law. The Smythe Academy shall not conduct unilateral independent assessments.

Individualized Education Plan (“IEP”)

Responsibility for arranging necessary I.E.P. meetings shall be allocated in accordance with the District’s general practice and procedure and applicable law. The Smythe Academy shall be responsible for having the designated representative of the Smythe Academy in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the Smythe Academy.

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with

state and federal law and shall include the designated representative of the Smythe Academy (or designee) and the designated representative of the District (or designee). Services and placements shall be provided to all eligible Smythe Academy students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Smythe Academy staff, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other TRUSD schools. District services shall include consultative services by District staff to Smythe Academy staff in the same manner that District staff consults with staff at other District schools.

Concerns/Complaints

The Smythe Academy shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to the Smythe Academy Staff. The Smythe Academy staff shall then in turn consult with the designated representative of the District regarding such concerns. The District representative in consultation with the Smythe Academy's designated representative shall respond to and address the parent/guardian concerns.

In consultation with Smythe Academy, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.

In consultation with Smythe Academy, the District may initiate a due process hearing on behalf of a student enrolled in Smythe Academy as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. The District and Smythe Academy shall work together to defend any due process hearing brought by a student enrolled in the Smythe Academy. In the event that the District determines that legal counsel representation is needed, the District/Smythe Academy shall be jointly represented by legal counsel. The cost of a due process hearing or other legal proceeding that results from special education issues shall be the responsibility of the District as it would with legal proceedings involving other District schools. The Smythe Academy shall not initiate a due process hearing or other legal proceeding related to special education without the written consent of the District Superintendent or their designee.

SELPA Representation

The District Superintendent or designee shall represent the Smythe Academy at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Smythe Academy regarding SELPA decisions, policies, etc. shall be communicated to the Smythe Academy as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Smythe Academy staff. To the extent that District site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to Smythe Academy staff. To the extent services are offered SELPA-wide, such services will also be available to students at the Smythe Academy.

The Smythe Academy agrees to adhere to the policies, procedures, and requirements of the Local Plan for Special Education and to District policies.

FUNDING

The parties agree that, pursuant to the division of responsibilities set forth in this Agreement, the School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for Smythe Academy students through the SELPA.

The District shall be responsible for all costs related to the service of Smythe Academy students in the same manner as it is responsible for the cost of serving other students of the District.

DISCIPLINE

The Smythe Academy shall follow the requirements of State and Federal law in regard to the suspension or expulsion of special education students including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

DISPUTE RESOLUTION

The Smythe Academy and the District agree to follow the dispute resolution procedure outlined by Element 14 of this charter in the case of a dispute regarding special education services or funding. The SELPA Director shall be included as applicable and necessary in the dispute resolution process.

SECTION 504 / AMERICANS WITH DISABILITIES ACT

The District shall be responsible for Smythe Academy compliance with Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (“ADA”) with respect to eligible students.

ELEMENT 2.

MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

- California Education Code Section 47605 (b) (5) (B)

CHARTER OUTCOMES

It is the goal of Smythe Academy that students achieve the following school wide outcomes:

- Actual student attendance will be maintained at 96% or better as measured by state-defined average daily attendance procedures
- Meet all State and Federal academic goals

It is the general goal that Students at Smythe Academy will demonstrate the following upon promotion:

- Progress on the Smarter Balanced Assessment Consortium tests
- Competency in state grade-level content and performance standards

Annual Goals and Pupil Outcomes For All Groups Served

Pursuant to Education Code section 47605(b)(5)(A)(ii), and no later than July 1, 2014, and by July 1 of each subsequent school year during the term of this Charter, the Charter School shall provide to the District a description of the Charter School’s annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Charter School, and specific annual actions to achieve those goals. The Charter School may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. The following shall apply for the 2014-15 school year.

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1 Basic Services. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Smythe Academy will ensure all core teachers possess appropriate credentials as defined by law - Smythe Academy will select instructional materials from the State Board approved instructional materials list and ensure adequate copies are available for each student enrolled in the class. - Smythe Academy will ensure facilities provide an environment that facilitates learning. 	<ul style="list-style-type: none"> - Pre-employment qualification reviews - Recruitment Strategies - Develop and approve master schedule - Implement Instructional materials adoption cycle and finalize Smythe Academy Curriculum Matrix - Allocate sufficient resources to instructional materials budget - Smythe Academy will adhere to all codes, regulations and District policies. - Smythe Academy will adopt and implement a School Safety and Emergency Preparedness Plan.

