Regency Park Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/18/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/91985544004

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Shaleah Newman	Year 2	
Parent	Emily Waite	Year 2	
Parent	Gerilynn Walcott	Year 2	
Parent	Ryan Combs	Year 2	
Parent	Tiffany McPherson	Year 2	
Alternates *(Alternativos)*:	Rania Basyouni		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Melissa Rossavick		
Teacher: *Maestro(a):*	Sherry Kobane	Year 2	
Teacher: *Maestro(a):*	Frances Swanson	Year 2	
Teacher: *Maestro(a):*	Tatyana Dzyubak	Year 2	
Other Staff*:Otro Personal:*	Leeanne Bargas	Year 2	
Alternates: *Alternativos:*	Jessica Stabile (Admin)		
***Teachers must be the majority** **Los maestros deben ser mayoría*			

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:* Quorum: *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1 📎 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Elect Officers (Elegir a Funcionarios) Need Vice Chair Still	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro)	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum Additional money in Title 1 basic, helps cover increase for SST pay increase. Create new Action and Goal for software, move purchases from supplemental to Title 1.	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)*
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: 01/27/2027 4:00 PM
Fecha de próxima reunión:

Regency Park Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/07/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/91985544004

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Shaleah Newman	Year 2	Absent
Parent	Emily Waite	Year 2	Present
Parent	Gerilynn Walcott	Year 2	Absent
Parent	Ryan Combs	Year 2	Absent
Parent	Tiffany McPherson	Year 2	Absent
Alternates *(Alternativos)*:	Rania Basyouni		Present

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Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Melissa Rossavick		Present
Teacher: *Maestro(a):*	Sherry Kobane	Year 2	Present
Teacher: *Maestro(a):*	Frances Swanson	Year 2	Present
Teacher: *Maestro(a):*	Tatyana Dzyubak	Year 2	Present
Other Staff*:Otro Personal:*	Leeanne Bargas	Year 2	Absent
Alternates: *Alternativos:*	Jessica Stabile (Admin)		Present
***Teachers must be the majority** **Los maestros deben ser mayoría*			

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:06 PM Total Members in Attendance: 6 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* None
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Introductions of members, reviewed agenda
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Tatyana Second *Se secundó*: Rania In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
Member Training (Formación de Miembros Discussion of training	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Discussed major points of training. Slide deck was sent out for members that were unable to attend.
New Members (Nuevos Miembros)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* clark left---new parents that filled the position.
Elect Officers (Elegir a Funcionarios)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Emily-Chairperson ????vice chair Leanne-Secretary

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Bylaws Person *Persona:* Emily Waite Second *Se secundó*: Frances Swanson In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Parent Involvement Policy Person *Persona:* Frances Swanson Second *Se secundó*: Emily Waite In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* compact Person *Persona:* Emily Waite Second *Se secundó*: Rania Basyouni In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Passes *Moción: Aprobada o Rechazada*
Other Terms of Office	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Terms of office Person *Persona:* Emily Waite Second *Se secundó*: Frances Swanson In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Passes *Moción: Aprobada o Rechazada* Keep two years on cycle that currently exists.

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Student Support Teacher-Active and present and effective.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* First ELAC meeting last week. Celebrated reclassifying 12 students from EL to RFEP. Parents came to meeting, certificate and goodie bag. 10/8/26 first DELAC at the district. Next ELAC will be supports for students at Regency Park for English Learners.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* Emily Kloster-Working on scheduling first meeting.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Trunk or Treat at the end of the month Selling smencils in the office.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:32 PM

Next meeting date: 11/18/2026 4:00 PM
Fecha de próxima reunión:

Regency Park Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/91985544004

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Shaleah Newman	Present
Parent	Ryan Combs	Present
Parent	Tiffany McPherson	Absent
Parent	Emily Waite	Present
Parent	Clark Rasco	Present
Alternates *(Alternativos)*:		

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Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Melissa Rossavick	Present
Teacher: *Maestro(a):*	Frances Swanson	Present
Teacher: *Maestro(a):*	Tatyana Dzyubak	Absent
Teacher: *Maestro(a):*	Sherry Kobane	Absent
Other Staff*:Otro Personal:*	Leeanne Bargas	Present
Alternates: *Alternativos:*	Jessica Stabile (Designee)	Present
***Teachers must be the majority** **Los maestros deben ser mayoría*		

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:14 PM Total Members in Attendance: 7 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* n/a
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Review minutes from last meeting. 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Emily Second *Se secundó*: Clark In favor *A favor* : 7 Oppose *En contra*: no Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/a
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/a
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/a

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* n/a Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* n/a Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* n/a Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* n/a Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/a
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/a

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* approved Person *Persona:* Emily Second *Se secundó*: Shaleah In favor *A favor* : yes Oppose *En contra*: no Abstain *En abstención*: no Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Jessica report	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* not enough parent involvement for meeting re evaluated for next school year
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* n/a
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Discuss Cell Phone Policy	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* discussed
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:45 PM

Next meeting date: 09/01/2026 4:00 PM
Fecha de próxima reunión:

Regency Park Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/91985544004

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Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Shaleah Newman	Present
Parent	Ryan Combs	Present
Parent	Tiffany McPherson	Present
Parent	Emily Waite	Absent
Parent	Clark Rasco	Present
Alternates *(Alternativos)*:		

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Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Melissa Rossavick	Present
Teacher: *Maestro(a):* Frances Swanson	Present
Teacher: *Maestro(a):* Tatyana Dzyubak	Absent
Teacher: *Maestro(a):* Sherry Kobane	Present
Other Staff:*Otro Personal:* Leeanne Bargas	Present
Alternates: *Alternativos:* Jessica Stabile (Designee)	Present
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:03 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Reviewed agenda from last meeting
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Discussed agenda for today's meeting
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Review minutes from last meeting. 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Frances Second *Se secundó*: Clark In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A Review Data	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed data dashboard Daily attendance % Chronic attendance % Discussed SART's
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Other Needs Assessment Title 1 Funded Position-SST 70% Elementary; 30% Charter $126,561 Title 1 119, 846 SST (allowing some extra money in title 1-and avoiding supplemental cost.	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Needs Assement Person *Persona:* Clark Second *Se secundó*: Shaleah In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Discussed Title 1
Needs Assessment (Evaluación de Necesidades)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Discussed Needs Assessment
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Jessica report	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* Discussed ELAC Report
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* Discussed future dates of presenters and events
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Discussed future date for meeting Agenda for next meeting PTA Events
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:40 PM

