School Year: 2024-25

RAILWAY ELEMENTARY SCHOOL
ROCKETS

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Railway School of Math, Science, and Technology	33671990110577	December 18, 2024	January 23, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

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

When deciding on the use of federal funds the principal meets with the School Site Council, English Language Learner Advisory Committee, and MTSS Academic Team members throughout the year to discuss and analyze data (student, assessment, and survey), district and site programs, site priorities, and budget. These meetings ensure planning for the following year and include alignment among school staff, parents, and the use of federal funds.

Examples of alignment include our two district-wide PD days and a weekly early release day. The two days and early release days are paid out of general funds. Federal funds were used to cover additional professional development days in July and August as well as after-school PD throughout this year. Title III (organized and facilitated through the district) will be used to provide supplemental English Learner focus after school PDs tied to the general fund PD Days and above the Title I

professional development. The Academic Coach funded out of Title I funds follows up with site-based professional development coaching that supports essential standards planning in ELA, math, and ELD.

Another example of alignment includes our Multi-Tiered System of Support. Counselors, materials, and supplies necessary to implement the counseling program are funded out of LCFF to support the behavior and social-emotional aspects of MTSS. Intervention Specialists, materials, and supplies necessary to implement this program are funded out of ESSER funds to support the academic aspect of MTSS. Supplemental collaboration and professional development around our MTSS model as it pertains to our Units of Study are funded out of LCFF. The professional development contracts for these trainings are funded out of Title II.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Railway School provides opportunities for educational partners to provide input and to evaluate the school program by providing surveys to educational partners. Railway School surveys include but are not limited to the following:

Annual Parent Title I Survey
Panorama Survey

Railway's annual Title I Parent Survey Results: 63 parents completed

84% of parents signed the school/parent/student compact
81% of parents stated that they fulfilled the responsibilities of the compact
67.7% of parents shared that parent trainings have supported their students with at home learning
81% of our parents stated that communication is effective
88% of parents participated in Back to School Night
91% of parents participated in Open House

Panorama Survey Data

91% of our 3rd-5th grade students reported that they have supportive relationships at the school.
54% of our 3rd-5th grade students reported that they have challenging feelings.
85% of our 6th grade students reported that they have supportive relationships at the school.
60% of our 6th grade students reported that they have challenging feelings.

In 22/23, Railway became eligible for Additional Targeted Support and Improvement (ATSI) based on the data for Students with Disabilities and Homeless students. Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. The school will take steps to target these areas of need by monitoring attendance and having staff reach out the parents/families of these students to provide resources and support. The school counselor will also provide the opportunity for an attendance group to equip students with habits and strategies to improve their school attendance. The school will continue to ensure social/emotional guidance lessons are occurring in all classrooms consistently and with fidelity. In addition, students whose report card data indicates a need for support, smaller group lessons will be offered via group or individual counseling by the school counselor Student Support Provider.

The Principal worked with the site leadership team and performed a root cause analysis in order to better support our homeless students and students with disabilities. During this process the team came up with the following problem statements:
57.7% of students with disabilities are chronically absent
58.1% of homeless students are chronically absent
Students with disabilities are performing significantly lower in both ELA and Math than other student groups.

In determining the root cause of this problem, the team determined that the cause with the most impact on these problems is a schoolwide sense of responsibility for the academic success of our students with disabilities and connection to school and staff.
We will continue our efforts in these areas throughout the 2023-2024 school year with the focus on support for these student groups through our counseling program, attendance programs and staff development.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year, the site principal conducts classroom walkthroughs on average of twice per week with the Assistant Principal conducting them on average once per week. Walkthroughs focus on the instructional focus areas of Direct Instruction, Student Engagement, and Rigor, Relevance and Relationships. Feedback is given to the teacher in a timely manner. The types of classroom observations are:
1. Informal - The site administrators informally walk through all classrooms (general education, special education) to observe instructional practices and the learning environments.
2. Formal - The site administrators conduct two formal observations for specified teachers, one in ELA and the other in Math (general and special education).

This academic year, (24-25) there is a need for additional professional development focused on our students with disabilities, English learners and homeless students as these are the student groups that qualified our school for ATSI.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Railway utilizes CAASPP, ELPAC and District benchmarks to ensure data driven decisions are made to guide program planning and to modify instruction as needed in order to promote content master of California Standards for all students. A thorough analysis of data determines the area of instructional focus for academic achievement. Teachers use grade level common assessments to make instructional decisions. Grade levels have determined essential standards that all students will demonstrate proficiency in, including all student groups. There continues to be a need for an Academic Coach to support teachers in analyzing data, adjusting classroom instruction and identifying strategies to improve student progress.

CAASPP Data In the 2022/23 School year:
27% of students in grades 3-6 met or exceeded standards in ELA
18% of students in grades 3-6 met or exceeded standards in Math

English Language Arts: Distance from Standard (dfs)

ALL: ORANGE -60.8 dfs declined by -8.3 dfs
English Learners: ORANGE 65.3 declined by -10.5 dfs
SED: ORANGE -62.2 declined by-9.5 dfs
SWD: RED -133.6 dfs declined by -1 dfs
Hispanic: ORANGE -62.7 dfs declined by -10.4 dfs
White: -40.6 declined by -6.1 dfs- - not a specific student population

Reading Literary Text IAB
43 students were above standard in grades 3rd-6th

164 student were nearly met standard on the Reading Literary Texts IAB in grades 3rd-6th

Listen/Interpret FIAB
44 students were above standards in grades 3rd-6th

213 students were nearly met standards in grades 3rd-6th

Research IAB
61 students were above standards in grades 3rd-6th

165 students were nearly met standards in grades 3rd-6th

Math:

ALL: ORANGE -74 dfs declined by -.7 dfs
English Learners: ORANGE -77.8 declined by -3.1 dfs
SED: ORANGE -75.7 declined by -1.1 dfs
SWD: RED -137.8 dfs maintained 2.8 pts
Hispanic: ORANGE -73.6 dfs declined by -.6 dfs
White: -95.4 declined by -11.7 dfs not a specific student population

3rd Grade Operations and Algebraic Thinking IAB

6 students above grade level

35 near grade level

3rd Grade Four Operations: Interpret, Represent, Solve (FIAB)

9 students above standard
28 student near standard

4th Grade Operations and Algebraic Thinking IAB

2 students above standard
38 student near standard

4th Grade Number and Operations Fractions (IAB)

