



Twin Rivers Unified School District Regency Park Elementary School

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2018-19 School Accountability Report Card Published in 2019-20 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/>.
- 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.
- To view our SARC online, please visit our website or scan the QR code to the right.



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).

District Mission Statement

Twin Rivers Unified School District schools strive to inspire each student to extraordinary achievement every day.

District Vision

The Twin Rivers Unified School District has an unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

To achieve this vision, we commit to:

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain and develop the best employees.

Principal's Message

Regency Park Elementary School is a Transitional Kindergarten through 5th grade school and is the only Twin Rivers School that is located in the Natomas community. The school serves over 650 students. The staff and I are looking forward to providing an exciting and rewarding educational program for every student this year. Families and parents are an important part of our school community and are very important to the success of your children at Regency Park Elementary.

Regency Park is a California Gold Ribbon School as well as having been acknowledged as a Title I Academic award recipient. One of the learning systems that separates Regency Park from other schools is the use of Project Based Learning (PBL). Each grade level creates a focus question that is then explored over the course of 6 to 8 weeks using many different learning methods. The culminating experience is at a PBL night where students put on a performance and then invite parents to see the projects that show the learning they have done.

This year we will focus on teaching our students what they will need to know to be successful in the 21st century. Our newly adopted curriculum support the Common Core Standards that are at the heart of our commitment to preparing our students for their future. The school community is committed to excellence as is exemplified by our

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 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.

Sincerely,
Timothy Hammons

Mission Statement

To Inspire Each Student to Extraordinary Achievement Every Day!

School Profile (School Year 2019-20)

Twin Rivers Unified School District serves approximately 27,000 students in grades ranging from Pre-K to 12 in Northern Sacramento County. The district offers families the options of Early Head Start, Head Start and State preschool programs as well as Transitional Kindergarten (TK). The district operates 29 elementary schools, five middle schools, four comprehensive high schools, seven alternative schools, one adult education program and three dependent charter schools which serve the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

School Enrollment

The charts display school enrollment broken down by grade student group and grade level.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| K | 151 | 142 | 150 |
| 1st | 104 | 132 | 129 |
| 2nd | 122 | 100 | 136 |
| 3rd | 101 | 103 | 97 |
| 4th | 121 | 90 | 111 |
| 5th | 124 | 107 | 90 |
| Total | 723 | 674 | 713 |

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2018-19 | |
| | Percentage |
| Black or African American | 17.6 |
| American Indian or Alaska Native | 0.6 |
| Asian | 18.6 |
| Filipino | 3.7 |
| Hispanic or Latino | 28.8 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 21.9 |
| Two or More Races | 6.4 |
| EL Students | 18.6 |
| Socioeconomically Disadvantaged | 59.2 |
| Students with Disabilities | 12.0 |
| Foster Youth | 0.9 |
| Homeless | 7.3 |

School Attendance

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.

Conditions of Learning State Priority: Basic

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

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

Teacher Assignment

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

| | Teacher Credential Status | | | |
|--|---------------------------|-------|-------|----------|
| | School | | | District |
| | 17-18 | 18-19 | 19-20 | 19-20 |
| Fully Credentialed | 32 | 32 | 32 | 1207 |
| Without Full Credentials | 1 | 1 | 1 | 55 |
| Teaching Outside Subject Area of Competency (with full credential) | 0 | 0 | 0 | 45 |

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 17-18 | 18-19 | 19-20 |
| 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 | 1 |

School Facilities (School Year 2019-20)

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

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 2018-19 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.58% of the district's general fund budget.