Next meeting date: 03/18/2026 4:00 PM
Fecha de próxima reunión:

Regency Park Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/19/2025 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/91985544004

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Shaleah Newman	Present
Parent	Ryan Combs	Absent
Parent	Tiffany McPherson	Absent
Parent	Emily Waite	Present
Parent	Clark Rasco	Present
Alternates *(Alternativos)*:		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Melissa Rossavick	Present
Teacher: *Maestro(a):* Frances Swanson	Present
Teacher: *Maestro(a):* Tatyana Dzyubak	Present
Teacher: *Maestro(a):* Sherry Kobane	Present
Other Staff:*Otro Personal:* Leeanne Bargas	Absent
Alternates: *Alternativos:*	Present
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:10 PM Total Members in Attendance: 6 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* N/A
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* N/A
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Review minutes from last meeting. 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Clark Second *Se secundó*: Frances In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
Elect Officers (Elegir a Funcionarios) Need Vice Chair	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Frances Swanson
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro)	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Shaila Second *Se secundó*: Emily In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar Wasn't attached last time. Review and Vote today. 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Compact Person *Persona:* Clark Second *Se secundó*: Shaila In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N?A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* SPSA Addendum Person *Persona:* Shaila Second *Se secundó*: Frances In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Jessica report	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* ELAC meeting next in December ELPAC needs assessment input
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* Jessica report Trunk or Treat Melissa Report about PTA situation	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* Shared info about parent committee, big event 30 cars 700+ sign in sheets Multicultural Event in March 2026
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:55 PM

Next meeting date: 01/28/2026 4:00 PM
Fecha de próxima reunión:

Regency Park Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/08/2025 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/91985544004

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Shaleah Newman	No
Parent	Ryan Combs	No
Parent	Tiffany McPherson	Yes (Si)
Parent	Emily Waite	Yes (Si)
Parent	Clark Rasco	No
Alternates *(Alternativos)*:		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Melissa Rossavick	Yes (Si)
Teacher: *Maestro(a):* Frances Swanson	Yes (Si)
Teacher: *Maestro(a):* Tatyana Dzyubak	Yes (Si)
Teacher: *Maestro(a):* Sherry Kobane	Yes (Si)
Other Staff:*Otro Personal:* Leeanne Bargas	Yes (Si)
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:02 PM Total Members in Attendance: 7 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No public comments
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Review minutes from last meeting.	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Frances Swanson Second *Se secundó*: Emily Waite In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Discussion of who attended training.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Of people present at today's meeting, all but one attended the training. Tiffany arrived at 4:18
Elect Officers (Elegir a Funcionarios)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Leeanne nominated herself for secretary. All in agreement. Emily nominated for chairperson. All in agreement. Wanted to wait until next meeting for the vice chair.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* bylaws Person *Persona:* Emily Waite Second *Se secundó*: Frances Swanson In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* NA
School Compact (Compacto Escolar 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Parent Compact Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* Compact wasn't attached, will do it at the next meeting.
Parent Involvement (Participación de Padres)	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* NA Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Parent involvement policy Person *Persona:* Emily Waite Second *Se secundó*: Frances Swanson In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Other Review Data	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* SBAC Data was reviewed with subgroup of EL deficit.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* NA Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* NA

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* ELAC hasn't met yet. First meeting is on October 22nd. Meeting in person 8:30-9:30 with some refreshments. School counselor will be presenting to families about the counseling program. Had district wide training.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* Parent Engagement Committee did meet a few weeks ago, will meet again next week. Planning Trunk or Treat volunteers/donations. Then will work on multicultural event.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:35 PM

Next meeting date: 11/19/2025 4:00 PM
Fecha de próxima reunión:

Regency Park Elementary School Site Council Bylaws

Approved March 14, 2023

ARTICLE I

Duties of the School Site Council:

The School Site Council, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

Regency Park Elementary School Site Council Bylaws

ARTICLE II

Members

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✔ Principal/Designee
- ✔ Classroom teachers
- ✔ "Other" school staff members (non classroom teaching staff)
- ✔ Parents or community members
- ✔ Students (secondary)

The school principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

Section B: Term of Office

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic votes/ballots shall be permitted.**

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson. A vacancy shall exist if a member has missed three consecutive without prior notification to the chairperson or the school principal.

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.

Section F: Vacancy
Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.
- The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in *August/September or as soon as permissible*:
  - Nominations and elections are conducted by the certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

  -A ballot will be used that includes a write in option.

- "Other" staff elections will be held in *August/September or as soon as permissible*.

  -The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.

  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

  -A ballot will be used that includes a write in option.

- Parent/Community Member representative elections will be conducted in *September or as soon as permissible*.
  - Nominations and elections will be conducted by the *school office staff*.

- Nominations will be accepted through the first *week of September or as soon as permissible*.

- Announcement of the nominations will be provided in August/September through digital school communication and website. - Nominations will be accepted through mid September.

- A ballot will be used with a write in option.

-If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results.

All election ballots and result records will be maintained at the school site for a period of three (3) years.

ARTICLE IV

Officers

Section A: Officers
The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign ins of all meetings of the council.

- Keep a register of names, email addresses and telephone numbers of each member of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

ARTICLE V

Committees

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee*. No sub-committee may exercise the authority of the council.

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

Section C: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology/phone/etc.

Regency Park Elementary School Site Council Bylaws

ARTICLE VI

Meetings of the Council

Section A: Meetings
The council shall meet according to the schedule to fulfill SSC requirements *(at least 4 times per school year)*. Special meetings of the council may be called by the chairperson or the principal.

Section B: Place of Meetings
The council shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

1. Written public notice (agenda) of all meetings shall be posted at appropriate place accessible to the public, at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:
   The school office, the District Webpage. and through digital school communication
4. All required notices shall be delivered to council and committee members no less than 72 hours of the meeting*, personally, or by mail/ or via e-mail.*

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. Members may attend via technology/phone/etc. A 15 minute window of wait time will be allotted to establish a quorum.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adoption thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

Date of Bylaw most recent revision:
March 14, 2023

Regency Park Elementary School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
Regency Park Elementary School
2024-2025

Regency Park has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent and staff. It was distributed to parents in AERIES Communicator.
The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Regency Park, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at Regency Park Elementary are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered during Conversations with the Principal. Some Title 1 parents are a part of School Site Council, Parent Teacher Association (PTA) and English Learner Advisory Committee. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an Integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home with Weekly School Newsletters sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Wednesday Folders, Parent Conferences, Report Cards,

and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Regency Park Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Tech Night Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Parent Forums, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at Regency Park. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Organization, English Language Advisory Committee parents, Family PBIS Meetings, Family Movie Night, Multicultural Celebration, Trunk or Treat, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

Regency Park Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. Regency Park is a family-friendly school, where parent involvement, input and access is highly valued.