State Priority #2 Refine implementation of Common Core State Standards to help all students gain academic content knowledge and to help English Learners be redesignated as fluent English Proficient before leaving 6th grade.	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - English language arts and Mathematics courses will be aligned to CCSS - History/Social Science, Science and Technical courses will be aligned to CCSS ELA and Literacy in History/Social Science, Science and Technical subjects. 	<ul style="list-style-type: none"> - All students, including EL students, will be enrolled in a broad course of study that is aligned to CCSS. - Teachers may be trained and given time to ensure curriculum and lesson plans are aligned to CCSS. - Teachers may submit unit plans, aligned to CCSS. - Teacher evaluations may include assess for alignment of course curriculum to the CCSS.
State Priority #3 Parental Involvement. Efforts to seek parent input and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - 90% of Smythe Academy parents will complete annual Parent Survey. - Parent groups will be established and meet regularly. Examples include: Knights of the Round Table, Parent club, School Site Council, ELAC. - Smythe Academy will community meetings at each campus to solicit feedback and input to assist in the development of the LCAP. - Parents will be notified of opportunities to get involved in Smythe Academy and their students education. - Parents/Families will be asked to complete 30 hours of volunteer service. 	<ul style="list-style-type: none"> - Create and disseminate annual Parent Survey. - Send reminders to parents to complete the survey via multiple modes of home-to-school communication. - Smythe Academy will implement effective modes of home-to-school communication to inform parents of Town Hall, Parent Council and opportunities for involvement (ie: webpage, parent portal message board, automated phone calls, flyers home, email list serves, newsletter, Orientation, etc) - Opportunities for Parent/Family volunteer service will be included in enrollment documents, student/parent handbooks, and Orientation information. - Smythe Academy will maintain a list of current volunteer opportunities which may be published on the school webpage, newsletters, email list serves and hard copy.
State Priority #4 Student Achievement. Smythe Academy will measure student achievement by all of the following, as applicable:	
<ul style="list-style-type: none"> A. Statewide assessments (SBAC, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) or any subsequent performance index 	

<p>C. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC</p> <p>D. EL reclassification rate</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Smythe Academy will administer all required statewide assessments (ie: SBAC, Smarter Balanced Assessment, ELPAC, etc) - Smythe Academy students, and subgroups of students, will exceed average performance levels of students, and subgroups of students, statewide on statewide assessments. - Smythe Academy ELs will make progress toward English language proficiency at a rate that exceeds average English language proficiency progress of students statewide. - Smythe Academy will achieve an EL reclassification rate that appropriately exceeds average statewide reclassification rates. 	<ul style="list-style-type: none"> - Create and implement a schoolwide assessment calendar to ensure all assessment timelines (ie: ordering, pre-id files, communication to parents, etc) are met. - Train staff and teachers on administration and proctoring of statewide assessments. - Data-driven Professional development for staff to reflect and refine on instructional strategies to improve student achievement. - Data-driven intervention for students who are performing below grade level. - Professional development for staff. - Ensure teachers serving EL students meet or exceed credentialing requirements.
<p>State Priority #5 Student Engagement. To be measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) 	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Smythe Academy students will meet or exceed Twin Rivers’ 96% attendance rate expectation. - Smythe Academy will have a middle school dropout rate equal to 0%. 	<ul style="list-style-type: none"> - Attendance expectations will be articulated in the Student Handbook and at Orientations, prior to students enrolling at Smythe Academy. - Attendance protocols will be clearly articulated and communicated to parents in multiple ways. - Students who are struggling with attendance will develop an Intervention Action plan with the Principal or designee to resolve the attendance issue. - Implement an MTSS/PBIS model that promotes early identification and early intervention for middle school students (or

	<p>any student) who are struggling, academically, behaviorally, or with attendance SART/SARB.</p> <ul style="list-style-type: none"> - The Principal or designee will develop an Intervention Action Plan with the struggling student to address attendance issues. - Promote student involvement in their school community through school events, clubs, enrichment activities, etc so students feel a sense of connectedness and community.
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State Priority #6 School Climate. To be measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Smythe Academy will maintain pupil suspension rates lower than the District. - Smythe Academy will maintain lower pupil expulsion rates than the District. - Smythe Academy will administer an annual Parent Survey. - Smythe Academy will administer an annual Staff survey. 	<ul style="list-style-type: none"> - Articulate and communicate behavioral expectations to parents and students in Student Handbook and Orientation materials, prior to enrollment. - Implement an MTSS/PBIS model that promotes early identification and early intervention for struggling students. - Implement Intervention Action plans and develop strategies to rectify behavior. Examples include COST/SIS (Student Intervention Services). - Develop and Administer annual Parent Survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate. - Develop and Administer annual Staff Survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate.