3 students above standard
36 students near standard

5th Grade Numbers and Operations-Fractions (IAB)

4 students above standards
33 students near standards

5th Grade Numbers and Operations in Base Ten
19 students above standards
40 students near standard

6th Grade The Number System IAB

2 students above standards
28 students near standards

6th Grade Expressions and Equations

5 students above standard
33 students near standard

Suspension:

ALL: YELLOW 1.6
English Learners: GREEN 1%
Homeless: BLUE 0%
SED: YELLOW 1.7%
SWD: GREEN 2.6% declined by -1.8%
African American (27 students): 3.7 increased by 3.7 - not a specific student population
Hispanic: ORANGE 1.6 %
White (26): 0% decline by 7.1% - not a specific student population

Attendance:

ALL: YELLOW 40.1% decreased by 7%

English Learners: YELLOW 35.9% declined by 6.5%
Foster Youth (13): 30.8%
Homeless: ORANGE 40% declined by 18.1%
SED: YELLOW 41.2% declined by 6.1%
SWD: ORANGE 45.5% declined by 12.1%
African American (21 students) : 61.9% increased by 9.5% - not a specific student population
Hispanic: YELLOW 39.5% declined by 6.5%
White (25): 44% decline by 24% - not a specific student population

Chronically Absent (22-23 47.1%)
Kinder
35.40%
1st
23.50%
2nd
18.60%
3rd
29.70%
4th
23.60%
5th
14.20%
6th
16.70%
EL
20.6% (335)
42.4% (408)
SWD
26.2% (88)
57.7% (111)
SED
27.8 (144)
47.3% (744)
Homeless
38.5% (13)
58.1% (31)

Grade level teams will continue to analyze CAASPP, IAB and ICA data to target specific areas of need. There continues to be a need to support grade level teams on data analysis and determining learning targets for students. As a leadership

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lesson Plans are written using district Units of Study and assessment data in order to provide strategies for best first instruction and to re-teach students the essential common core standards. During Targeted Intervention students are provided with modified instruction in order to meet these essential standards. Teachers are provided time to meet in grade level Professional Learning Communities and analyze assessment results and plan lessons based on those results. Teachers also create formative, as well as short cycle assessments to develop SMART goals and monitor student progress and achievement. Students are then assessed several times throughout the year to monitor progress towards meeting the California State Standards. In addition, teachers use ELPAC assessment results to place students into ELD instruction groups and to annually monitor student progress toward English proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Railway Elementary continue to meet the requirements for highly qualified teachers who are fully credentialed. The district has a staffing plan in place to ensure that we continue to provide students with teachers who meet the highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Railway Elementary School teachers have been trained in the California State Standards and the implementation of the district created units of study. Teachers have received training in Universal Design strategies, to support instruction for English Learners. Additionally, Railway Elementary teachers have SBE-adopted instructional materials in Language Arts, Mathematics, Social Studies, Science, and English Language Development. In recent years, all teachers have received Language Arts and Mathematics training in the implementation and use the SBE-adopted materials. In addition, teachers across the district have been provided professional development focused on Multi-tiered systems of supports with Mike Mattos, as well as training focused on Essential Standards in ELA. Our staff has engaged in professional development throughout the year on alignment of standards to the state assessments. Additionally, our staff participated in professional development focused on building thinking classroom, NGSS cross cutting concepts, thinking maps, and early literacy strategies including LETRs training offered by the district.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

To support the alignment of staff development to content standards, assessed student performance and professional needs, all professional development for the 2024-2025 school year will continue to be focused on the implementation of Professional Learning Communities, increasing student engagement, and support for English Learners, and students with disabilities across all subject areas. Additionally, staff development to support the professional needs of teachers and staff will be aligned to our Multi-Tiered System off Supports to ensure our students receive both academic and behavioral support. All staff will continue to receive training to support the continued implementation and use of restorative practices to support social emotional learning of all students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There continues to be a need for an Academic coach to provide support in all grades in all academic areas.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Railway there is a commitment to teacher collaboration. Teachers have structured collaboration meeting times where they meet during the school day, and as scheduled during our modified minimum days. During these times, teachers discuss data, analyze assessment results, write SMART goals and plan instruction to ensure continuous progress for all student groups. During the 2024-2025 school year, greater emphasis will placed on ensuring fidelity to the Professional Learning Community process to support data reflection and instructional practices to meet the needs of all students. As we work to implement the PLC process with fidelity, teachers will be released one day a week to participate in collaboration time for further collaboration and planning for at-promise students focused on Essential Standards for math, language arts, and STEM.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

This year Railway Elementary created instructional matrices to align curricular units and assessments to grade level standards. Through this process teams of teachers met utilizing the CAASPP blueprints and determined which standards were the most essential to improve student outcomes. Teachers then created common formative assessments aligned to the grade level rigor and expectations of the item specifications set out in the smarter balanced content explorer. The assessments were then delivered to students, and teams met to analyze the data and reflect on how students performed with the goal of standards mastery. The data was analyzed by specific student population throughout the year. Grade level teams were then given collaboration time to analyze the data and reflect on best teaching practices to address the standards that were not mastered during first instruction. Small group instruction was aligned to standards progress.

The progress of all student groups is regularly monitored, and instruction is adjusted to meet each student's individual learning needs. Intervention during the embedded universal access and targeted intervention times provide small group instruction for students at their specific instructional levels. Assistance to at promise students includes additional instructional time during our grade level targeted intervention times, support from our bilingual aides for English Learners, as well additional tutoring & support through our after school intervention programs. Additionally, intensive instructional support in literacy is provided to students based on early literacy data.