Regency Park Elementary School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
Regency Park Elementary School
2024-2025

Regency Park has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent and staff. It was distributed to parents in AERIES Communicator.
The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

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The parents at Regency Park Elementary are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered during Conversations with the Principal. Some Title 1 parents are a part of School Site Council, Parent Teacher Association (PTA) and English Learner Advisory Committee. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an Integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home with Weekly School Newsletters sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Wednesday Folders, Parent Conferences, Report Cards,

and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Regency Park Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Tech Night Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Parent Forums, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at Regency Park. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Organization, English Language Advisory Committee parents, Family PBIS Meetings, Family Movie Night, Multicultural Celebration, Trunk or Treat, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

Regency Park Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. Regency Park is a family-friendly school, where parent involvement, input and access is highly valued.

Regency Park Elementary School

SCHOOL-PARENT-STUDENT COMPACT 25-26

Regency Park Tk-6 School Staff Pledge:

To help each student meet or exceed the state's high academic standards, Regency Park Staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful homework assignments to reinforce and extend learning (up to 30 minutes for grades 1-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher _____

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my phone and device time and instead study or read every day after school
- Respect the school, classmates, staff and families
- (Phones in backpacks or away during the school day - Board Policy)

Student _____

Regency Park Elementary School

Family/Parent Pledge:

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's phone and device usage
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

Parent/Guardian_____

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Regency Park Elementary School	34765050106450	May 20, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Regency Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Regency Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Regency Park's school plan will continue to support academic achievement through an emphasis on English Language Arts and Math. The Instructional School Leadership Team (ISLT) will continue to work with the administrators and the grade level Professional Learning Committees (PLC). The PLC teams will meet at least twice a month with a focus on the four step model of determining (1) What do we expect our students to learn?, (2) How will we know they are learning?, (3) How will we respond when they don't learn? and (4) How will we respond if they already know it?

To increase student achievement for the 2026-27 school year at Regency Park, we will continue to provide students with interventions and opportunities to expand their learning through project based units of study and critical thinking activities. Reading intervention time (PRIDE time) will continue for 1st--6th grade students and math workshop time will be implemented to support filling mathematical gaps. The Student Support Teacher will help collect and analyze data for flexible grouping and targeted supports.

District funded supports such as academic coaches, will support teachers and students with professional development and planning opportunities. An English Language Learner TOSA and an Academic Intervention Specialist, Bilingual (AISB), will support students learning English by supporting students with interventions and/or supporting teachers with program implementation.

Social Emotional Learning (SEL) will be supported by the the MTSS teacher and/or school counselor. CHAMPS and STOIC systems will be used throughout all classrooms to support classroom management. Positive Behavior Intervention Supports (PBIS) will also be supported by staff and admin to support students across all three tiers of needs. The PBIS team will continue to expand on their training and focus on the implementation of expectations throughout the entire school. A full time counselor (1.0 from the district) will continue to improve the overall school climate by supporting students in small groups, one on one and with whole school activities.

Educational Partner Involvement

How, when, and with whom did Regency Park Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Regency Park Elementary School is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, Regency Park Elementary used a variety of meetings and activities to involve stakeholders in the SPSA process including the discussion and review of goals, district data as well as proposed actions and services. The SPSA data come from the California Dashboard and the District Dashboard.
The following groups were actively involved in the development of the SPSA: School Site Council, English Learner Advisory Council, Teachers, Parents and Students.

Staff meetings where the SPSA Data was discussed
8/13/25, 8/15/25, 8/20/25, 10/15/25, 1/7/26, 2/11/26, 3/4/26, and 4/22/26

12/7/26 Staff and Family Needs Assessment sent out via Google Form

ISLT meetings:
8/20/25 Review data from 24/25 school year
9/3/25
9/24/25 Review Goals
10/15/25
11/12/25 Look at 2026/2027 Funding
12/10/25 Needs Assessment
1/7/26 Staffing priorities

1/21/26 Review Goals-Gather Input
2/11/26
3/4/26 Review and Finalize SPSA Goals
4/15/26
4/29/26
5/27/26 Look at SBAC Data

ELAC meetings:
10/1/25 Training
10/22/25 - Data Review
12/10/25 - Needs Assessment
2/18/26 - SPSA Goals-Gather Input
4/3/26-Finalize SPSA

SSC meetings:
9/3/25 - Passed SPSA due to quorum issue from previous year
9/24/25- SSC Training
10/8/25-Data Review
11/20/25 - Title 1 Evaluation/Needs Assessment
1/28/26 - Staffing Needs
3/18/26-Cancelled
5/20/26 - SPSA Approval

Parent Input
9/4/25 - Title 1 Parent Meeting/ Preview of goals for the 2025-26 school year
12/25-Needs Assessment sent out via Google form throughout the month

PBIS meetings:
7/31/25 - Set up for the school year
9/25/25 - Regular meeting to review PBIS on site
10/23/25 - Regular meeting to discuss PBIS data
12/11/25 - Regular meeting to review PBIS data
1/26/26- Regular meeting to review PBIS data
2/26/26 - Regular meeting to review PBIS data
3/26/26 - Regular meeting to discuss school wide behaviors and rewards

Regency Park stakeholders analyzed data to identify areas of strength and areas of need. This resulted in consensus-driven recommendations:

1) Fund a teacher to assist with student intervention skills
2) Continue to fund extra classified support in classrooms
3) Continue to invest in PBIS/SEL
4) Continue to invest in PLC work
5) Continue to fund software programs to support student learning (IXL and AR)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