State Priority #7 Course Access. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the Board of Trustees. (E.C. §51210)

Grades 7 & 8: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> - Develop and adopt TK, Elementary School and Middle School Course catalog containing course descriptions for a broad course of study. - Create and staff a master schedule that allows all students appropriate access to a broad course of study. - Develop supplemental instructional supports for EL and SpEd students, as appropriate. 	<ul style="list-style-type: none"> - Draft course catalog each spring and submit to Smythe Academy Executive Committee for approval. - Master schedule planning to begin early each spring, to ensure adequate time and resources to accommodate for facilities, staffing and curriculum needs. - Offer intervention and supplemental supports to EL students and SpEd students (ie: speech therapist, resource specialist, assisted technology, etc).

State Priority #8 Other Student Outcomes. Other indicators of student performance in required areas of study will be measured and may include performance on other exams.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS

Pupil Outcomes

The Charter School acknowledges that the District’s Board of Trustees shall consider increases in pupil academic achievement for all groups of pupils served by the Charter School as the most important factor in determining whether to grant a charter renewal pursuant to Education code section 47607(a)(3)(A). For purposes of meeting this requirement, “all groups of pupils served by the Charter School” means a numerically significant pupil subgroup served by the Charter School, as defined by Education Code section 52052(a)(3), pursuant to Education code section 47607(a)(3)(B).

For all students promoted from the Smythe Academy, the vision and core values are exemplified in the following statement of pupil outcomes.

Students will:

- Demonstrate verbal reasoning skills
- Demonstrate appropriate semantic skills: word relationships, vocabulary, use of plurals, possessives, suffixes, prefixes, tenses, contractions, and noun-verb agreement
- Demonstrate receptive/expressive/ written vocabulary skills
- Demonstrate study skills
- Demonstrate writing skills
- Demonstrate spelling skills

- Demonstrate reading comprehension skills
- Demonstrate numeration, arithmetic, computational skills
- Demonstrate understanding of money as units of value
- Demonstrate use of time concepts
- Demonstrate skills in measurement
- Demonstrate technology based methods of acquiring and communicating information
- Demonstrate the application of scientific skills and review of scientific data
- Demonstrate a sense of self-worth and knowledge of their abilities in order to set and achieve realistic goals
- Demonstrate respect, appreciation and understanding of diverse cultures and individuals
- Demonstrate an awareness and recollection of major events in World, National, State, and local, history and the effect of such events on current society
- Demonstrate an increased awareness of geographical locations worldwide

State Content Standards

The Smythe Academy’s academic curriculum shall consist of the basic concepts, content goals, and skills instruction reflected in the Common Core State Standards (CCSS), or California State Content Standards when applicable, in English/language arts, mathematics, and history/social science. Science courses will follow NGSS standards. Academic skills and concepts proposed by the Common Core State Standards/NGSS will be linked directly and specifically to concepts and themes explored in the classroom. The School is dedicated to documenting student achievement of the CCSS/NGSS each year through state-mandated pupil assessments.

ELEMENT 3. **METHODS TO ASSESS PUPIL PROGRESS** **TOWARDS MEETING OUTCOMES**

The method by which pupil progress in meeting those pupil outcomes is to be measured.
- *California Education Code Section 47605 (b)(5)(C)*

Student progress will be based on how well students have met the measurable student outcomes outlined by the charter. The Smythe Academy shall utilize the following methods of measurement to assess the achievement of student outcomes.

Performance Based Assessment

The performance assessments will require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific product.

Performance based assessments will be used to measure higher levels of student thinking and creative problem solving. Written products, both draft and final, and oral presentations students do as a part of their class assignments should be scored and used to determine progress toward mastery of standards.

Summative Assessments

The Smarter Balanced Assessment Consortium will be used for used for program analysis and public accountability. It will provide trend data about general performance that will guide the school program.

Assessments of school wide outcomes may include:

- Annual family surveys
- Attendance reports
- State testing results
- District Assessments
- Classroom embedded assessments
- Parent volunteer logs.

ELEMENT 4.