All English Language learners receive Integrated and Designated ELD instruction. Integrated ELD is an instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Railway Elementary provides students with the required daily instructional minutes of core curriculum required by the state of California. School daily schedules and classroom schedules are developed to follow the required minutes of instruction. All grade levels (K-6) adhere to the recommended instructional minutes for reading/language arts and mathematics. Kindergarten (1 hour 30 minutes plus 30 minutes universal access in reading/language arts & 30 minutes plus 15 minutes intervention in mathematics). Grades 1st – 3rd (2 ½ hours including 30 minutes universal access in Reading/Language Arts & 1 hour which includes 15 minutes of intervention in Mathematics). Grades 4th – 6th (2 hours including 30 minutes universal access in Reading/Language arts & 1 hour plus 15 minutes intervention in Mathematics). In addition, teachers will look for/create alignments in other curricular areas such as science & social studies to teach language arts & math California State Standards whenever possible.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Railway Elementary focused on aligning instructional pacing to review key standards throughout the school year. Students who require additional support are pulled in small groups for re-teaching or pre-teaching of specific concepts tailored to the students' needs during Universal Access and Intervention throughout the day. Each grade level team follows an agreed upon daily schedule which allows for focused best first instruction. Our teams then analyzed data and we expanded our intervention program to support the development of early literacy in K-2. All grade levels now receive intervention with high qualified staff to support their literacy development.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each teacher and student has a full set of district adopted, standards based instructional materials in all core content areas. All students, including students served in the special education program and English learners, have full access to all core instructional program materials as adopted by the PESD School Board. Additionally, all English Learners are provided additional materials and daily instructional time for English Language Development through integrated and designated instruction using the Wonders curriculum. Also this year, multiple supplemental materials have been provided to teachers to support the instruction required to meet grade level standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Railway is committed to the use of standards-based, district adopted instructional materials. Wonders is used for Language Arts and Math in focus is used for Mathematics instruction. All grade levels provide a minimum of thirty minutes of targeted intervention to assist students with acquiring the skills necessary to obtain proficiency in language arts & math. Teachers plan collaboratively with their grade level teams and use data to guide instruction for the student groups identified within their grade level. The Wonder Works Curriculum is used for students receiving special education services in our SDC classrooms and the Read 180 Intervention program is used with general education students in 3rd -6th grade who meet the criteria and are in need of intensive language arts support and intervention. Additionally, our K-6 students are receiving targeted instruction using Heggerty to develop phonics and phonemic awareness. Teachers are provided training and professional development opportunities on an ongoing basis throughout the year.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Railway is committed to providing research-based instructional practices to raise student achievement progress through analyzing data in a timely manner and putting services and programs in place to provide additional support, and/or enrichment opportunities for all students. Our focus will be on planning rigorous instruction based on the student learning needs identified through this process. Teachers have attended professional development on strategies to meet the needs of all students, and are well trained to implement the use of Universal Design strategies and SDAIE Strategies to meet the needs of our English Language Learners. Additionlally, this year portions of the staff have been trained in the Science of Reading, Building Thinking Classrooms, and Thinking Maps to improve reading, writing and math scores.

Under-performing students are addressed with differentiated instruction during language arts and math, specifically during Universal Access and Targeted Intervention blocks that have been incorporated into the instructional schedule and daily lesson plans. There continues to be need for supplemental software programs as well as an intervention teacher, to support at promise students in all grades. Students that are meeting and exceeding standards or have been identified as GATE receive enrichment opportunities during intervention time throughout the school day. Railway offers after-school programs to support reading, writing and math as well as ways to build connection and improve attendance with activities that include soccer, dance, and robotics. These programs target our foster and homeless youth, but are also open to all students. The content of the instruction will be aligned with California State Standards and will support the core programs offered during the instructional day. Additional support will also be offered after school for our English Learner Newcomers and EL students on track to becoming long term English Learners.

Evidence-based educational practices to raise student achievement

Administration, coach, and teachers work together to continually provide best first instructional practices and delivery of best first teaching. Training, collaboration, walk throughs, and constant feedback all provide research-based practices to raise student achievement. Professional learning communities review data and modify instruction throughout the school year to reflect and modify instruction to meet the needs of all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Railway has a very engaged community. Families are provided with several parental involvement and educational events throughout the school year. Families have been invited to participate in ELAC, School Site Council, and African American Parent Advisory Committee and Coffee with the Principal. We have had success in developing a strong ELAC, but have had difficulty in connecting with our African American parents. This is a continued area of growth for our school. This year we have provided parent involvement activities that include Back to School Night, Hispanic Heritage Celebrations, Trunk or Treat, Candy Cane Lane, STEM/Astronomy Night, Family Math and Literacy Night, Open House and STEM Showcase. We have upwards of 200 families participate in these events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members are included in planning, implementing and evaluating our programs through our different parent groups. School Site Council, ELAC, AAPAC, and Title 1 meetings are held to collect information and feedback from our parents/families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement. Our school plan will be accessible on our website. This is another way for our families/community to be informed and involved.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Family involvement training, Academic Coach, Reading Intervention Teacher, Professional Development, supplemental materials, and supplemental technology.

Fiscal support (EPC)

Title I school wide

Educational Partner Involvement

How, when, and with whom did the 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

SSC and ELAC members meet throughout the school year to discuss the progress of the programs and activities. The principal provides updates on the programs, services and activities. Our site provides a weekly parent newsletter that communicates activities, events, photos and videos of our students and teachers. Our ELAC met on 8/23/23, 9/27/23, 10/25/23, 11/29/23, 1/24,24, 2/28/24, 3/20/24, and 5/22/24.
SSC met on 8/23/23, 9/27/23, 10/25/23, 12/6/23, 1/10/24, 1/24/24, 2/29/24, 3/20/24, and 5/22/24.

For the 24-25 school year, SSC and ELAC meetings have been tentatively scheduled for the following dates: 8/23/23, 9/27/23, 10/25/23, 1/11/24, 1/24/24, 2/28/24, 4/24/24, and 5/29/24. Topics will include the Roles and purpose of the SSC and ELAC teams, Family Engagement policies, Jointly Developed Family Compact, SPSA overview, Uniform Compliance Policy, English Learner Program.

The district meets throughout the year with educational partners including parents, community members, staff members, and site administration through three LCAP Engagement meetings; additionally, educational partner meetings are held with both sets of unions, principals, and parent committees. Input from these educational partner meetings informed the development of the LCAP, SPSA, and ELOP plans.

Resource Inequities

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

Through using the Resource Equity Diagnostic Analysis, dimension 2 revealed that not all students with higher needs have access to effective teaching staff. Additionally, only some students have access to teaching practices that are engaging, culturally relevant and standards aligned. Professional development and creating a culture of empathy and universal achievement are necessary in order to address these barriers and instructional inequities. This will be accomplished through classroom visits and timely feedback. Additional focus will be placed on African American, English Learners, Students with Disabilities, and our foster youth and homeless students. This may include empathy interviews, and data analysis. Although Railway no longer qualifies for ATSI, we will still be providing support to our African American students, students with disabilities, foster/homeless youth, and English Learners in order to support the district.