All indicators were yellow and green

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA - All student performance was green. African American and Students with Disabilities were two performance levels below in the orange section
Math - All student performance was yellow. There were not any subgroups two or more performance levels below.
Chronic Absenteeism: All student performance was in the yellow. The Hispanic subgroup was two performance levels below in the red section.
Suspension Rate was in the yellow. The African American subgroup was two performance levels below in the red section.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Reading Support - Based on iReady Data from the beginning of the school year until April 2026 63% of students have made their annual typical growth. Three percent reduction from two or more grade levels below, Five percent reduction from two grade levels below. Four percent reduction from one grade level below. Two percent growth from early on grade level and Eleven percent growth from mid or above grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Regency Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.69%	0.91%	0.48%	5	7	3
African American	17.98%	18.55%	18.58%	130	143	115
Asian	23.79%	24.25%	21.81%	172	187	135
Filipino	4.01%	3.63%	3.07%	29	28	19
Hispanic/Latino	23.93%	22.83%	24.88%	173	176	154
Pacific Islander	2.77%	2.46%	1.78%	20	19	11
White	14.94%	13.88%	13.09%	108	107	81
Two or More Races	9.13%	9.86%	11.63%	66	76	72
Not Reported	2.77%	3.63%	4.68%	20	28	29
			Total Enrollment	723	771	619

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			48
Kindergarten	122	86	65
Grade 1	91	100	68
Grade 2	98	97	76
Grade3	110	113	79
Grade 4	112	115	89
Grade 5	101	128	99
Grade 6	89	90	95
Total Enrollment	723	771	619

Conclusions based on this data:

1. TK enrollment has increased to do the expansion of TK.
2. Enrollment has dropped across all grade levels, but the ethnicity distribution remains about the same.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	152	177	112	21.0%	23.0%	18.1%
Fluent English Proficient (FEP)	74	65	51	10.2%	8.4%	8.2%
Reclassified Fluent English Proficient (RFEP)	37	26	56	5.10%	3.40%	8.60%

Conclusions based on this data:

1. The total amount of English Learners has declined.
2. The rate of reclassified students has also declined.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	112	114	77	109	112	75	109	112	75	97.3	98.2	97.4
Grade 4	120	116	95	118	113	94	118	113	94	98.3	97.4	98.9
Grade 5	96	126	97	96	125	96	96	125	96	100.0	99.2	99
Grade 6	88	90	96	85	89	96	85	89	96	96.6	98.9	100
All Grades	416	446	365	408	439	361	408	439	361	98.1	98.4	98.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2417.	2411.	2429.	22.02	19.64	28.00	23.85	24.11	25.33	25.69	21.43	22.67	28.44	34.82	24.00
Grade 4	2473.	2471.	2460.	29.66	29.20	24.47	19.49	23.89	21.28	24.58	16.81	25.53	26.27	30.09	28.72
Grade 5	2513.	2511.	2514.	29.17	28.00	30.21	33.33	26.40	32.29	11.46	20.00	13.54	26.04	25.60	23.96
Grade 6	2499.	2535.	2532.	11.76	21.35	17.71	27.06	33.71	35.42	25.88	23.60	21.88	35.29	21.35	25.00
All Grades	N/A	N/A	N/A	23.77	24.83	24.93	25.49	26.65	28.81	22.06	20.27	20.78	28.68	28.25	25.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.02	10.71	14.67	57.80	66.07	69.33	20.18	23.21	16.00
Grade 4	26.27	25.66	23.40	56.78	53.98	57.45	16.95	20.35	19.15
Grade 5	28.13	23.20	15.63	54.17	58.40	64.58	17.71	18.40	19.79
Grade 6	14.12	24.72	16.67	58.82	52.81	59.38	27.06	22.47	23.96
All Grades	23.04	20.96	17.73	56.86	58.09	62.33	20.10	20.96	19.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.68	17.86	24.00	56.88	45.54	60.00	28.44	36.61	16.00
Grade 4	18.64	17.70	11.70	51.69	51.33	60.64	29.66	30.97	27.66
Grade 5	22.92	26.40	25.00	55.21	49.60	54.17	21.88	24.00	20.83
Grade 6	16.47	13.48	18.75	42.35	59.55	54.17	41.18	26.97	27.08
All Grades	18.14	19.36	19.67	51.96	51.03	57.06	29.90	29.61	23.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.68	13.39	10.67	69.72	73.21	68.00	15.60	13.39	21.33
Grade 4	9.32	13.27	9.57	80.51	68.14	74.47	10.17	18.58	15.96
Grade 5	11.46	15.20	14.58	71.88	68.80	70.83	16.67	16.00	14.58
Grade 6	5.88	12.36	15.63	75.29	74.16	72.92	18.82	13.48	11.46
All Grades	10.54	13.67	12.74	74.51	70.84	71.75	14.95	15.49	15.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.93	14.29	9.33	65.14	65.18	68.00	22.94	20.54	22.67
Grade 4	22.03	21.24	7.45	63.56	64.60	75.53	14.41	14.16	17.02
Grade 5	30.21	25.60	21.88	53.13	59.20	67.71	16.67	15.20	10.42
Grade 6	14.12	23.60	15.63	68.24	62.92	71.88	17.65	13.48	12.50
All Grades	19.61	21.18	13.85	62.50	62.87	70.91	17.89	15.95	15.24

Conclusions based on this data:

1. Reading proficiency has increased.
2. Writing continues to be the weakest strand in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	112	113	77	111	111	75	111	111	75	99.1	98.2	97.4
Grade 4	120	116	95	120	114	93	120	114	93	100.0	98.3	97.9
Grade 5	96	126	97	96	124	96	96	124	96	100.0	98.4	99
Grade 6	87	90	96	85	90	96	85	90	96	97.7	100	100
All Grades	415	445	365	412	439	360	412	439	360	99.3	98.7	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2424.	2428.	2440.	18.02	20.72	21.33	35.14	25.23	29.33	14.41	27.03	24.00	32.43	27.03	25.33
Grade 4	2481.	2473.	2473.	25.00	26.32	25.81	18.33	22.81	21.51	36.67	25.44	27.96	20.00	25.44	24.73
Grade 5	2501.	2502.	2493.	23.96	19.35	23.96	14.58	21.77	18.75	28.13	26.61	25.00	33.33	32.26	32.29
Grade 6	2483.	2519.	2517.	12.94	23.33	17.71	14.12	15.56	22.92	29.41	30.00	25.00	43.53	31.11	34.38
Grade 11															
All Grades	N/A	N/A	N/A	20.39	22.32	22.22	21.12	21.64	22.78	27.18	27.11	25.56	31.31	28.93	29.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.73	29.73	33.33	44.14	45.05	46.67	26.13	25.23	20.00
Grade 4	28.33	32.46	30.11	45.83	41.23	40.86	25.83	26.32	29.03
Grade 5	21.88	19.35	17.71	46.88	49.19	51.04	31.25	31.45	31.25
Grade 6	8.24	20.00	17.71	44.71	51.11	46.88	47.06	28.89	35.42
Grade 11									
All Grades	23.06	25.51	24.17	45.39	46.47	46.39	31.55	28.02	29.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.82	19.82	17.33	45.95	52.25	53.33	34.23	27.93	29.33
Grade 4	22.50	24.56	20.43	48.33	37.72	52.69	29.17	37.72	26.88
Grade 5	16.67	16.94	15.63	57.29	54.84	57.29	26.04	28.23	27.08
Grade 6	7.06	16.67	10.42	44.71	53.33	56.25	48.24	30.00	33.33
All Grades	17.23	19.59	15.83	49.03	49.43	55.00	33.74	30.98	29.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.32	22.52	21.33	69.37	55.86	64.00	15.32	21.62	14.67
Grade 4	21.67	23.68	22.58	63.33	61.40	61.29	15.00	14.91	16.13
Grade 5	16.67	16.94	17.71	62.50	61.29	48.96	20.83	21.77	33.33
Grade 6	7.06	20.00	15.63	65.88	57.78	58.33	27.06	22.22	26.04
All Grades	15.78	20.73	19.17	65.29	59.23	57.78	18.93	20.05	23.06