GOVERNANCE STRUCTURE OF THE SCHOOL

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
- California Education Code Section 47605 (b)(5)(D)*

The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools. Our Charter School will be governed by the requirements of the Charter Schools Act of 1992, as amended in 2003 (California Education Code, Section 47600, et seq.), and subsequently, and the terms and conditions of this Charter.

The governance of Smythe Academy was designed to reflect the desires and aspirations of parents and family members, teachers and the community, to draw on the expertise of school personnel, and to utilize the services, resources, and perspectives of the community at large. The success of the charter outcomes depends on interagency partnerships, commitment, collaboration and creativity of all stakeholders. As such, the Smythe Academy will establish committees as key decision making entities of the school.

The Smythe Academy will submit a list of the members of the committees to the TRUSD district office annually and as changes occur. All proposed committees are advisory in nature with the final determination of most issues, unless specifically stated and agreed upon in advance, residing with the TRUSD Board of Trustees. Smythe Academy may initiate new committees as additional needs arise.

Executive Committee

This committee will be composed of the Smythe Academy principals and 5 other staff members 3 from the Elementary site and 2 from the middle school sites who were elected by their peers.

The Charter School's Executive Committee shall at all times and in all respects comply with the Ralph M. Brown Act, the Public Records Act, and all conflict of interests laws generally applicable to the District's Board of Trustees, including but not limited to, Government Code section 1090 and the Political Reform Act.

The Executive Committee may recommend any program, activity, or may otherwise act in any manner, which is not in conflict with, or inconsistent with, or preempted by, any law or this charter, and/or which is not in conflict with the purposes for which charter schools are established.

The Executive Committee shall have the following duties:

- 1) Advise in the development of the charter budget, per site, with district business officials to be ratified by the District Board.
- 2) Oversight of other Smythe Academy committees, formed as needed, and ensure that committee goals, responsibilities and objectives are met.
- 3) Annual review of the goals/objectives for grades K - 8 within the terms of the charter and report to the TRUSD Board as necessary.
- 4) Annual review of assessment standards for grades K- 8 within the terms of the charter and report to the TRUSD Board as necessary.
- 5) Annual review of curriculum and supporting materials within the terms of the charter as proposed by the Smythe Academy Curriculum Committee.
- 6) Oversight of annual assessment of charter school program based on multiple measures including, but not limited to parent/family and teacher satisfaction surveys and test scores and report to the TRUSD Board as necessary.
- 7) Advise the district board through the Superintendent on any matter affecting the charter school.
- 8) Ensure creation of an annual Smythe Academy School Accountability Report Card.
- 9) Approval of policies and procedures related to the charter school.
- 10) Serve as a mechanism to resolve disputes as they arise within the Smythe Academy community if the internal dispute policies as they are described in this charter are unable to resolve the issue to the satisfaction of the parties involved and if collective bargaining unit dispute resolution process conditions are not met.

TWIN RIVERS UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES

All duties and operations regarding Smythe Academy not specifically listed as a duty of the Executive Committee shall be considered a duty of the Board of the District unless otherwise delegated by the Board to the Executive Committee or other Smythe Academy standing committee as allowed by this charter. These duties include but are not limited to:

- 1) Adoption of policies and procedures related to Smythe Academy and proposed but the appropriate Smythe Academy advisory committees
- 2) All business and educational services including, but not limited to, payroll, budget development, cash flow, retirement, risk management, benefits procurement categorical funding procurement, assessment, curriculum development, and technology.
- 3) Ratification of the Smythe Academy budget.

- 4) Management of Smythe Academy personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances
- 5) All special education services as described in this charter.
- 6) Provision and management of Smythe Academy facilities.
- 7) Transportation of Smythe Academy students.
- 8) Food services for Smythe Academy students.
- 9) Maintenance and operations for the Smythe Academy.

The District shall have supervisory oversight of Smythe Academy. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of amendments, revocation, and review of annual audits.

School Site Council

The Charter School may establish a School Site Council if it participates in a program or receives funding for a program requiring the development of a Single Plan for Student Achievement (SPSA) and/or the development of a School Site Council. Education code 52852 et. Esq. requires that a school site council be established only for those schools who participate in "...school-based categorical programs pursuant to this article..." Charter schools receive much of their categorical funding through a block grant and the legal requirement for local oversight by a specific council does not exist for the categorical monies rolled into the block grant. The Smythe Academy school site council will need to evaluate their roles and responsibilities in light of the governance changes of the school and the legal requirements for this committee. Additionally, as the charter document serves as the performance contract for the Smythe Academy with the TRUSD Board of Trustees, the school site council shall not override provisions of the document in fulfilling its responsibilities.