School and Student Performance Data

Academic Performance
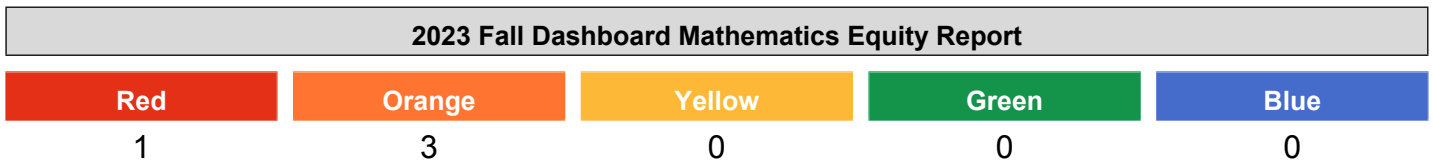## English Language Arts

The 2023 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.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
60.8 points below standard	65.3 points below standard	
Decreased -8.3 points	Decreased -10.5 points	5 Students
401 Students	219 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	62.2 points below standard	133.6 points below standard
9 Students	Decreased -9.5 points	Maintained -1 points
	363 Students	52 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 62.7 points below standard Decreased -10.4 points 376 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	40.6 points below standard Decreased -6.1 points 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.9 points below standard Decreased -9.8 points 177 Students	38.6 points above standard Decreased -15 points 42 Students	57 points below standard Decreased -6.5 points 163 Students

Conclusions based on this data:

1. Three of our student groups are in the ORANGE: Hispanic, English Learners and Socioeconomically Disadvantaged. These groups demonstrated a decrease in ELA.

2. Students with Disabilities are RED: They maintained their status and are currently 133.6 points below standard.

3. Reclassified English Learners decreased by 15 points and are 38.6 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 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.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
74 points below standard	77.8 points below standard	5 Students
Maintained +0.7 points	Decreased -3.1 points	
401 Students	219 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
9 Students	75.7 points below standard	137.8 points below standard
	Maintained -1.1 points	Maintained +2.8 points
	363 Students	52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	No Performance Color
8 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	95.4 points below standard
73.6 points below standard	2 Students	0 Students	Decreased -11.7 points
Maintained -0.6 points			11 Students
376 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.5 points below standard	1 points above standard	69.1 points below standard
Decreased -4.7 points	Maintained +2.2 points	Increased +7 points
177 Students	42 Students	163 Students

Conclusions based on this data:

1. English Learners, Hispanics and Socioeconomically Disadvantaged student groups are ORANGE:

2. Students with Disabilities maintained the status of RED. They are currently performing 137.8 points below standards.

3. Reclassified English Learners maintained their status and are currently 1 point above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 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.
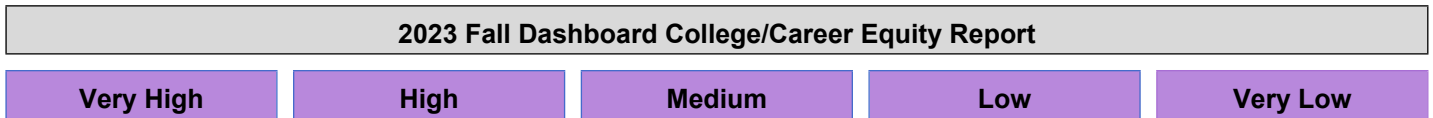
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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."
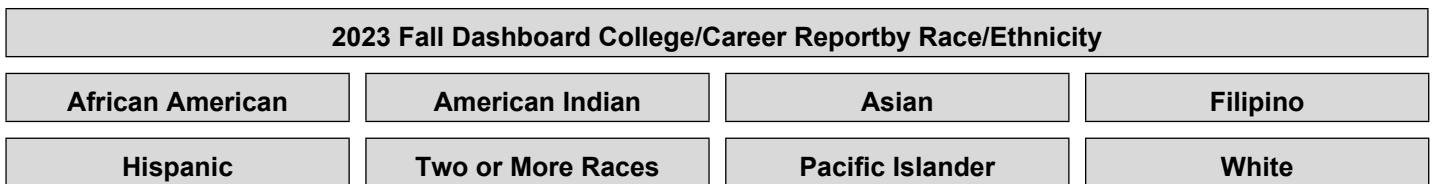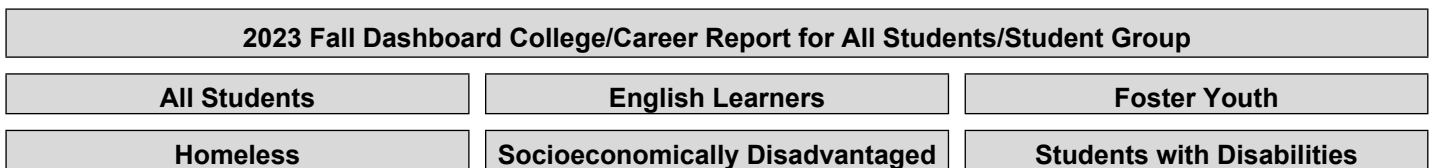
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
48.7% making progress towards English language proficiency
Number of EL Students: 267 Students
Performance Level: 3
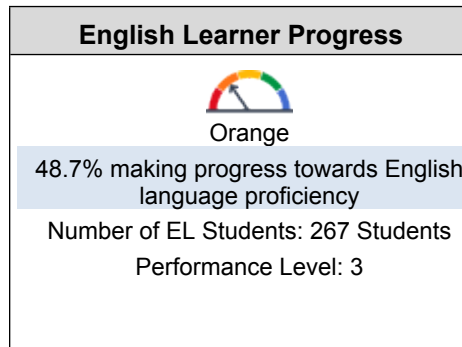
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
41	96	9	121

Conclusions based on this data:

1. 45% of Railway's English Learners progressed at least one ELPI Level.

2. 16% of English Learners decreased one ELPI Level.

3. Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas

School and Student Performance Data

Academic Performance
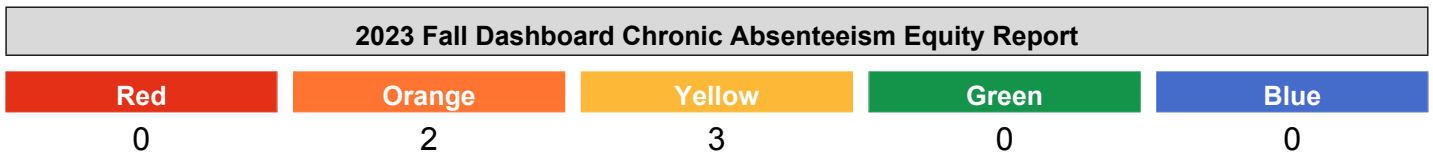## College/Career Report

The 2023 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.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

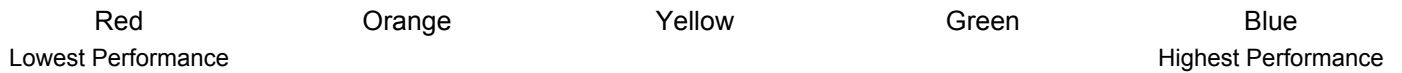**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 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.
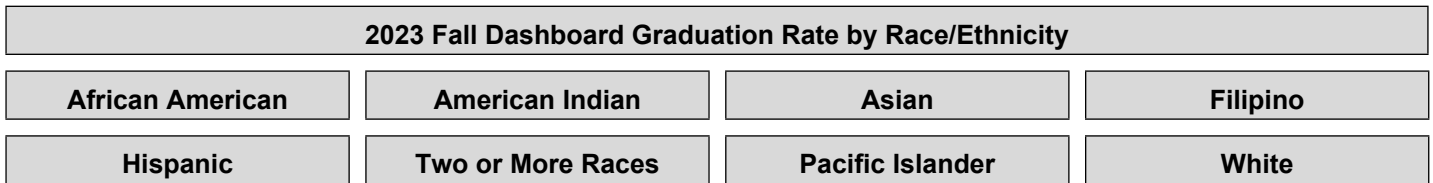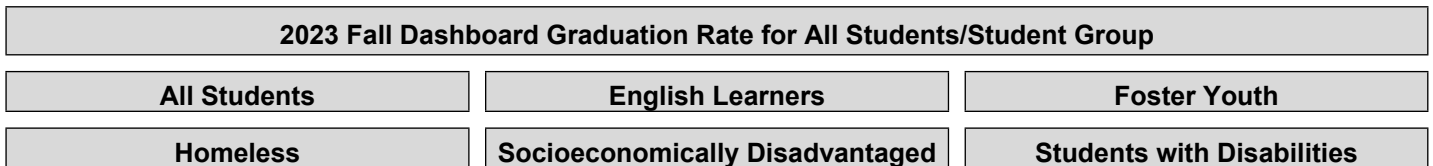
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	30.8% Chronically Absent
40.1% Chronically Absent	35.9% Chronically Absent	0
Declined Significantly -7	Declined Significantly -6.5	
831 Students	401 Students	13 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
40% Chronically Absent	41.2% Chronically Absent	45.5% Chronically Absent
Declined -18.1	Declined Significantly -6.1	Declined -12.1
30 Students	738 Students	112 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
61.9% Chronically Absent Increased 9.5 21 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 39.5% Chronically Absent Declined Significantly -6.5 767 Students	31.3% Chronically Absent Declined -33 16 Students	No Performance Color 0 Students	44% Chronically Absent Declined -24 25 Students

Conclusions based on this data:

1. English Learner student group declined significantly by 6.5 points and is YELLOW.

2. Socioeconomically Disadvantaged student group declined significantly by 6.1 points and is YELLOW.

3. African American student group increased by 9.5 points.

School and Student Performance Data
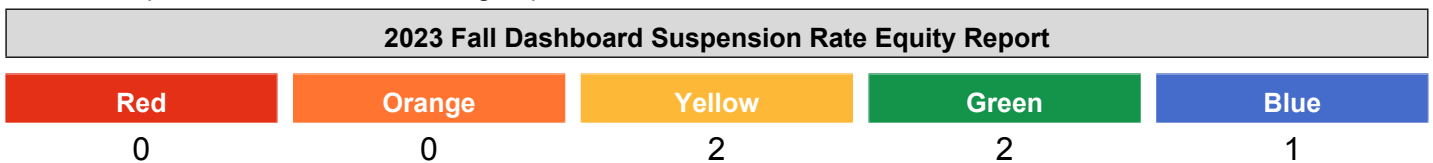
Academic Engagement
Graduation Rate

The 2023 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.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 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.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	1

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	0% suspended at least one day
1.6% suspended at least one day	1% suspended at least one day	
Maintained 0	Maintained -0.2	16 Students
860 Students	412 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Yellow	Green
0% suspended at least one day	1.7% suspended at least one day	2.6% suspended at least one day
Maintained 0	Maintained 0	Declined -1.8
31 Students	763 Students	114 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
3.7% suspended at least one day	Less than 11 Students	No Performance Color	No Performance Color
Increased 3.7	2 Students	0 Students	0 Students
27 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	0% suspended at least one day	No Performance Color	0% suspended at least one day
1.6% suspended at least one day	Declined -7.1	0 Students	Declined -3.8
Maintained 0.1	16 Students		26 Students
789 Students			

Conclusions based on this data:

1. Railway suspension rate was maintained and currently YELLOW. Most student groups maintained their status.

2. African American students rate increased with 3.7% suspended at least one day.

3. Students with Disabilities rate declined by 1.8 points and is GREEN.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 1

California Dashboard Data will show all student groups in English Language Arts will increase to at least 5 points below standard which will improve our status to green by the 2024-2025 CAASPP assessment.

Identified Need

All student groups on the 22-23 CAASPP assessments for ELA declined. Our students with disabilities are twice as far from standard than all other student populations. Many of the systems and instructional practices have been long standing, and based on these data as well as IAB/ICA data there is a need to calibrate our instruction to grade level standards backwards mapped from our state assessments. Additionally, there is identified need to provide Tier 1 instructional support in practices that improvement in reading and foundational skills. Our 3rd grade dashboard data has only 14% of students meeting or exceeding standard, we currently have 34 students that have been identified to participate in foundational skill intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CAASPP Data	California Dashboard data show that our overall ELA level is ORANGE with a distance from standard of -60.8 Our Students with Disabilities is significantly lower, with a level of RED and a distance from standard of -133.6, with this group being our qualifying student group for ATSI. CAASPP Data shows that 27% of students have met or exceeded standard for English Language Arts. Only 11% of English Learners met or exceeded standards in ELA. For our Students with Disabilities, 6% met or exceeded standards.	CAASPP ELA data will increase overall from -60.8 dfs to -5 dfs. In addition, all students groups will improve their distance from standard to -5 dfs. SWD CAASPP ELA data will increase from -133.6 to -5 as measured by the 2023 California Student Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Interim Assessments	Reading Literary Text IAB 43 students were above standard in grades 3rd-6th 164 student were nearly met standard on the Reading Literary Texts IAB in grades 3rd-6th Listen/Interpret FIAB 44 students were above standards in grades 3rd-6th 213 students were nearly met standards in grades 3rd-6th Research IAB 61 students were above standards in grades 3rd-6th 165 students were nearly met standards in grades 3rd-6th	On the Reading Literacy Text IAB we will increase the number of students that are above standard from 43 students to 125. On the Listening/Interpreting FIAB we will increase the number of students above standards from 44 students to 151 students. On the Research IAB we will increase the number of students above standards from 61 students to 144 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student Groups with a greater emphasis placed on English Learners, Students with disabilities, and homeless and foster youth.