Conclusions based on this data:

1. About half of the school population is proficient in Math.
2. Problem solving scores increased in the At or Near Standard category.
3. Concepts and procedures remained the same with 29% of students below the standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1413.7	1381.1	1375.1	1415.8	1385.7	1372.9	1408.5	1370.5	1380.4	34	29	14
1	1433.4	1421.7	1418.7	1440.3	1418.0	1412.9	1425.8	1424.9	1423.8	16	22	16
2	1496.1	1441.5	1467.4	1495.7	1427.5	1463.1	1496.1	1454.9	1471.2	29	15	18
3	1475.9	1472.6	1472.7	1471.5	1459.2	1459.2	1479.8	1485.3	1485.7	20	25	15
4	1517.3	1469.2	1501.6	1519.0	1443.0	1485.7	1515.0	1495.1	1516.9	30	22	19
5	1541.6	1518.2	1510.4	1546.4	1507.3	1492.5	1536.4	1528.8	1527.6	19	26	20
6	1499.2	1494.0	1545.5	1484.7	1480.0	1531.3	1513.0	1507.5	1559.2	14	15	17
All Grades										162	154	119

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	3.45	0.00	32.35	24.14	28.57	29.41	37.93	42.86	26.47	34.48	28.57	34	29	14
1	6.25	4.55	0.00	12.50	27.27	25.00	56.25	31.82	37.50	25.00	36.36	37.50	16	22	16
2	27.59	0.00	5.56	37.93	33.33	38.89	24.14	33.33	44.44	10.34	33.33	11.11	29	15	18
3	5.00	12.00	0.00	40.00	24.00	33.33	30.00	32.00	53.33	25.00	32.00	13.33	20	25	15
4	23.33	0.00	10.53	43.33	45.45	42.11	23.33	31.82	36.84	10.00	22.73	10.53	30	22	19
5	26.32	7.69	20.00	42.11	57.69	35.00	26.32	23.08	20.00	5.26	11.54	25.00	19	26	20
6	0.00	6.67	35.29	35.71	33.33	35.29	35.71	33.33	23.53	28.57	26.67	5.88	14	15	17
All Grades	16.05	5.19	10.92	35.80	35.06	34.45	30.25	31.82	36.13	17.90	27.92	18.49	162	154	119

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	3.45	0.00	32.35	20.69	28.57	32.35	44.83	35.71	26.47	31.03	35.71	34	29	14
1	12.50	9.09	0.00	25.00	31.82	18.75	37.50	27.27	43.75	25.00	31.82	37.50	16	22	16
2	44.83	6.67	22.22	31.03	26.67	22.22	20.69	26.67	44.44	3.45	40.00	11.11	29	15	18
3	20.00	12.00	0.00	40.00	24.00	60.00	25.00	28.00	20.00	15.00	36.00	20.00	20	25	15
4	46.67	9.09	21.05	40.00	36.36	57.89	6.67	22.73	10.53	6.67	31.82	10.53	30	22	19
5	47.37	30.77	25.00	47.37	53.85	40.00	0.00	7.69	15.00	5.26	7.69	20.00	19	26	20
6	14.29	20.00	41.18	42.86	33.33	47.06	21.43	20.00	5.88	21.43	26.67	5.88	14	15	17
All Grades	29.01	12.99	16.81	36.42	32.47	39.50	20.37	25.97	24.37	14.20	28.57	19.33	162	154	119

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		3.45	0.00		34.48	21.43		41.38	71.43		20.69	7.14		29	14
1		4.55	0.00		22.73	31.25		45.45	37.50		27.27	31.25		22	16
2		0.00	0.00		40.00	33.33		20.00	61.11		40.00	5.56		15	18
3	*	8.00	0.00	*	20.00	20.00	*	40.00	60.00	*	32.00	20.00	*	25	15
4	*	0.00	0.00	*	45.45	47.37	*	27.27	36.84	*	27.27	15.79	*	22	19
5		7.69	10.00		38.46	40.00		38.46	25.00		15.38	25.00		26	20
6	7.14	0.00	29.41	14.29	33.33	29.41	28.57	20.00	23.53	50.00	46.67	17.65	14	15	17
All Grades	8.64	3.90	5.88	29.63	33.12	32.77	33.95	35.06	43.70	27.78	27.92	17.65	162	154	119

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	6.90	7.14	67.65	65.52	71.43	20.59	27.59	21.43	34	29	14
1	31.25	40.91	18.75	68.75	36.36	62.50	0.00	22.73	18.75	16	22	16
2	37.93	46.67	27.78	58.62	33.33	66.67	3.45	20.00	5.56	29	15	18
3	15.00	20.00	26.67	70.00	60.00	60.00	15.00	20.00	13.33	20	25	15
4	46.67	54.55	42.11	43.33	27.27	42.11	10.00	18.18	15.79	30	22	19
5	47.37	26.92	25.00	47.37	61.54	60.00	5.26	11.54	15.00	19	26	20
6	0.00	13.33	52.94	85.71	60.00	35.29	14.29	26.67	11.76	14	15	17
All Grades	28.40	28.57	29.41	61.11	50.65	56.30	10.49	20.78	14.29	162	154	119

