



Twin Rivers Unified School District Regency Park Elementary School

CDS Code: 34-76505-0106450

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2015-16 School Accountability Report Card Published in 2016-17 School Year

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SARC Information

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

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

Principal's Message

Regency Park Elementary School is a Transitional Kindergarten through 5th grade school located in the City of Sacramento in the suburb known as North Natomas. The school serves over 800 students who speak over 23 different languages. The school community is committed to excellence as is exemplified by our high level of parent volunteerism, active parent committees and well-attended school-wide events. Our entire teaching staff meets requirements for Highly Qualified Teacher per federal criteria and all of them are credentialed to work with English Learner Students. We are all proud of our students, teachers and growing community. We encourage all who join us to participate in inspiring each student to extraordinary achievement every day.

DataQuest

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

School Mission Statement

To Inspire Each Student to Extraordinary Achievement Every Day!

District & School Profile (School Year 2016-17)

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

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

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

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	19.3%
American Indian or Alaska Native	0.7%
Asian	14.6%
Filipino	6.2%
Hispanic or Latino	25.4%
Native Hawaiian or Pacific Islander	2.7%
White	23.7%
Two or More Races	5.1%
EL Students	20.6%
Socioeconomically Disadvantaged	51.9%
Students with Disabilities	10.7%
Foster Youth	0.6%

School Enrollment & Attendance (School Year 2015-16)

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

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

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

Regency Park Elementary School had a beginning enrollment of 807 students in grades kindergarten through five for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	155	155	132
1st	158	116	133
2nd	150	151	122
3rd	146	143	136
4th	135	140	149
5th	113	127	135

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2016-17)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Highly Qualified Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.3%	2.7%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

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

Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	37	38	36	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning

Misassignments/Vacancies

	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

School Facilities & Safety (School Year 2016-17)

Regency Park Elementary School has 37 classrooms, a library/media center a staff room, and two playgrounds.

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

Cleaning Process and Schedule

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

Maintenance and Repair

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
Pre K & K	English/Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%
K-5	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765050106450Textbooks_1.pdf

School Facility Conditions

Date of Last Inspection: 03/24/2016

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Room 134 - dirty vents; Room 133 - dirty vents; Room 132 - dirty vents; Room 141 - dirty vents; Room 143 - dirty vents; Room 144 - dirty vents; Room 156 - dirty vents; Room 155 - dirty vents; Room 153 - dirty vents;
Interior	X			Teachers Work Room - water stained ceiling tiles; Room 134 - trip hazard on floor mat at entry; Room 132 - carpet has tears/trip hazard; Room 155 - linoleum is missing at sink; Room 172- ceiling tile is cracked with hole; Boys Restroom - soap dispenser is missing on first sink.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 154 - light diffuser missing; Room 174 - light diffuser missing.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Room 142 - slip hazard/gutter is leaking on sidewalk; Room 143 - slip hazard/gutter is leaking on sidewalk; Room 155 - eave is rusted/dripping (worse this year); Room 154 - gutter is leaking; Room 152 - gutter is dripping on sidewalk; Room 164 - gutter is dripping on sidewalk; Room 184 - slip hazard/gutter is leaking on sidewalk. Room 154 - dry rot on trim.
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 181 - trip hazard on cement walkway at entry.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

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

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

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

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	44	45	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	43	42	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	66	57	45	47	43	40	60	56	54

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

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	133	132	99.25	45.45
Male	68	68	100	42.65
Female	65	64	98.46	48.44
Black or African American	29	29	100	34.48
Asian	16	16	100	56.25
Filipino	12	12	100	83.33
Hispanic or Latino	29	29	100	37.93
White	32	32	100	50
Socioeconomically Disadvantaged	75	75	100	36
English Learners	16	16	100	18.75
Students with Disabilities	23	23	100	13.04

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

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	136	132	97.06	43.18	133	98.52	43.61
Male	65	64	98.46	35.94	64	100	46.88
Female	71	68	95.77	50	69	97.18	40.58
Black or African American	32	32	100	31.25	32	100	28.13
Asian	14	14	100	42.86	13	92.86	61.54
Hispanic or Latino	38	37	97.37	40.54	37	100	37.84
White	30	28	93.33	42.86	29	96.67	41.38
Socioeconomically Disadvantaged	70	66	94.29	39.39	67	97.1	34.33
English Learners	23	21	91.3	14.29	23	100	34.78
Students with Disabilities	13	13	100	7.69	13	100	7.69

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	151	148	98.01	46.62	149	98.68	46.98
Male	68	66	97.06	34.85	67	98.53	49.25
Female	83	82	98.8	56.1	82	98.8	45.12
Black or African American	29	28	96.55	46.43	28	96.55	39.29
Asian	28	28	100	42.86	28	100	57.14
Hispanic or Latino	43	43	100	44.19	43	100	39.53
White	27	27	100	48.15	27	100	55.56
Socioeconomically Disadvantaged	99	98	98.99	39.8	99	100	39.39
English Learners	31	30	96.77	16.67	31	100	29.03
Students with Disabilities	18	17	94.44	17.65	17	94.44	17.65

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	133	132	99.25	44.7	132	99.25	34.35
Male	68	67	98.53	37.31	67	98.53	40.3
Female	65	65	100	52.31	65	100	28.13
Black or African American	29	29	100	37.93	29	100	20.69
Asian	16	16	100	50	16	100	56.25
Filipino	12	12	100	66.67	12	100	66.67
Hispanic or Latino	29	28	96.55	42.86	28	96.55	22.22
White	32	32	100	50	32	100	46.88
Socioeconomically Disadvantaged	75	74	98.67	35.14	74	98.67	23.29
English Learners	16	16	100	12.5	16	100	6.25
Students with Disabilities	23	22	95.65	9.09	22	95.65	13.64