Strategy/Activity

Teachers will participate in professional development, supplemental materials and coaching to support improvement in English Language Arts and Literacy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
9500	Title I Part A: Supplemental Materials and Supplies Teachers will be provided with a site license for Thinking Maps instructional materials.

5065	Title I Part A: Professional Development Teachers will participate in Thinking Maps, Box Cars Literacy Games professional development supported by our teachers during the school day or after school. Subs and extra duty costs

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with greater emphasis placed on meeting the needs of students with disabilities, English Learners and homeless and Foster youth, to provide training and strategies to assist these specific student groups.

Strategy/Activity

Teachers will participate in professional development to support improvement of foundational skills including phonics and phonemic awareness. Students will receive supplemental technology to support foundational skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3500	Title I Part A: Professional Development Extra duty and sub pay for professional development aligned to LETRs implementation at the site
1500	Title I Part A: Supplemental Materials and Supplies Foundational skills and literacy development materials.
2000	Title I Part A: Intervention Substitute cost to support foundational skills and early literacy intervention program.
15000	Title I Part A: Supplemental Technology Purchase headphones with microphones to support students use of Imagine Learning platform to support literacy, foundational skills, and oral language development.

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

Refer to the Program Evaluation for Goal 1

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

Refer to the Program Evaluation for Goal 1

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.

Refer to the Program Evaluation for Goal 1

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

LCAP GOAL 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 2

California Dashboard Data will show all student groups in Math will increase to at least 5 points below standard which will improve our status to green by the 2024-2025 CAASPP assessment.

Identified Need

All student groups are identified as needing additional support in Mathematics as measured on 2023 CAASPP Assessment. Our Students with Disabilities are performing lower than other student groups. Additional intervention and supports are needed to close the achievement gap for this specific student group. We will seek to close the achievement gap by ensuring our students have are taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school as well as before, and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment Data	According to our CAASPP data from 2022-23, 18% of students met or exceeded standards in Math overall. Only 3% of Students with Disabilities met or exceeded standard. California Dashboard Data shows that overall student performance is level ORANGE, with a distance from standard of -74. Students with Disabilities performance was RED, with a distance from standard of -137.8	CAASPP Math data will increase a minimum of 10 points over all from 74 points below standard to 64 points below standard, as well as for each student group. Students with Disabilities CAASPP Mathematics data will increase a minimum of 10 points from 137.8 points below standard to 127.8 points below standard as measured by 2024 CA Dashboard data.
Interim Assessment Data	3rd Grade Operations and Algebraic Thinking IAB 6 students above grade level 35 near grade level	In 3rd grade on the IAB for Operations and Algebraic Thinking we will increase from 6 students above standard to 24 students above standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade Four Operations: Interpret, Represent, Solve (FIAB) 9 students above standard 28 student near standard 4th Grade Operations and Algebraic Thinking IAB 2 students above standard 38 student near standard 4th Grade Number and Operations Fractions (IAB) 3 students above standard 36 students near standard 5th Grade Numbers and Operations-Fractions (IAB) 4 students above standards 33 students near standards 5th Grade Numbers and Operations in Base Ten 19 students above standards 40 students near standard 6th Grade The Number System IAB 2 students above standards 28 students near standards 6th Grade Expressions and Equations 5 students above standard 33 students near standard	In 3rd grade on the Four Operations: Interpret, Represent, Solve (FIAB) we will increase from 9 students above standard to 23 students above standard. In 4th grade on the Operations and Algebraic Thinking IAB we will increase from 2 students above standard to 21 students above standards. In 4th grade on the Numbers and Operations Fractions IAB we will increase from 3 students to 21 above standards. In 5th grade on the Numbers and Operations Fraction IAB we will increase from 4 students to 21 students above standards. On the 5th grade Operations in Base Ten IAB we will increase from 19 students to 39 students above standards. On the Number System IAB we will increase from 2 students above standards to 16 students above standard. On the 6th grade Expressions and Equations IAB we will increase 5 students above standard to 22 students above standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL students will benefit from having well trained, highly effective teachers and support staff. The demographics of the majority of classrooms at Railway include, English Language Learners, Homeless Youth and Students with Disabilities, greater emphasis will be placed on meeting the needs of these identified student groups. All certificated staff will participate in a minimum of 50 minutes of scheduled collaboration time with the grade level team; additionally, team members will have the opportunity to work with the academic coach, to plan lessons, team teach, participate in learning walks, etc.

Strategy/Activity

Professional development and supplemental materials to support building thinking classrooms to provided differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I Part A: Collaboration Teachers will collaborate or recieve extra duty with their grade level teams to plan best instructional strategies in Math based on common formative assessment and IAB data.
20000	Title I Part A: Professional Development Teachers will participate in professional development on site or at conferences to improve instruction in math. CUE, CMC, RCOE, STEAM Symposium
2000	Title I Part A: Supplemental Materials and Supplies Supplemental materials to support building thinking classrooms implementation.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with emphasis placed on parents of students with disabilities and homeless youth.

Strategy/Activity

Parent Involvement for math support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I Part A: Parent Involvement Provide Parent involvement activities and workshops to bridge the home to school connection including specific student groups (SWD, homeless youth) IE: FIAT, SSC, parent workshops, box cars and one eyed jacks)
3000	Title I Part A: Supplemental Materials and Supplies Materials to support parent involement materials (Box Cars and One Eyed Jacks)

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

Refer to the Program Evaluation for Goal 2

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

Refer to the Program Evaluation for Goal 2

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.

Refer to the Program Evaluation for Goal 2

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners

LEA/LCAP Goal

LCAP GOAL 3: PESD will provide alls students a high quality, rigorous instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 3

All English Learners will be at grade level in ELA and Math as reported in the California Dashboard. All English Learners will be Reclassified English Language Proficient (RFEP) by 6th grade.