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.71	6.90	0.00	55.88	34.48	57.14	29.41	58.62	42.86	34	29	14
1	6.25	0.00	0.00	43.75	50.00	25.00	50.00	50.00	75.00	16	22	16
2	41.38	0.00	11.11	51.72	33.33	66.67	6.90	66.67	22.22	29	15	18
3	30.00	8.00	0.00	45.00	36.00	60.00	25.00	56.00	40.00	20	25	15
4	53.33	4.55	10.53	36.67	36.36	63.16	10.00	59.09	26.32	30	22	19
5	68.42	34.62	35.00	31.58	42.31	35.00	0.00	23.08	30.00	19	26	20
6	21.43	26.67	58.82	57.14	40.00	29.41	21.43	33.33	11.76	14	15	17
All Grades	34.57	11.69	17.65	46.30	38.96	47.90	19.14	49.35	34.45	162	154	119

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	0.00	0.00	70.59	79.31	85.71	17.65	20.69	14.29	34	29	14
1	12.50	9.09	6.25	62.50	50.00	56.25	25.00	40.91	37.50	16	22	16
2	20.69	0.00	0.00	55.17	73.33	88.89	24.14	26.67	11.11	29	15	18
3	5.00	12.00	6.67	60.00	44.00	40.00	35.00	44.00	53.33	20	25	15
4	13.33	4.55	5.26	63.33	68.18	78.95	23.33	27.27	15.79	30	22	19
5	36.84	19.23	25.00	36.84	50.00	50.00	26.32	30.77	25.00	19	26	20
6	7.14	0.00	41.18	35.71	33.33	29.41	57.14	66.67	29.41	14	15	17
All Grades	15.43	7.14	12.61	57.41	57.79	61.34	27.16	35.06	26.05	162	154	119

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	38.24	27.59	28.57	32.35	44.83	50.00	29.41	27.59	21.43	34	29	14
1	0.00	4.55	6.25	62.50	77.27	56.25	37.50	18.18	37.50	16	22	16
2	24.14	6.67	16.67	62.07	60.00	77.78	13.79	33.33	5.56	29	15	18
3	5.00	4.00	0.00	75.00	76.00	93.33	20.00	20.00	6.67	20	25	15
4	13.33	4.55	0.00	66.67	72.73	89.47	20.00	22.73	10.53	30	22	19
5	15.79	11.54	0.00	63.16	73.08	75.00	21.05	15.38	25.00	19	26	20
6	21.43	26.67	35.29	57.14	46.67	58.82	21.43	26.67	5.88	14	15	17
All Grades	19.14	12.34	11.76	58.02	64.94	72.27	22.84	22.73	15.97	162	154	119

Conclusions based on this data:

1. The total number of EL students dropped by 35 students.

2. The majority of students are performing in the somewhat moderate category.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
619	**71.6%**	**18.1%**	**0.2%**
Total Number of Students enrolled in Regency Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	18.1%
Foster Youth	1	0.2%
Homeless	33	5.3%
Socioeconomically Disadvantaged	443	71.6%
Students with Disabilities	100	16.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	115	18.6%
American Indian	3	0.5%
Asian	135	21.8%
Filipino	19	3.1%
Hispanic	154	24.9%
Two or More Races	72	11.6%
Pacific Islander	11	1.8%
White	81	13.1%

Conclusions based on this data:

1. Enrollment is ethnically diverse with no single majority.

2. English Language Learners and Students with Disabilities represent about 20% of the population.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. All categories are yellow or above.
2. English Language Learner group made significant progress to green.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	2	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Yellow	 No Performance Color
4.2 points above standard	13.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 5.5 points	Increased 18.1 points	2 Students
342 Students	88 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	18.4 points above standard	4.5 points below standard
0 Students	Increased 81.2 points	Increased 5.4 points
	14 Students	261 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
70.2 points below standard	28.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3.6 points	Declined 3.8 points	2 Students
69 Students	67 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
32.4 points above standard	49.2 points above standard	3.4 points above standard
Increased 18.6 points	Increased 25.7 points	Increased 16.7 points
77 Students	14 Students	82 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
0.8 points above standard	Fewer than 11 students - No Data for Privacy	0.7 points below standard
Declined 9.8 points	4 Students	Declined 8.7 points
32 Students		53 Students

Conclusions based on this data:

1. The only subgroups in orange are African American and Students with Disabilities. However the Students with Disabilities subgroup increased by 3.6 points.
2. The Asian population scored in the Blue. with an increase of 18.6 points.
3. English Learner subgroup increased by 18.1 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	5	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
15.9 points below standard	35.1 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	Maintained -1.9 points	2 Students
343 Students	90 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	9 points below standard	25.7 points below standard
0 Students	Increased 55.8 points	Increased 4.3 points
	14 Students	262 Students

Students with Disabilities	African American	American Indian
 Yellow	 Yellow	 No Performance Color
78.4 points below standard	34.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3.6 points	Increased 7.5 points	2 Students
69 Students	67 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
2.6 points above standard	23.6 points above standard	27.2 points below standard
Maintained 0.9 points	Maintained 0.8 points	Increased 7.6 points
79 Students	14 Students	81 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
32.7 points below standard	Fewer than 11 students - No Data for Privacy	3 points below standard
Declined 16.6 points	4 Students	Maintained -1.8 points
32 Students		53 Students

Conclusions based on this data:

1. EL and two or more races subgroups declined to orange all other groups maintained or increased.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
56.4 science points	46.4 science points	0 Students
Maintained 1.9 points	Declined 4.6 points	
91 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	52.9 science points
	5 Students	Maintained -0.1 points
		72 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
35.9 science points	47.6 science points	0 Students
Declined 3.6 points	Declined 3.2 points	
20 Students	19 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
54.6 science points	Fewer than 11 students - No Data for Privacy	57.3 science points
Declined 4.6 points	6 Students	Increased 7 points
24 Students		23 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
8 Students		9 Students

Conclusions based on this data:

1. All students are in green. There are not any significant subgroups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	No Performance Color
53.6 making progress.	making progress.
Number Students: 97 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
11.3%	35.1%	0%	53.6%

Conclusions based on this data:

1. Growth was made and over half of the subgroup is making progress.
2. Eleven percent did drop one level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

