

# Railway School of Math, Science, and Technology

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Railway School of Math, Science, and Technology
<b>Street</b>	555 Alpine Dr.
<b>City, State, Zip</b>	Perris, CA 92570
<b>Phone Number</b>	(951) 943-3259
<b>Principal</b>	Jennifer Hunter
<b>Email Address</b>	jennifer.hunter@perrisesd.org
<b>School Website</b>	<a href="https://www.perrisesd.org/o/railway">https://www.perrisesd.org/o/railway</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	33671990110577

### 2024-25 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Bruce Bivins
<b>Email Address</b>	ksolorzano@perrisesd.org
<b>District Website</b>	www.perrisesd.org

### 2024-25 School Description and Mission Statement

Railway School of Math, Science, and Technology is a Kindergarten - 6th grade school.

Our mission is "to empower all students, families, and community to go above and beyond through math, science, and technology, in order to prepare them for college/career readiness in a global technological society". Our goal is to develop positive relationships with every child as we prepare them to be future ready, college bound scholars that thrive! Railway is committed to ensuring successful and rigorous school programs, family involvement, and community partnership, and engaging instruction that integrates Math, Science and Technology across the curriculum.

## 2024-25 School Description and Mission Statement

Railway's vision statement is to

1. Be known in the community as a school where all students want to be
2. Mastery and constant use of technology
3. Introduction and integration of all sciences with depth and complexity
4. Rigor in all academic areas throughout the grade levels
5. Students think like scientists or mathematicians
6. Physical evidence of students learning science and math
7. PLC's sharing ideas and strategies
8. Training/Involvement of parents to share in child's education

As a staff, our mission and vision statement are reviewed periodically during staff meetings to ensure our focus is aligned to the goals of our school. During family workshops, SSC, ELAC, and AAPAC parents are informed as to how our programs support the mission and vision of Railway.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	103
Grade 2	113
Grade 3	102
Grade 4	106
Grade 5	104
Grade 6	103
<b>Total Enrollment</b>	<b>727</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.4
Black or African American	2.3
Hispanic or Latino	92.3
Two or More Races	0.6
White	2.5
English Learners	45.9
Foster Youth	0.6
Homeless	1.2
Socioeconomically Disadvantaged	84.9
Students with Disabilities	11.6

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.00	97.30	252.60	95.94	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.76	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	2.70	7.70	2.92	18854.30	6.86
<b>Total Teaching Positions</b>	37.00	100.00	263.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.00	96.00	252.70	94.51	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.33	2.00	0.75	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.10	0.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.12	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	2.67	7.50	2.80	15831.90	5.67
<b>Total Teaching Positions</b>	37.50	100.00	267.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35	93.15	244.60	92.87	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.74	3.00	1.14	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.50	2.47	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	2.74	4.20	1.62	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0	1.37	5.00	1.90	14303.80	5.15
<b>Total Teaching Positions</b>	35	100.00	263.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	1
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Williams Act legislation requires that there should be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

**Year and month in which the data were collected** September 12, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill California Wonders (Adopted in 2016) Kinder-6th	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th	Yes	0
<b>Science</b>	Twig Education: Twig Science (Adopted in 2022) Kinder-6th	Yes	0
<b>History-Social Science</b>	Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-6th	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Railway was built in 2006. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**Year and month of the most recent FIT report** 11/16/2024 - 11/20/2024

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Boys RR L: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) Girls RR L: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) Office: 4: (D) Ceiling tiles have holes or stains 7: 1 light cover diffuser missing Room 103: 4: (D) Ceiling tiles have holes or stains Room K2: 4: (D) Carpet is torn
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Library: 7: 3 light cover diffusers are missing MPR: 7: 2 light ballasts are out Office: 4: (D) Ceiling tiles have holes or stains 7: 1 light cover diffuser missing Room 208: 7: 1 light ballast out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	25	31	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	18	17	19	19	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	440	437	99.32	0.68	25.17
Female	213	211	99.06	0.94	24.64
Male	227	226	99.56	0.44	25.66
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	407	406	99.75	0.25	24.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	27.27
White	--	--	--	--	--
English Learners	190	190	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	394	392	99.49	0.51	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	3.39