Identified Need

English Language Learners performance is ORANGE according to the 2023 CA Dashboard data, with scores 65.3 points below standard in ELA. (this includes our EL and RFEP students). For Mathematics, our English Language Learners performance is also ORANGE with scores 77.8 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data	The English Language Progress Indicator is Level ORANGE with 48.7% of students making progress in English according to ELPAC data.	The English Language Progress Indicator Level will increase 55% which will be green on the dashboard.
Reclassification Data	Railway reclassified 9% of EL students in 2023	50% of current English learners will reclassify.
CAASPP Data	Railway's English Learner Student Group scores -65.3 distance from standard in ELA and -77.8 dfs in Math, and scored ORANGE on the California Dashboard.	CAASPP English Learner ELA data will increase from -65.3 dfs to -5 dfs. CAASPP English Learner Math data will increase from 77.8 points below standard to 5 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students will benefit from having well trained, highly effective teachers and support staff; the demographics of the majority of classrooms at Railway include, English Language Learners, African American students, Foster Youth, and Students with Disabilities. Greater emphasis will be placed on meeting the needs of these identified student groups.

Strategy/Activity

Teacher will collaborate and develop visuals to support literacy, and oral language.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
11975	LCFF 0702: EL Supplemental Professional development costs, substitute costs, and extra duty Teacher collaboration time to support the implementation of strategies for both designated and integrated ELD.
0	
2145	LCFF 0702: EL Supplemental Professional development for instructional aids that support English Learners

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

After school support to assist students in the domains they require support for the ELPAC test

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
6000	LCFF 0702: EL Supplemental Extra duty for teachers, bilingual aids to provided targeted ELPAC support in specific domains

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

0	

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

Refer to the Program Evaluation for Goal 3

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

Refer to the Program Evaluation for Goal 3

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.

Refer to the Program Evaluation for Goal 3

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Climate and Culture

LEA/LCAP Goal

LCAP GOAL 4: PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby, creating an educational environment and culture where they feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education.

Goal 4

Increase average ADA rates to 96% during the 2024-2025 school year.
Maintain suspension rates below 2% during the 2024-2025 school year.
Reduce chronic absenteeism rates to below 20% during the 2024-2025 school year for all student populations.

Identified Need

All student groups were identified as in need of additional support, as measured by school attendance rates. Although the need to improve attendance is consistent across all student groups, chronic absenteeism among our students with disabilities and homeless youth is extremely high.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	Based on the Title I Survey results parents participated and enjoyed the trainings and events that we provided this year including Family Math Night, Family Reading Night, Open House, Back to School Night, Trunk or Treat, Candy Cane Lane, Book Fairs, Student Performance and our STEM days. Parent Attendance by event: Open House: 91% Back to School Night: 89% Trunk or Treat: 63% Book Fair: 51% STEM Day 48% Candy Cane Lane 40%	Continue to include our parents in events on campus to develop a partnership and culture of belonging. Increase the number of parent in attendance at events designed to support them in ELA, Math, Science and attendance.
Office Referral Data	Railway has had 74 low level referral this year.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Average daily attendance rates have fluctuated throughout the year. We had significant growth at the beginning of the school year, but trends during the winter months continued. Last year's ADA was 81%.	
CA Dashboard Chronic Absenteeism Data	All students scored YELLOW n the area of chronic absenteeism. 40.1% of all students were chronically absent according to 2023 CA Dashboard. 45.5 % of our students with disabilities and 40% of our homeless youth were chronically absent.	Chronic absenteeism data will decrease a minimum of 5% overall from the prior year of 40.1% to 35.1% for all students. Our students with disabilities will show a minimum decrease in chronic absenteeism of 5% , from 45.5% in 2023 to 40.5% during the 2023-2024 school year. Our homeless youth will show a minimum decrease in chronic absenteeism of 5%, from 40% to 35%
CA Dashboard Suspension Data	ALL: 1.6 English Learners: 1% Homeless: 0% SED: 1.7% SWD: 2.6% declined by -1.8% African American (27 students) : 3.7 increased by 3.7 Hispanic: 1.6 % White (26): 0% decline by 7.1%	Suspension rates will remain below 2% for all students groups. Students with disabilities will have a decrease in suspension rates from 2.6% to 2% or less. African American suspension rates will decrease by 2%.
Panorama Survey Data	2023 Panorama data shows that 88% of students feel supported through their relationships with friends, families and adults at school. 58% of students believe they can succeed in achieving academic outcomes.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MTSS Student Support Team: Support students by creating a climate and culture conducive to learning, which will serve to increase attendance in all student groups, specifically those identified as qualifying for ATSI (SWD, Homeless Youth)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3134	LCFF 0707: Supplemental Concentration Extra Duty: The MTSS Student Support team will meet monthly to review our PBIS systems and plan accordingly.
4044	LCFF 0707: Supplemental Concentration MTSS Activities and incentives materials and supplies
5000	Title I Part A: Collaboration Extra duty and collaboration time to support the implementation of new social emotional learning curriculum and zen zones.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including specific activities for homeless youth (ATSI)

Strategy/Activity

Counseling Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries Counseling Program-Provide behavioral and educational counseling to individuals and small

	groups of students, including classroom presentations; assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; serve as resource pertaining to student behavior management strategies, and welfare and attendance problems and concerns; and other related functions as required, including targeted student groups (i.e. Students with Disabilities and Homeless Youth) and targeted needs (i.e. suspensions, chronic absenteeism). Includes extra duty for trainings, etc.
500	LCFF 0707: Supplemental Concentration Materials and supplies to support the counseling program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Art Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF 0707: Supplemental Concentration Art program for students
3150	LCFF 0707: Supplemental Concentration Professional development, conferences, materials and supplies etc. to support the art program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Physical Education Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries PE program for students
2150	LCFF 0707: Supplemental Concentration Professional development, conferences, materials, and supplies etc. to support the PE program

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assistant Principal

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

0	

0	

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create a college going atmosphere that supports high levels of achievement for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	LCFF 0707: Supplemental Concentration Collaboration focused on creating systems and a culture of universal achievement and a college going focus (i.e., AVID, No Excuses)
9652	LCFF 0707: Supplemental Concentration Conferences and professional development focused on creating systems and a culture of universal achievement and a college going focus (i.e., AVID, No Excuses)
19912	LCFF 0707: Supplemental Concentration AVID Supplies

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STEM Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
8500	LCFF 0707: Supplemental Concentration Materials and Supplies to support the STEM program
1700	LCFF 0707: Supplemental Concentration Mystery Science supplemental materials to support inquiry based instruction in the classroom
13000	LCFF 0707: Supplemental Concentration Carnegie STEM Program
5000	LCFF 0707: Supplemental Concentration Collaboration and Extra duty to plan, develop and implement integrated STEM instruction.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Enrichment GATE/Art/STEM

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Funded through ELOP

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	LCFF 0707: Supplemental Concentration Materials and supplies to support attendance

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

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

See attached.