2. Courses are at the high school level, therefore our students don't take them.

3. a-g are high school requirements, not elementary school requirements.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
16.9% Chronically Absent	11.1% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.1	Declined 1.7	2 Students
651 Students	126 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	23.7% Chronically Absent	20.8% Chronically Absent
2 Students	Declined 7.8	Declined 3.3
	38 Students	476 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
21.7% Chronically Absent	15.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 0.6	Declined 10.7	3 Students
115 Students	121 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
15.9% Chronically Absent	15.8% Chronically Absent	20.9% Chronically Absent
Increased 6.5	Declined 2.7	Increased 1.2
145 Students	19 Students	163 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
17.8% Chronically Absent	16.7% Chronically Absent	11.1% Chronically Absent
Declined 12.8	Declined 9.6	Declined 5.1
107 Students	12 Students	81 Students

Conclusions based on this data:

1. Only one group is in red from four the previous year. The red group is the Hispanic group.
2. The Asian subgroup also increased

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Regency Park Elementary is a Transitional Kindergarten through Sixth Grade school.
2. a-g are high school requirements, not elementary school.
3. Graduation occurs at the high school level.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Green	 No Performance Color
3% suspended at least one day	0.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0.1%	Declined 0.3%	2 Students
667 Students	127 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Orange
Fewer than 11 students - No Data for Privacy	2.6% suspended at least one day	3.3% suspended at least one day
3 Students	Declined 1.7%	Maintained -0.1%
	38 Students	488 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
5.9% suspended at least one day	6.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.5%	Increased 1.7%	3 Students
118 Students	124 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Green
2% suspended at least one day	0% suspended at least one day	1.2% suspended at least one day
Increased 1.5%	Maintained 0%	Declined 2.1%
148 Students	19 Students	167 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
4.5% suspended at least one day	0% suspended at least one day	2.4% suspended at least one day
Declined 0.5%	Declined 5.3%	Increased 1.5%
111 Students	13 Students	82 Students

Conclusions based on this data:

1. Students with Disabilities, White, Asian and African American subgroups had an increase in suspesnsion rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement & Decrease Disproportionalities
By June of 2027, 75% of Kindergarten -2nd grade students will make their annual typical stretch growth in IReady and students in grades 3-6 will increase CAASPP performance by 5% in ELA and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California School Dashboard from the 2025 - Academic Indicators: ELA - Green, 4.2 points above standard and 5.5 point increase. Math - Yellow, 15.9 points below. EL progress-Green with a 53.6% making progress and a 25.4% increase.

Math Dashboard: Groups in Orange-English Learners and Two or More Races; Groups in Yellow-African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White; Groups in Green-Asian
ELA Dashboard: Groups in Orange- African American and Students with Disabilities; Groups in Yellow- English Learners, Two or More Races, and White. Groups in Green-Hispanic, Socioeconomically Disavantaged
English Learners represent 21% of the student population with 51.2% making progress.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten iReady end-of-the-year proficiency	25/26 initial diagnostic 42% on or above grade level, 2nd Diagnostic 54% at or above grade level	26/27 85% by end of the year
Percentage of students proficient on CAASP in ELA and Math will increase by 5%	24/25 CAASPP ELA 53.74% 24/25 CAASPP Math 45%	59% 50%
District benchmarks in ELA and Math will show an increase of 3% or more	ELA Tri 1 54.7% Tri 2 50.3% Math Tri 1 66.7% Tri 2 59.2%	26/27 ELA Tri 1 58% Tri 2 54% Math Tri 1 70% Tri 2 62%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1	All Students	126561 Title I Basic

	SST will support small group instruction in Reading. SST will also support teachers to develop and track interventions.		1000-1999: Certificated Personnel Salaries 1.1 Teacher salary Title I Basic 3000-3999: Employee Benefits 1.1 Benefits

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Student Support Teacher supported small group instruction during PRIDE time. She also supported teachers with tracking and implementing interventions and recording data.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The cost of the Student Support Teacher increased and more of the Title 1 funds needed to be allocated to cover the salary and benefits for the position. An addendum was needed at the first School Site Council meeting of the 25/26 school year to make the adjustment. The position was split funded with the 7/8 charter program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All Basic Title 1 funds have been allocated to the Student Support Teacher for the 26/27 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

No Goal 2

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve School Culture and Climate
No Goal 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement and Outreach

Goal 4 By June of 2027 parent participation with volunteering at events both during the school day and outside of the school day will increase by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent engagement is vital for student success within the school. Many events are led and supported by staff. Needs assessment data shows that there is an interest in seeing more parents involved both inside and outside of the school day.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers to make personal contact with families and establish positive communication.	90%	100%
Establish family events that improve the connections between families and staff.	50 percent of families participate	60% of families participate
TKK orientations will occur before school starts	100% of TK/K students receive	100% of TK/K students receive
Parent/Teacher Conference attendance	85%	95%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Family Events. At one of the family events, the district Farmer's Market will be invited.	All Students	2000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

4.2	4.2 Opportunities to Participate: Staff will continue to seek opportunities for participation of families in the school experience and activities including, but not limited to: Back to School Night, Awards Ceremonies, Holiday or themed events, etc. Provide materials and supplies as needed, paper to duplicate flyers, etc.	All Students	Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4.2 Information Nights
4.3	4.3 Provide light refreshments, including water, for families at parent involvement activities.	All Students	401 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4.3 Light refreshments/Snacks
4.4	4.4 TK/K teachers will provide an orientation event before school starts. Teachers will be paid extra for their attendance and preparation	Tk/Kinder Students	1061 Title I Parent and Family Engagement 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Weekly communication from the office (130+ School Posts) and classrooms (500+ class posts) have improved communication with families.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The school planned three school-wide events. Two were very successful. Trunk or Treat and the Multicultural Fun Run/Farmers market. Work will continue to improve the third event, which was a literacy event.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Counselor has worked with district departments to plan extra trainings/events for families, including attendance, positive parenting, and a multicultural festival.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment
No Goal for 2025-26 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$130,023
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,023.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Basic	$126,561.00
Title I Parent and Family Engagement	$3,462.00

Subtotal of additional federal funds included for this school: $130,023.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $130,023.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	126,561.00
Title I Parent and Family Engagement	3,462.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	127,622.00
4000-4999: Materials and Supplies	2,401.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	126,561.00
1000-1999: Certificated Personnel Salaries	Title I Parent and Family Engagement	1,061.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	2,401.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,561.00
Goal 4	3,462.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Melissa Rossavick	Principal
Frances Swanson	Classroom Teacher
Tatyaba Dzyubak	Classroom Teacher
Sherry Kobane	Classroom Teacher
Leanne Bargas	Other School Staff
Shaleah Newman	Parent or Community Member
Ryan Combs	Parent or Community Member
Tiffany McPherson	Parent or Community Member
Emily Waite	Parent or Community Member
Clark Rasco	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Melissa Rossavick on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: "Off and Away"

"Off and away" means:

- Device is powered off, on silent, or in "Do Not Disturb" mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
    - Before school
    - Instructional time
    - Recess
    - Lunch
- No student use is permitted during the school day unless:
    - Explicitly authorized by staff for instructional purposes
    - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
    - Passing periods
    - Lunch
- Use is permitted only:
    - With staff authorization for instructional purposes
    - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
    - Before school
    - Passing periods
    - During lunch
- Teachers may authorize use for instructional purposes when:
    - Clearly aligned to instructional objectives
    - Structured and time-bound
    - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
    - Authorized by the teacher
    - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
    - Storage
    - Documentation
    - Logging devices in and out
    - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.