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

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 03/10/2019 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Data Collected: March, 2019 | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | | X | | ceiling tiles stained in copy room, rm 132 torn carpet, rm 131 stained ceiling tiles, rm 155 linoleum missing at sink area, |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | rm 141 fountain loose at fitting |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | rm 152 gutter dripping on sidewalk |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Instructional Materials (School Year 2019-20)

Twin Rivers Unified held a public hearing on September 24, 2019, 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 October 2019, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|---------------------------------|------------------------|---------------------------|---------------|---------------------------|-----------|
| Data Collected: September, 2019 | | | | | |
| Grade Levels | Subject | Publisher | Adoption Year | From Most Recent Adoption | % Lacking |
| K-6 | English/Language Arts | Houghton Mifflin Journeys | 2017 | Yes | 0.0% |
| 6th | History/Social Science | MacMillan/ McGraw Hill | 2007 | Yes | 0.0% |
| K-5 | History/Social Science | Studies Weekly | 2017 | Yes | 0.0% |
| K-6 | Mathematics | Swun Math | 2019 | Yes | 0.0% |
| 6th | Science | Houghton Mifflin | 2007 | Yes | 0.0% |
| K-5 | Science | Pearson Scott Foresman | 2007 | Yes | 0.0% |

Pupil Outcomes State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based 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. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

The first 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 | | |
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 50 | 52 | 50 | 32 | 36 | 38 | 48 | 50 | 50 |
| Mathematics (Grades 3-8 and 11) | 44 | 48 | 48 | 25 | 27 | 29 | 37 | 38 | 39 |
| Science (Grades 5, 8, and 10) | -- | -- | -- | -- | -- | -- | -- | -- | -- |

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

| California Assessment of Student Performance and Progress | | | | | | | | | |
|---|-----------------------|---------------|----------------|--------------------|-------------------------------|---------------|----------------|--------------------|-------------------------------|
| Student Groups | English-Language Arts | | | | | Mathematics | | | |
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded CA Standard |
| All Students | 379 | 377 | 99.47 | 0.53 | 49.6 | 377 | 99.47 | 0.53 | 48.01 |
| Male | 206 | 204 | 99.03 | 0.97 | 46.08 | 204 | 99.03 | 0.97 | 51.96 |
| Female | 173 | 173 | 100.00 | 0.00 | 53.76 | 173 | 100.00 | 0.00 | 43.35 |
| Black or African American | 77 | 77 | 100.00 | 0.00 | 31.17 | 77 | 100.00 | 0.00 | 25.97 |
| Asian | 59 | 59 | 100.00 | 0.00 | 62.71 | 59 | 100.00 | 0.00 | 69.49 |
| Filipino | 11 | 10 | 90.91 | 9.09 | 60 | 10 | 90.91 | 9.09 | 70 |
| Hispanic or Latino | 109 | 109 | 100.00 | 0.00 | 48.62 | 109 | 100.00 | 0.00 | 44.04 |
| White | 83 | 83 | 100.00 | 0.00 | 60.24 | 83 | 100.00 | 0.00 | 59.04 |
| Two or More Races | 28 | 27 | 96.43 | 3.57 | 48.15 | 27 | 96.43 | 3.57 | 48.15 |
| Socioeconomically Disadvantaged | 241 | 239 | 99.17 | 0.83 | 41 | 239 | 99.17 | 0.83 | 38.91 |
| English Learners | 90 | 90 | 100.00 | 0.00 | 45.56 | 90 | 100.00 | 0.00 | 47.78 |
| Students with Disabilities | 72 | 71 | 98.61 | 1.39 | 25.35 | 71 | 98.61 | 1.39 | 23.94 |
| Homeless | 21 | 20 | 95.24 | 4.76 | 25 | 20 | 95.24 | 4.76 | 50 |

Note: ELA and Mathematics 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 2018-19)

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

2018-19

| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
|-------------|-----------------------|-----------------------|----------------------|
| 5 | 22.0% | 28.6% | 23.1% |

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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.

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.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

| | Suspensions & Expulsions | | | | | |
|----------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| School | 1.42 | 2.41 | 3.10 | 0.00 | 0.00 | 0.00 |
| District | 7.10 | 6.89 | 6.10 | 0.03 | 0.13 | 0.10 |
| State | 3.65 | 3.51 | 3.50 | 0.09 | 0.08 | 0.10 |

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2019.

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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. Access to the internet and public locations is generally on a first-come first serve-basis. Other restrictions may include the hours of operation, the length of time at a workstation (depending on availability), the type of software program available on a workstation, and the ability to print documents. 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.

