

William Regnart Elementary School

Cupertino Union School District

1170 Yorkshire Drive, Cupertino, CA 95014

(408) 253-5250

Lorrie Wernick, Principal

2007-08 Board of Education

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School Profile

Regnart is a K-5 neighborhood elementary school. It is located in Cupertino in a residential area of mostly single family dwellings. The majority of parents work in professional occupations. We average around 625 students a year. At this time in addition to the regular education program, we have three special day classes. The staff enjoys working with the Regnart community and teaching the children who come prepared to learn. Regnart has earned the reputation of providing a fine academic program.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.5%
American Indian	0.2%
Asian	81.3%
Caucasian	16.5%
Filipino	0.5%
Hispanic or Latino	1.1%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Suspensions & Expulsions

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	5	3	9	415	293	425
Suspension Rate	0.8%	0.5%	1.4%	2.5%	1.7%	2.5%
Expulsions	0	0	0	7	2	3
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Regnart Elementary at (408) 253-5250.

Parent Involvement

At Regnart we are fortunate to have strong community support through the PTA and active parent involvement in the classroom. PTA's Direct Donation fund raiser contributes the monetary funds to provide additional hours of Technology and Library aide time. In addition, the PTA uses its funds to provide Music and Physical Education instruction to grades K - 3. (The district funds the music and P.E. instruction for the intermediate grades.) PTA also funds an Art Docent program, the Art Attack program, assemblies for all students, and parent education evenings. Parents are encouraged to volunteer on field trips, in the classroom, in GATE programs, in the office, and for the special programs such as chorus and art docent lessons, as well as special events that PTA coordinates. Parents have an opportunity to volunteer in the Ice Cream socials presented at the beginning and end of the year, the Fall Festival, Discovery Day, Tech Club, Roadrunner Reading Program and the International Festival as well as many other fun activities with our students. The PTA also helps to support the technology needs of Regnart Elementary School.

For additional information about organized opportunities for parent involvement at Regnart Elementary, please contact the PTA President at (408) 253-5250.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
06	07	08	06	07	08	06	07	08	06	07	08	
K	28	28	31	-	1	-	3	3	3	-	-	-
1	20	19	20	4	4	5	-	-	-	-	-	-
2	18	20	20	6	4	4	-	-	-	-	-	-
3	20	20	20	5	5	4	-	-	-	-	-	-
4	33	33	30	-	-	-	1	-	3	2	2	-
5	33	33	33	-	-	-	-	-	-	4	3	3
K-3	-	-	20	-	-	2	-	-	-	-	-	-
3-4	-	20	-	-	1	-	-	-	-	-	-	-
4-8	-	33	31	-	-	-	-	-	1	-	1	-

Enrollment & Attendance

Regular attendance at Regnart Elementary School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement. The following chart illustrates enrollment at Regnart Elementary School over the past three years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	86	96	102
1st	82	101	109
2nd	111	82	103
3rd	103	115	96
4th	103	102	116
5th	135	109	110

Instructional Materials

Cupertino Union School held a Public Hearing on September 9, 2008, and determined that each school within the District has 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 State 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the 2007-08 school year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2007	Yes	0.0%

Library Information

The school's library, staffed by a part-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit during recess and lunch.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

Computer Resources

All classrooms have at least two computers that are connected to the Internet. Regnart Elementary also has a computer lab with at least 41 computers. The computer lab is staffed by a part-time media clerk paid for by the PTA. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources

	05-06	06-07	07-08
Computers	136	133	145
Students per computer	4.6	4.5	4.4
Classrooms connected to Internet	27	26	31

Curriculum Development

All curriculum development in the Cupertino Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Instructional Services Department to align with the state standards, district goals, and the statewide assessment program.

Safe School Plan

Safety of students and staff is a primary concern of William Regnart Elementary. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. An updated copy of the plan is available to the public at the school office.

School Facilities

We are very proud of our facility. Regnard Elementary consists of 19 regular classrooms and ten portable classrooms. The heart of the school is the GLC (Guided Learning Center). The GLC houses the library, technology lab, art/science room and the performing arts stage with access to the music room behind the stage. Activity abounds in these areas every day. The art/science room is booked most of the time for cooking, art and science programs. Assemblies and class plays are performed in the stage area. The school also enjoys three large play structures, playground and a large grassy field which is maintained well by the City of Cupertino. Facility information is current as of December 2008.

School Facility Conditions				
Date of Last Inspection: 08/07/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The Principal works daily with the full-time custodian and the district night crew to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.



Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district allocated \$171,184 for the deferred maintenance program. This represents 0.0012% of the district's general fund budget. For a list of deferred maintenance projects please contact the district office.

Counseling & Support Staff

It is the goal of Regnard Elementary to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Regnard Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Clerk	1	.625
Nurse	1	.2
Psychologist	1	.2
Speech and Language Specialist	1	.6

Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Physical Fitness

In the spring of each year, Regnard Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. For the 2007-08 school year, 33.3% of all fifth graders at William Regnard Elementary met the standards in all six fitness areas.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science											
	2			3			4			5			2			3			4			5			5					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																														
School	88	92	88	85	92	87	94	92	99	94	92	94	95	96	92	91	96	95	95	93	98	97	95	93	83	89	88			
District	83	83	84	77	75	78	87	88	89	84	84	88	89	89	90	88	89	90	88	88	89	86	86	87	75	79	86			
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46			
Males																														
School	84	91	84	86	89	84	94	88	100	92	90	94	94	94	88	86	94	95	94	88	100	99	94	92	85	90	85			
District	81	81	82	73	72	73	86	87	88	82	82	86	90	89	90	88	88	89	88	87	88	87	87	88	77	79	87			
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48			
Females																														
School	92	94	93	85	95	93	95	96	98	97	93	95	95	100	98	94	97	95	96	98	97	97	96	95	82	88	89			
District	86	87	85	80	79	82	89	90	92	86	87	88	88	88	90	89	89	91	88	89	89	85	86	85	72	78	84			
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45			
Asian																														
School	91	94	93	88	95	91	95	96	100	98	94	98	97	97	98	94	97	99	97	96	99	99	97	100	88	92	92			
District	88	89	90	84	81	83	92	93	92	88	89	91	94	93	94	95	93	95	94	95	94	92	93	94	79	83	89			
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69			
Caucasian																														
School	80	92	63	82	80	76	88	83	95	78	83	88	90	100	63	82	95	82	88	83	95	93	89	71	67	78	76			
District	81	79	75	72	73	71	84	85	90	81	85	85	85	85	87	83	86	85	82	81	82	79	79	80	71	80	84			
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68			

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

State-wide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
	Statewide Rank	10	10	
Similar Schools Rank	9	9	10	
All Students				
Actual Growth	6	2	1	974
Asian				
Actual Growth	4	1	3	989
Caucasian				
Actual Growth	13	7	-9	923

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated four days to staff development annually for the past three years. Topics for staff development during the 2007-08 school year included a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

CAT/6 Norm Referenced Test						
	% At or Above 50th Percentile					
	Reading			Math		
	3	3	3	3	3	3
All Students						
School	77	80	78	89	96	92
District	71	72	71	88	88	87
State	37	38	38	55	56	56
Males						
School	74	78	77	86	96	91
Females						
School	81	83	80	92	95	93
Asian						
School	80	84	79	93	97	94
Caucasian						
School	76	60	76	82	90	88

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.3%	3.7%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Regnart Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.



Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	27	27	28	817
Without Full Credentials	0	0	1	31
Working Outside Subject	0	0	0	0

Misassignments/Vacancies

	06-07	07-08	08-09
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

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

District Expenditures

Cupertino Union School spent an average of \$7,344 to educate each student, based on (2006-07 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,705
From Restricted Sources	\$1,250
From Unrestricted Sources	\$4,454
District	
From Unrestricted Sources	\$4,272
Percentage of Variation between School & District	4.26%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	15.96%

District Revenue Sources

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

- Title I Intervention Specialist
- Classroom aides
- 6th grade support team
- Academy
- Intervention strategies for parents
- STEP Parenting classes
- Professional Development Workshop
- After school study skills class
- Instructional aide coordinator
- School site Science Night
- Title I Reading Specialist
- After school test preparation
- Ipass: Computer based math program
- Differentiated Instruction Workshop
- After school tutorial program
- Safety Resource Officers
- Before school academic program
- GATE parent meetings
- School site Literacy Night

Teacher & Administrative Salaries

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 www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$50,348	\$40,667
Mid-Range Teachers	\$74,008	\$66,167
Highest Teachers	\$95,473	\$84,142
Elementary School Principals	\$117,202	\$104,640
Middle School Principals	\$129,095	\$107,227
High School Principals	-	-
Superintendent	-	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.6%	42.3%
Administrative Salaries	5.7%	5.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$74,880
District	\$66,660
Percentage of Variation	12.33%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	15.73%