Regency Park Elementary School Site Council Bylaws

Approved March 14, 2023

ARTICLE I

Duties of the School Site Council:

The School Site Council, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

Regency Park Elementary School Site Council Bylaws

ARTICLE II

Members

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✔ Principal/Designee
- ✔ Classroom teachers
- ✔ "Other" school staff members (non classroom teaching staff)
- ✔ Parents or community members
- ✔ Students (secondary)

The school principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

Section B: Term of Office

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic votes/ballots shall be permitted.**

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson. A vacancy shall exist if a member has missed three consecutive without prior notification to the chairperson or the school principal.

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.

Section F: Vacancy
Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.
- The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in *August/September or as soon as permissible*:
  - Nominations and elections are conducted by the certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

  -A ballot will be used that includes a write in option.

- "Other" staff elections will be held in *August/September or as soon as permissible*.

  -The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.

  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

  -A ballot will be used that includes a write in option.

- Parent/Community Member representative elections will be conducted in *September or as soon as permissible*.
  - Nominations and elections will be conducted by the *school office staff*.

- Nominations will be accepted through the first *week of September or as soon as permissible*.

- Announcement of the nominations will be provided in August/September through digital school communication and website. - Nominations will be accepted through mid September.

- A ballot will be used with a write in option.

-If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results.

All election ballots and result records will be maintained at the school site for a period of three (3) years.

ARTICLE IV

Officers

Section A: Officers
The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign ins of all meetings of the council.

- Keep a register of names, email addresses and telephone numbers of each member of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

ARTICLE V

Committees

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee*. No sub-committee may exercise the authority of the council.

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

Section C: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology/phone/etc.

Regency Park Elementary School Site Council Bylaws

ARTICLE VI

Meetings of the Council

Section A: Meetings
The council shall meet according to the schedule to fulfill SSC requirements *(at least 4 times per school year)*. Special meetings of the council may be called by the chairperson or the principal.

Section B: Place of Meetings
The council shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

1. Written public notice (agenda) of all meetings shall be posted at appropriate place accessible to the public, at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:
   The school office, the District Webpage. and through digital school communication
4. All required notices shall be delivered to council and committee members no less than 72 hours of the meeting*, personally, or by mail/ or via e-mail.*

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. Members may attend via technology/phone/etc. A 15 minute window of wait time will be allotted to establish a quorum.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adoption thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Regency Park Elementary School Site Council Bylaws

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

Date of Bylaw most recent revision:
March 14, 2023

Regency Park Elementary School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
Regency Park Elementary School
2026-2027

Regency Park has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent and staff. It was distributed to parents in AERIES Communicator.
The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Regency Park, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at Regency Park Elementary are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered during Conversations with the Principal. Some Title 1 parents are a part of School Site Council, Parent Teacher Association (PTA) and English Learner Advisory Committee. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an Integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home with Weekly School Newsletters sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Wednesday Folders, Parent Conferences, Report Cards,

and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Regency Park Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Tech Night Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Parent Forums, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at Regency Park. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Organization, English Language Advisory Committee parents, Family PBIS Meetings, Family Movie Night, Multicultural Celebration, Trunk or Treat, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

Regency Park Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. Regency Park is a family-friendly school, where parent involvement, input and access is highly valued.

Regency Park Elementary School

SCHOOL-PARENT-STUDENT COMPACT 26-27

Regency Park Tk-6 School Staff Pledge:

To help each student meet or exceed the state's high academic standards, Regency Park Staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful homework assignments to reinforce and extend learning (up to 30 minutes for grades 1-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher _____

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my phone and device time and instead study or read every day after school
- Respect the school, classmates, staff and families
- (Phones in backpacks or away during the school day - Board Policy)

Student _____

Regency Park Elementary School

Family/Parent Pledge:

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's phone and device usage
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

Parent/Guardian_____

School Year: **2026-27**

2026-27 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Regency Park Elementary School	34765050106450	11/19/26	

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SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
By June of 2027, 75% of Kindergarten -2nd grade students will make their annual typical stretch growth in IReady and students in grades 3-6 will increase CAASPP performance by 5% in ELA and Math.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.1 SST will support small group instruction in Reading. SST will also support teachers to develop and track interventions.	1000-1999: 3000-3999:	Title I Basic Title I Basic	126561	1000-1999:	Title I Basic	5698	132259
1.2 Software will be purchased to support ELA and Math academic interventions.	None Specified			5000-5999: Services	Title I Basic	9741	9741

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
No Goal 2

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
No Goal 3

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Goal 4 By June of 2027 parent participation with volunteering at events both during the school day and outside of the school day will increase by 5%.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
4.1 Family Events. At one of the family events, the district Farmer's Market will be invited.	4000-4999:	Title I Parent and	2000				
4.2 Opportunities to Participate: Staff will continue to seek opportunities for participation of families in the school experience and activities including, but not limited to: Back to School Night, Awards Ceremonies, Holiday or themed events, etc. Provide materials and supplies as needed, paper to duplicate flyers, etc.	4000-4999:	Title I Parent and					
4.3 Provide light refreshments, including water, for families at	4000-4999:	Title I Parent and	401				

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
parent involvement activities.							
4.4 TK/K teachers will provide an orientation event before school starts. Teachers will be paid extra for their attendance and preparation	1000-1999:	Title I Parent and	1061	1000-1999:	Title I Parent and	18	1097

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement
No Goal for 2025-26 school year.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	126,561.00
Title I Parent and Family Engagement	3,462.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	15,439.00
Title I Parent and Family Engagement	18.00

New Total

Funding Source	Amount
	142,000
	3,480

Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	126,561.00	Goal 1	15,439.00
Goal 4	3,462.00	Goal 4	18.00