In relation to school site council's education code 52852 et. Esq. reads:

A school site council shall be established combining both schools, who participates in school-based program coordination. If the Charter School establishes a School Site Council, it shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

The school site council shall be constituted to ensure parity between (a) the Principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Existing school wide advisory groups or school support groups may be utilized as the school site council if those groups conform to this section.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the school site council established for the school that his or her child or ward attends.

(a) The school site council shall develop a school plan which shall include all of the following:

(1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

(2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

(3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.

(4) Ongoing evaluation of the educational program of the school.

(5) Other activities and objectives as established by the council.

(6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

(7) The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 (IASA) (20 U.S.C. Sec. 6301 et seq) and its amendments. If the school operates a state-approved school wide program pursuant to Section 6314 of Title 20 of the United States Code in a manner consistent with the expenditure of funds available to the school pursuant to Section 52851, employees of the school wide program may be deemed funded by a single cost objective.

(b) The school site council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

Other supporting committees will be formed to meeting the specific needs of the charter.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer of the District shall also serve as the Chief Financial Officer of the Charter School.

Principals (1 Elementary & 1 Middle School)

The Smythe Academy principals will communicate directly with the Executive Committee, the District Superintendent and the TRUSD Board of Trustees, as necessary. The Smythe Academy principals are fully responsible for the daily administration of Smythe Academy.

ADMINISTRATIVE SERVICES

The Smythe Academy shall use all centralized services of the District, unless otherwise approved by the District Board.

ELEMENT 5.

EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.
- California Education Code Section 47605 (b) (5) (E)*

Smythe Academy will retain or employ faculty who hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other schools would be required to hold. These teachers will teach the core, college preparatory academic classes. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

Smythe Academy may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

ELEMENT 6. HEALTH AND SAFETY PROCEDURES

*The procedures that the school will follow to ensure the health and safety of pupils and staff.
These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.
- California Education Code Section 47605 (b) (5) (F)*

Procedures for Background Checks

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Smythe Academy. The District shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1 The Principal or designee shall monitor compliance with this policy and report to the TRUSD Board on an annual basis.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are designated as mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Smythe Academy will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees and volunteers working in direct contact with students.

Immunizations

Smythe Academy will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

Smythe Academy will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

Smythe Academy shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Bloodborne Pathogens

Smythe Academy shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Smythe Academy will abide by the TRUSD's "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

Smythe Academy shall maintain a drug and alcohol and smoke free environment.

Emergency Preparedness

Smythe Academy shall adhere to its School Safety Plan which contains emergency procedures. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, and biological or chemical release and shall be submitted for District receipt and review annually. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention.

ELEMENT 7.

MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE TWIN RIVERS UNIFIED SCHOOL DISTRICT

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

-- California Education Code Section 47605 (b) (5) (G)

Smythe Academy will strive to achieve a racial and ethnic balance amongst its student population that is reflective of population of the territorial jurisdiction of the District. As such, Smythe Academy shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District

ELEMENT 8.
ADMISSION REQUIREMENTS

Admission requirements, if applicable.
California Education Code Section 47605(b)(5)(H)

The determination of school capacity shall be based on Smythe Academy's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site(s), and the level of interest shown by students who want to attend Smythe Academy.

Smythe Academy shall not charge an application fee nor shall it charge tuition. Smythe Academy shall be nonsectarian in its admission and enrollment policies.

The Twin Rivers Unified School District prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any district site and/or activity.

Additionally, while not all students will participate, students who enroll in the Smythe Academy are making a commitment to be willing to participate in the intervention classes before or after school and in the summer. Students who are not meeting academic standards may be required to attend these classes, or willing to give up their elective to work 1:1 with a staff member.

Smythe Academy shall admit and enroll all students who wish to attend the school provided that the application is submitted in full, and the school's capacity is not exceeded. Should more students wish to enroll as space allows, Smythe Academy will hold the public random drawing in stages, according to enrollment preferences as follows:

1. Siblings of students enrolled in Smythe Academy.
2. Children of current Smythe Academy employees
3. Students who reside within the District; and
4. All other applicants

Applications will be accepted during a publicly advertised open enrollment period for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Smythe Academy will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students in good standing who are guaranteed enrollment in the following school year.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a wait list carry over to the following school year.