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	440	437	99.32	0.68	17.16
<b>Female</b>	213	211	99.06	0.94	10.43
<b>Male</b>	227	226	99.56	0.44	23.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	11	10	90.91	9.09	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	407	406	99.75	0.25	17.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	11	91.67	8.33	18.18
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	190	190	100.00	0.00	7.37
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	394	392	99.49	0.51	16.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	59	98.33	1.67	5.08

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	24.30	17.54	13.62	13.99	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	114	114	100.00	0.00	17.54
<b>Female</b>	57	57	100.00	0.00	12.28
<b>Male</b>	57	57	100.00	0.00	22.81
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	107	107	100.00	0.00	16.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	58	58	100.00	0.00	5.17
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	105	100.00	0.00	18.10
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	6.67

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Railway prides itself with its partnership with parents. Parents have multiple opportunities to be involved in school activities and in their child's education. We have a School Site Council where parents are invited to attend to provide input and perspective regarding our school programs. Our English Language Advisory Committee (ELAC) meets to discuss strategies to support our English Learners on reaching English language proficiency. A school site council representative and ELAC representative is present at each meeting to bring forth suggestions and ideas from parents. We also hold monthly African American Parent Advisory Committee meetings. We hold regularly scheduled family events in the evening. We offer parent workshops that can help parents support their students at home. These workshops can include PBIS, AVID Strategies, Writing, Math, or supporting their students Social Emotional development. We hold multiple family opportunities for families to learn along side our students at our Trimester STEM showcases, Reading Rocket Boosters, Math Family Game Night, Trunk or Treat, Frosty Fest and our end of the year Carnival.

Parents are encouraged to volunteer in any capacity. This can include supporting in the classroom as a volunteer, assisting the school with logistical tasks, and chaperoning educational study trips. Parents are informed of events through school flyers, Thrillshare, social media and an automated phone calls, emails, and text messages. For more information on how to get involved please call our front office at 951-943-3259.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	821	799	268	33.5
Female	398	386	123	31.9
Male	423	413	145	35.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	28	23	17	73.9
Filipino	--	--	--	--
Hispanic or Latino	746	731	235	32.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	18	3	16.7
English Learners	381	377	105	27.9
Foster Youth	--	--	--	--
Homeless	23	21	2	9.5
Socioeconomically Disadvantaged	708	690	240	34.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	114	108	44	40.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.65	1.63	1.83	2.27	2.1	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83	0.00
Female	0.75	0.00
Male	2.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.05	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Railway Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure



## 2024-25 School Safety Plan

from school, sexual harassment policy, and dress code policy.

Additionally, Staff monitors the school grounds before and after school, at recesses, and at lunchtime. Teachers and staff regularly model, teach, and review the expectations for behavior. Railway is a fully fenced, closed campus. Visitors must enter the school through the main office. All visitors must present a valid I.D. which is scanned into the Raptor System. This system improves school safety by verifying that all persons entering campus are authorized to do so. Once the I.D. is scanned it is compared to the national registered sex offender databases. Once a visitor is cleared, a badge with the visitor's picture, time, destination, and date is printed. This provides awareness among all staff and ensures security throughout campus. Additionally, in cases of emergency, fire or earthquake, the Raptor System generates a report of visitors who were on campus.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice fire drills monthly as well as earthquake duck and cover and lockdown drills periodically throughout the year. We hold trainings for staff on emergency preparedness annually. We share the plan with all staff during a school wide staff meeting. Parent input is solicited during our School Site Council and ELAC meetings. Railway Elementary's most recent school safety plan was reviewed, updated, and approved by the school safety committee on December 18, 2024 and discussed with school staff.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	5	
1	17	5		
2	26		4	1
3	22		5	
4	29		4	
5	26		4	
6	26		4	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	6	
1	23	1	4	
2	19	1	4	
3	28		4	1
4	28		4	
5	25		4	
6	31		3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	21	1	4	
2	19	1	5	
3	25	1	3	1
4	27		4	
5	26		4	
6	26		4	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	677