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 | | | | | |
| | 17 | 18 | 19 | 17 | 18 | 19 | 17 | 18 | 19 | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 22 | 20 | 21 | - | 6 | - | 7 | 1 | 7 | - | - | - |
| 1 | 21 | 26 | 26 | 3 | - | - | 2 | 5 | 5 | - | - | - |
| 2 | 24 | 25 | 23 | - | - | - | 5 | 4 | 6 | - | - | - |
| 3 | 25 | 26 | 24 | - | - | - | 4 | 4 | 4 | - | - | - |
| 4 | 24 | 23 | 28 | - | - | - | 5 | 4 | 4 | - | - | - |
| 5 | 21 | 21 | 30 | 1 | 1 | - | 5 | 4 | 3 | - | - | - |
| 6 | - | - | 24 | - | - | - | - | - | 3 | - | - | - |

Counseling & Support Staff (School Year 2018-19)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students at the school. Please 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.

| Academic Counselor to Student Ratio | |
|-------------------------------------|---|
| 2018-19 | |
| | Average Number of Students per Academic Counselor |
| Academic Counselor(s) | 786 |

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|---|-----------------|----------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 | 1.0 |
| Instructional Assistant | 1 | 0.50 |
| Library Media Services Staff (Paraprofessional) | 1 | 0.8 |
| Nurse | 1 | 0.25 |
| Psychologist | 1 | 0.6 |
| Resource Specialist (non-teaching) | 2 | 2.0 |
| Resource Specialist Program (RSP) Teacher | 3 | 3.0 |
| Special Day Class (SDC) Aide | 1 | 1.0 |
| Speech/Language/Hearing Specialist | 1 | 1.0 |

Staff Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the

criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through their participation in conferences and after school workshops throughout the year. In the 2018-2019 school year, Twin Rivers Unified School District offered 3 to 4 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2018-2019 school year, the district also supported over 150 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program.

Professional Development

| | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

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.

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)
- Student Service Committee (4th & 5th Grade select students)
- Junior Achievement (all students have the opportunity to participate in this school-day activity)
- Talent Show (led by parent volunteers)
- Mad Science
- KidzArt
- Early Engineers
- Let's Get Movin

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:

- Classroom Recognition

School Site Teacher Salaries (Fiscal Year 2017-18)

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 | \$77,532 |
| District | \$76,166 |
| Percentage of Variation | 1.8% |
| School & State | |
| All Unified School Districts | \$82,403 |
| Percentage of Variation | -5.9% |

Teacher & Administrative Salaries (Fiscal Year 2017-18)

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 2017-18 | | |
|--|-----------|-----------|
| | District | State |
| Beginning Teachers | \$47,224 | \$48,612 |
| Mid-Range Teachers | \$70,945 | \$74,676 |
| Highest Teachers | \$97,783 | \$99,791 |
| Elementary School Principals | \$115,561 | \$125,830 |
| Middle School Principals | \$121,781 | \$131,167 |
| High School Principals | \$128,904 | \$144,822 |
| Superintendent | \$304,312 | \$275,796 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 34.0% | 34.0% |
| Administrative Salaries | 6.0% | 5.0% |

District Expenditures (Fiscal Year 2017-18)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. The California Department of Education issued guidance to LEAs in August 2018 regarding how to calculate school level per pupil expenditures.

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

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

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,971 |
| From Supplemental/Restricted Sources | \$1,085 |
| From Basic/Unrestricted Sources | \$6,885 |
| District | |
| From Basic/Unrestricted Sources | \$6,971 |
| Percentage of Variation between School & District | -1.2% |
| State | |
| From Basic/Unrestricted Sources | \$7,507 |
| Percentage of Variation between School & State | -8.3% |

District Revenue Sources (Fiscal Year 2018-19)

Based on 2018-19 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- After School Education & Safety
- Ag Incentive Grant
- CA CareerPathways Trust
- CA Partnership Academies
- CAAP College Going Culture
- Carl Perkins
- Career Tech Ed Incentive Grant
- College Readiness Block Grant
- Educator Effectiveness
- Generation Green Program
- Gifted and Talented Education
- Head Start
- Medi-Cal
- Pupil Retention Block Grant
- ROTC
- Special Education
- State Lottery
- Title I
- Title II
- Title III