The family of the student offered the open position shall accept the enrollment space by completing the necessary enrollment paperwork within 5 days of being offered the open space. If the necessary paperwork is not received by the Smythe Academy office by 5:00 PM PST five business days after the offer is made, Smythe Academy will offer the space to the next student on the list.

Smythe Middle school students may continue their enrollment provided that they hold a total GPA above a 1.0. If any student's total GPA falls below a 1.0 during any grading period, the student will be placed on academic probation until the end of that semester/trimester. If student still holds a GPA of less than a 1.0 at the next grading period, their charter rights as a student may be revoked.

ELEMENT 9.
FINANCIAL AND PROGRAMMATIC AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code Section 47605 (b) (5) (I)

FISCAL AUDIT

Smythe Academy will utilize the external auditors of the District for an annual independent audit of the school's financial affairs if available or shall contract for the same from a third-party provider.

The audit will verify the accuracy of Smythe Academy's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The administration will review any audit exceptions or deficiencies and report to Smythe Academy's Executive Committee and the District Board with recommendations on how to resolve them. The Board, with input from the Executive Committee, determines the manner by which the exceptions and deficiencies will be resolved.

PROGRAMMATIC AUDIT

Smythe Academy will compile and provide to the District an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 of this charter from assessment instruments and techniques listed in Element 2
- An analysis of whether student performance is meeting the goals specified in Element 2. This data will be displayed on both a charter school-wide basis and

disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality

- A summary of policies and procedures established for Smythe Academy during the year
- Data on the level of parent involvement in the Smythe Academy's governance (and other aspects of the school, if applicable) and summary data from an annual parent, teacher and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications
- An overview of Smythe Academy's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended
- Analyses of the effectiveness of Smythe Academy's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- Other information regarding the educational program and the administrative, legal, and governance operations of Smythe Academy relative to compliance with the terms of the charter generally

Smythe Academy Executive Committee and the District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance report.

ELEMENT 10.
PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.
- California Education Code Section 47605 (b) (5) (J)

This Pupil Suspension and Expulsion policy and its rules and procedures have been established in order to promote learning and protect the safety and well being of all students. When these policies and proposed rules and procedures are violated, it may be necessary to suspend or dismiss from our charter school.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and dismissal.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to Charter School or District property.

The Principal shall ensure that students upon their enrollment and their parents/guardians are notified in writing of all discipline policies, rules, and procedures. The notice shall state that these disciplinary rules and procedures are available on request in the main office.

Suspended or dismissed students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or dismissal.

A student identified as an individual with disabilities or for whom Smythe Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures. Smythe Academy will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) Of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Smythe Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

SMYTHE ACADEMY DISCIPLINE POLICIES

Smythe Academy School Wide Management and Discipline Policies

It is the intent of our school wide management and discipline program to emphasize the positive behaviors exhibited by students. To that end Smythe Academy will implement the School-Wide Positive Behavioral Interventions & Supports (SWPBS) framework to work towards improved academic and behavior outcomes for all students. Many opportunities exist for students to gain recognition for their superior efforts. These opportunities occur at each trimester/semester, depending on which Smythe Academy site the student attends. Smythe Academy recognizes student accomplishments in the areas of academics, responsibility, effort, and attendance. Parents of recipients are encouraged to attend the ceremonies/rallies when their students are receiving awards.

To provide a safe environment for all students, Smythe will continually work towards a bully-free school by complying with Twin Rivers Board Policy 5131.2 dealing with anti-bullying prevention plan and bullying investigation process. In addition, Smythe Academy will follow all TRUSD Discipline Policies to include District-Wide discipline guidelines. When chronic behaviors have exhausted all of the interventions available at the site, the Principal may refer a student for an impartial review by the Discipline Committee at the other Smythe Academy site. During this review, the student's behavior, academic performance, and past interventions will be evaluated to determine if the student should continue to be enrolled at Smythe Academy. If it is determined that the student will lose their Charter privileges, they must be immediately disenrolled from Smythe Academy and enrolled into their home school.

Each Charter school site shall have a Discipline Committee that will be available to review dismissal packets from the other site. Dismissal packets will include: discipline report, interventions, test scores, grades, attendance, and all information necessary to support the dismissal request. The Discipline Committee has the right to accept the dismissal request by revoking the Charter rights of that student. The student must be immediately disenrolled from Smythe Academy and enrolled into their home school. The Discipline Committee may also request the student be placed upon a 30 day probation during which the student must show positive improvements in both behavior and academics. The Discipline Committee will review the student's files at the end of the 30 day period and request that the student be allowed to remain at Smythe Academy, or if the student's Charter rights will be revoked.