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	.111
<b>Library Media Services Staff (Paraprofessional)</b>	.75
<b>Psychologist</b>	.5
<b>Social Worker</b>	.111
<b>Nurse</b>	.200
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	15467	5100	10367	104411
<b>District</b>	N/A	N/A	11483	\$107,828
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.2	-3.2
<b>State</b>	N/A	N/A	\$10,771	\$94,129
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.8	10.4

## Fiscal Year 2023-24 Types of Services Funded

Our school is proud to offer a variety of programs and services that prioritize academic excellence, social-emotional wellbeing, and leadership development for our students. Through our partnership with RCOE and our designation as a STEM Excellence school by Carnegie, we are committed to fostering innovation and critical thinking. Our AVID program promotes college and career readiness, ensuring students are prepared for future success.

To support the wellbeing of our students and staff, we have a full-time counselor and two full-time staff members on special assignment who use data from Sown to Grow and Panorama to address social-emotional wellbeing, social skills, peer relationships, and proactive strategies. They also play a key role in implementing restorative practices across our campus. Additionally, our part-time TOSA leads the implementation of Zen spaces, providing calming environments for students, and facilitates the Rocket Rangers program, which creates leadership opportunities for students. She also provides proactive strategies and classroom management training for teachers.

Our after-school enrichment programs include Elevo, Robotics, Soccer, targeted intervention tutoring for specific student populations, and dedicated tutoring for English learners new to our school. These programs enhance student engagement and

## Fiscal Year 2023-24 Types of Services Funded

provide additional learning opportunities outside the classroom.

To support instructional excellence, our academic coach leads the implementation of targeted instructional strategies and STEM competencies such as collaboration, communication, critical thinking, leadership, innovation, and problem-solving. They also provide data-driven professional development throughout the year, aligned with our academic goals. This year, we are excited to integrate STEAM through art into our curriculum.

Finally, our school maintains a strong focus on college and career readiness. Each class adopts a college, and our annual College and Career Day brings STEM leaders to our campus, representing diverse backgrounds and inspiring our students to lead through STEM. These initiatives ensure that all students are equipped with the skills and confidence to succeed in their academic and personal lives.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,329	\$57,839
<b>Mid-Range Teacher Salary</b>	\$104,696	\$90,040
<b>Highest Teacher Salary</b>	\$135,215	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$155,244	\$144,639
<b>Average Principal Salary (Middle)</b>	\$0	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$300,575	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	36%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

At Railway Elementary, we prioritize ongoing professional development to enhance student success in ELA, Math, Science, and ELPAC performance. Our approach includes job-embedded professional development grounded in research-based best practices, tailored to support our diverse student populations, including English Learners. In addition to having a dedicated academic coach, we leverage a trainer-of-trainers model, drawing on the expertise of our staff to implement initiatives like the Science of Reading and Thinking Maps. We are also providing professional development for Building Thinking Classrooms and Counting Collections to foster critical thinking and student ownership. Each of these skills supports students' ability to collaborate, communicate, problem-solve, think critically, leading, and innovating.

As an AVID Elementary site, we actively participate in the AVID Summer Institute and other conferences, with staff attending and presenting at events such as the Equity in Excellence Conference, California Math Conference, and the STEAM Symposium. Additionally, our trimester STEM Showcases provide opportunities to build capacity and network with other STEM educators, furthering innovation and excellence in STEM education.

Beyond academics, we are committed to fostering social-emotional learning and student well-being. Our staff have received training in restorative practices and implement tools like Zen Zones, Second Step lessons, and Sown to Grow to support student growth. Collaboration is integral to our work, with weekly 2x2 sessions for grade-level teams to partner with the academic coach on specific goals, as well as coaching cycles to refine instructional practices. New teachers are supported through the New Teacher Induction Program, ensuring they have guidance and resources throughout their first year. Together,

## Professional Development

these efforts reflect our dedication to continuous improvement and the success of every student.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10-15	10-15	10-15