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

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

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6%	26.6%	33.1%

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

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2016-17)

We welcome and encourage parent involvement in our school. Parents can find ways to help us accomplish our mission through volunteering to work with students in classrooms, completing classroom tasks, chaperoning field trips and responding to requests for help from our teachers. In addition, we have a number of more coordinated efforts that help us address specific needs at the school site. We have an English Learner Advisory Committee to provide input regarding the specific needs of our English Learner Students and families. Our Parent Teacher Association (PTA) supports our school’s mission by organizing educational, community-building and fund raising activities. The teachers and office staff welcome volunteers to help in classrooms and throughout the school each day. Our school’s academic plan and school budget are developed using a collaborative effort between our school staff and community through our School Site Council and the District Board of Trustees. Last but not least, is our Watch D.O.G.S. (Dads of Great Students) program. Watch D.O.G.S. is a coordinated effort to provide each of our fathers and father-figures an entire day’s experience at our school site. New members to each of these groups are always welcome and more information is available on our web site, in the school office or in our parent center.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Regency Park Elementary School at 916-566-1660.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Regency Park Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. We have high behavior expectations for our students. All of our procedures are taught, modeled, and practiced on a regular basis. We acknowledge positive behavior through many reinforcement and recognition programs.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	3.0%	3.0%	3.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

School Safety is a primary concern of Regency Park School. Each classroom and office has an Emergency Preparedness Guide. The school at large has regular fire drills, lockdown and duck and cover procedure rehearsals. In recent years, we have increased playground supervision which has reduced the student to supervisory ration on the yard. Our school can readily dispatch law enforcement through our district’s Safe Schools Police Officer program. The Safety Plan is evaluated and revised annually as needed in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state and earthquake standards.

D. Other SARC Information

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

Additional Internet Access/Public Libraries

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

School Leadership

Leadership at Regency Park Elementary is a responsibility shared between the district board of trustees, district administration, the principal, instructional staff, students, and families. The district’s emphasis is to provide a well-balanced and rigorous core curriculum to each student. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Timothy Hammons. Staff members and families participate on various committees that make decisions regarding the priorities and direction of the school plan for improvement. Our plan is designed to ensure instructional programs are consistent with state and district goals and meets the needs of our students.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI	Year 3	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	26	22	19	-	-	6	6	7	1	-	-	-
1	26	23	27	-	-	-	6	5	5	-	-	-
2	30	25	24	-	-	-	5	6	5	-	-	-
3	29	23	19	-	-	1	5	6	6	-	-	-
4	26	27	25	1	-	1	4	5	5	-	-	-
5	24	31	23	1	-	1	4	4	5	-	-	-
Other	-	13	-	-	1	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Regency Park Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to ensure that students receive the services they need.

Support service personnel at Regency Park includes:

Student Learning Coaches/Student Support Teachers ('expert' teachers) who work with the principal to provide ongoing professional development, coach teachers on the use of best instructional practices, track assessment data to drive the student learning process, and work directly with students struggling to meet grade level standards.

Regency Park Elementary School Teachers are aware of the unique needs of English Learner (ELL) students. ELL students are identified early and receive specialized instruction each day to support their acquisition of the English Language. The school also employs an English Language Teacher and utilizes our Student Learning Coaches to provide EL instruction, data analysis, and intervention support to these students during the school day.

A school counselor works three days a week to support at-risk youth in the school setting. The counselor will work in collaboration with the school staff to help students who are struggling with social-emotional issues, peer relationships, adjustments to school expectations, etc.

A school psychologist is employed at the site to help with the process of diagnosing students with learning disabilities, connecting families with outside professional resources, and collaborating with school staff to better meet the needs of students demonstrating learning difficulties in the general education setting.

The table lists the support service personnel available at Regency Park Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.6
Instructional Support Teacher	1	1.0
Nurse	1	0.25
Psychologist	1	0.6
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	2.0
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	1.0

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs).

The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups.

Regency Park Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and receive specialized instruction each day to support their acquisition of the English Language. The school also employs a full-time teacher and paraeducator to provide EL instruction, data analysis, and intervention support.

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

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Regency Park Elementary School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Student Recognition

Regency Park Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship. Students are recognized for the following:

- Academic Awards
- Attendance Awards
- Classroom Recognition

Extracurricular Activities

Regency Park Elementary School recognizes that extracurricular activities enrich the educational and social development of students. Extracurricular activities offered at Regency Park Elementary School include the following:

- Public Speaking Contest (5th Grade)
- Spelling Bee (4th & 5th Grade)
- Student Service Committee (4th & 5th Grade select students)
- Junior Achievement (all students have the opportunity to participate in this school-day activity)
- Choir (led by parent volunteers)

Fee based, on-site programs:

- Mad Science
- KidzArt
- Early Engineers

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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

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

School Site Teacher Salaries (Fiscal Year 2014-15)

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

Average Teacher Salaries	
School & District	
School	\$72,211
District	\$71,399
Percentage of Variation	1.1%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-4.8%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,921
From Supplemental/Restricted Sources	\$676
From Basic/Unrestricted Sources	\$5,245
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-8.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-7.6%

District Revenue Sources (Fiscal Year 2015-16)

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

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