Smythe Academy retains the right for an Immediate Dismissal without the benefit of a Discipline Committee review for behaviors that are deemed to be an imminent threat to the student population of the school. Such behaviors may include but are not limited to: repeated fighting (Ed code 48900a), possession of narcotics (Ed code 48900c), possession of alcohol (Ed code 48900c), possession of stolen property (Ed code 48900g & s), and possession of a dangerous object (Ed code 48900 b). Parents will be notified immediately if it has been determined by the Principal that the student will be immediately released from Smythe Academy.

Parents will be notified for any infraction of the rules while their students are at Smythe Academy. Notification can occur by phone, email, mail, or all of the above.

MANDATORY SCHOOL UNIFORM POLICY

The staff at Smythe Academy believes that every student should be allowed to learn, free of distraction. An environment, which is safe and caring, will only increase our student's abilities to be as successful as we know they can be. Students will begin wearing uniforms on the first day of school, and will wear uniforms every day. Students may also wear official Smythe Academy Spirit Wear shirts.

Each school will work with students and families to make sure that everyone follows the School Uniform Policy. If a student comes to school wearing inappropriate attire, the school staff may:

- Call home and ask that a change of clothing be brought to the school.
- Send a note home to the parent explaining that the student was not in compliance with the dress code. This note must be signed and returned to school.
- Refer to the discipline committee if there is continued or willful disobedience.

Attendance Policy

All Students are expected to attend school everyday on time and stay at school for the entire school day. The only accepted excused absences are illness, medical/dental appointments, funeral of immediate family, or quarantine. We encourage parents to make doctor and dental appointments either before or after school.

Parents are responsible for notifying the attendance clerk when their child is absent from school. Students shall be classified as truant if absent from school without a valid excuse three days in one school year or tardy for more than any 30 minute period during the school day with a valid excuse on three occasions in one school year or any combination thereof. (Ed code 48260) Parents will receive written notification if their child is truant and the truancy shall be reported to our Child Welfare and Attendance Office.

A doctor's note or school verification will be required after a child has missed 10 days of school.

Attendance Interventions

Students who have received a truancy or excessive absence letter are referred to our Attendance Behavioral Specialist or counselor who meets with the family to plan interventions such as, but not limited to: incentive contracts, walking buddies, alarm clocks, and community referrals.

Students who have chronic attendance problems may be referred to our Student Success Team for additional interventions, which may include an attendance contract. If attendance problems continue to exist, the principal may then refer the family to the district's Coordinator of Child Welfare and Attendance for placement on a truancy sweep or to appear before the (SARB) Student Attendance and Review Board for further action.

Students who continue to have chronic attendance issues after interventions have been offered may be referred to the discipline committee for possible dismissal.

ELEMENT 11. RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

- California Education Code Section 47605 (b) (5) (K)

The full-time non-certificated staff at Smythe Academy shall participate in the federal social security system and the Public Employees Retirement System (PERS). The certificated staff shall participate in the State Teachers Retirement System (STRS). Smythe Academy will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of public school employers. The District shall create any reports required by STRS or PERS for Smythe Academy employees. Smythe Academy shall inform all applicants for positions within the Smythe Academy of the retirement system options for staff at the school.

ELEMENT 12.

ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.

- California Education code Section 47605 (b) (5) (L)

Students who opt not to attend Smythe Academy may attend other schools that serves the appropriate grade level within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13.

DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

- California Education Code Section 47605 (b) (5) (M)

All employees of Smythe Academy shall be considered employees of the District and shall retain the right to return and gain seniority through the District, pursuant to any applicable collective bargaining agreements or District policy.

ELEMENT 14.

DISPUTE RESOLUTION PROCESS

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

California Education Code Section 47605 (b) (5) (N)

DISPUTES BETWEEN THE CHARTER SCHOOL AND DISTRICT

Disputes between Smythe Academy and the District will be resolved through a collaborative process facilitated by the Superintendent and the Executive Committee. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District's ability to proceed with revocation in accordance with Education Code Section 47607.

Internal Disputes

All internal disputes involving the Smythe Academy shall be resolved by the school according to the school's own internal policies.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Principal and/or the Smythe Academy Executive Committee and, if it cannot be resolved at this level, to have it heard by the Superintendent and/or TRUSD Board of Trustees.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. Smythe Academy intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Smythe Academy Principal to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Principal or the Executive Committee. No parent will be penalized, formally or informally, for voicing a grievance or complaint with Smythe Academy in a reasonable, business-like manner, or for using this dispute resolution process.

The Smythe Academy Principal is the official representative between parents and the staff. S/he is accessible and ready to hear suggestions, concerns, and complaints. We cannot act on any problem unless we are aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on the behalf of Smythe Academy, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of Smythe Academy and will directly benefit the students. Parents are encouraged to offer positive and constructive criticism, and to take the following

steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their student is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the Smythe Academy Principal to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
4. Following any necessary investigation, the Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
5. If the matter is still unresolved at this level the grievant may request a meeting with the Executive Committee. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Principal, and any other related parties. The request for the meeting is to be delivered to an Executive Committee member and, unless there are scheduled school holidays, the committee will meet with the grievant within (10) working days of receiving the written request.
6. After the meeting, the Executive Committee will conduct an investigation of the matter prior to making any decisions or recommendations. The Executive Committee will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed 30 days from the date of the meeting.
7. If the matter cannot be resolved at the Executive Committee level, the grievant may bring the matter to the attention of the TRUSD superintendent.

The above does not preclude an employee from utilizing the negotiated collective bargaining agreement terms for dispute resolution.

ELEMENT 15.
LABOR RELATIONS

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.
- California Education Code Section 47605(b)(5)(O)

The Twin Rivers Unified School District shall be deemed the exclusive public school employer of the employees of Smythe Academy for the purposes of the Education Employment Relations Act.

ELEMENT 16.
SCHOOL CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes-Education Code Section 47605(b)(5)(p)

Should the Charter School close for any reason including, but not limited to, expiration, revocation, or rescission, all assets of the Smythe Academy shall revert to the District.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. (Education Code Section 47605(g)).

The Smythe Academy will receive the same services it was provided in the past as the Alethea B. Smythe Academy by the TRUSD central administrative offices

IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Smythe Academy on the Twin Rivers Unified School District.

Civil Liability

Smythe Academy is currently not incorporated as a California non-profit public benefit corporation within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d as it is a conversion charter school operated by the Twin Rivers Unified School District.

Smythe Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting, or other requested protocol. Smythe Academy will institute appropriate management practices, including screening of

employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

Smythe Academy Elementary K-6 is currently located at 2781 Northgate Blvd. Sacramento, CA 95833. Smythe Academy intends to remain at its current site. Smythe Academy Middle 7-8 is currently located at 700 Dos Rios Street. Sacramento, California 95811, and intends to remain at its current site.

CONCLUSION

By renewing this charter, the Twin Rivers Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. Smythe Academy pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter to continue operation throughout the renewal term of this charter, commencing on July 1, 2019 and expiring on June 30, 2024. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

MISCELLANEOUS CLAUSES

Local Control Accountability Plan

On or before July 1, 2019, and each year thereafter, the Charter School shall provide the District its Local Control Accountability Plan (“LCAP”) in accordance with Education Code sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those goals as identified in the Charter pursuant to Education Code section 47605(b)(5)(A) or Section 47605.6(b)(5)(A). The LCAP and annual update shall be developed using the template adopted pursuant to Section 52064 and shall include all of the following:

(1) A review of the progress toward the goals included in the Charter, an assessment of the effectiveness of the specific actions described in the Charter toward achieving the goals, and a description of changes to the specific actions the Charter School will make as a result of the review and assessment.

(2) A listing and description of the expenditures for the fiscal year implementing the specific actions included in the Charter as a result of the reviews and assessment required by paragraph (1).

The expenditures identified in the LCAP shall be classified using the California School Accounting Manual pursuant to Section 41010.

For purposes of the review required by Section 47606.5(a), the Charter School may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to Section 52052 or any other reviews.

To the extent practicable, data reported pursuant to this requirement shall be reported in a manner consistent with how information is reported on a school accountability report card.

The Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

TERM

The renewal term of this charter shall begin on July 1, 2019 and expire June 30, 2024.

AMENDMENTS

Any amendments to this charter shall be made by the mutual agreement of the Charter School and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

RENEWAL

Smythe Academy may submit its charter for renewal to the District any time during the final year of its existing term, but in no case later than March 1st of that year.

Renewals shall be governed by the standards and criteria in Education Code Section 47605. Any renewal shall be for a five (5) year term.