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

See attached.

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.

See attached.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

<u>Centralized Service</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in the subject areas of English Language Arts, Mathematics, and
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Coach	July 1, 2024 - June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	138,080
Reading Intervention Teacher	July 1, 2024 - June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	151,899

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$67,565
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$67,565

Other Federal State and Local Funds
List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of **additional Federal Funds** included for this school: $67,565

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: $96862

Total of federal, state, and/or local funds for this school: $164427

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
Title I Part A: Parent Involvement	676	-2,324.00
LCFF 0707: Supplemental Concentration	76,742	0.00
LCFF 0702: EL Supplemental	20,120	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF 0702: EL Supplemental	20,120.00
LCFF 0707: Supplemental Concentration	76,742.00
Title I Part A: Collaboration	8,000.00
Title I Part A: Intervention	2,000.00
Title I Part A: Parent Involvement	3,000.00
Title I Part A: Professional Development	28,565.00
Title I Part A: Supplemental Materials and Supplies	16,000.00
Title I Part A: Supplemental Technology	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	125,604.00
1000-1999: Certificated Personnel Salaries	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

	LCFF 0702: EL Supplemental	20,120.00	
	LCFF 0707: Supplemental Concentration	76,742.00	
1000-1999: Certificated Personnel Salaries	LCFF 0707: Supplemental Concentration	0.00	
	Title I Part A: Collaboration	8,000.00	
	Title I Part A: Intervention	2,000.00	
	Title I Part A: Parent Involvement	3,000.00	
	Title I Part A: Professional Development	28,565.00	
	Title I Part A: Supplemental Materials and Supplies	16,000.00	
	Title I Part A: Supplemental Technology	15,000.00	

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,565.00
Goal 2	31,000.00
Goal 3	20,120.00
Goal 4	81,742.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Total Title I Part A Allocation Amount Specified in Form C	67,565	0
Title I Part A: Parent Involvement	676	-2,324.00
LCFF 0707: Supplemental Concentration	76,742	0.00
LCFF 0702: EL Supplemental	20,120	0.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF 0702: EL Supplemental	20,120.00
LCFF 0707: Supplemental Concentration	76,742.00
Title I Part A: Collaboration	8,000.00
Title I Part A: Intervention	2,000.00
Title I Part A: Parent Involvement	3,000.00
Title I Part A: Professional Development	28,565.00
Title I Part A: Supplemental Materials and Supplies	16,000.00
Title I Part A: Supplemental Technology	15,000.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Centralized Services	289,979.00

Total Title I Part A Allocation	
Funding Source	**Total Amount Expended**
Title I Part A : Parent Involvement	10,000.00
Title I Part A : Professional Development	31,000.00
Title I Part A : Intervention	
Title Part A : Collaboration	10,565.00
Title I Part A : Supplemental Technology	
Title I Part A: Supplemental Materials and Supplies	16,000.00
Total Title I Part A : Allocation (Expended)	67,565
Total Title I Part A Allocation Amount Specified in Form	67,565

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

Name of Members	Role
Jennifer Hunter	Principal
Marilee Menez	Other School Staff
Christina Taylor	Classroom Teacher
Tricia Rugh	Classroom Teacher
Jerry Burns	Classroom Teacher
Monica Padilla	Parent or Community Member
Valeria Avalos	Parent or Community Member
Ericka Bojorquez	Parent or Community Member
Jeannette Carbajal	Parent or Community Member
Monica Jimenez	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
Monica J.	State Compensatory Education Advisory Committee
	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 May 22, 2024.

Attested:

Signature	
Jennifer Hunter	Principal, Jennifer Hunter on 5/22/24
	SSC Chairperson, Monica Padilla on 5/22/24

WHAT IS A SCHOOL COMPACT ?

A *School Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together. It explains how parents, teachers, and students will work together to make sure all our students reach or exceed grade-level standards.

- Link to goals of the school improvement plan.
- Focus on students learning skills.
- Describe how teachers will help students develop those sills using high-quality instruction.
- Share strategies parents can use at home.
- Explain how teachers and parents will communicated about student progress.
- Describe opportunities for parents to volunteer, observe, and participate in the classroom.
- Describe students' role in their own education.

JOINTLY DEVELOPED

The parents, students, and staff of Railway Elementary developed this School-Parent Compact for Achivment. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student need.

HOME OF THE ROCKETS

RAILWAY

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT 2024-2025

**Railway Elementary School
Jennifer Hunter, Principal
www.perrisesd.org/Domain/14
(951)943-3259**

BUILDING PARTNERSHIPS

Back to School Night	Family Literacy Night
Title 1 Meetings	Open House
Rockin' Reading Family Friday	Book Fairs
Math/STEM EXPO	FIAT (Family Involvement Action Team)
Parent Conferences	English Learner Advisory Committee (ELAC)
Science Night & Science Fair	Friday Flag
School Site Council	

Please check the website, school calendar, and weekly newsletter for even dates.

COMMUNICATION ABOUT STUDENT LEARNING

Railway Elementary is committed to frequent two-way communication with families about our scholars learning. Some of the ways you can expect us to reach you are:

- AVID Planner
- Parent Square Automated Calls
- School Website
- Social Media
- Aeries Parent Portal
- Parent-Teacher Conferences
- Weekly Newsletter

If you have questions about your students progress, please contact your child's teacher by email or phone at **(951) 943-3259**

OUR GOALS FOR STUDENT ACHIEVEMENT

Perris Elementary School District Goals
Beginning in 2024-2025 school year, increase a minimum of 3 percentage points in ELA and Math as measured by the California Dashboard.

RAILWAY SCHOOL OF MATH SCIENCE AND TECHNOLOGY GOALS

GOAL 1
California Dashboard Data will show all student groups in ELA will increase to at least 5 points below standard which will improve our status to green by tthe 2024=2025 CAASPP assessments

GOAL 2
California Dashboard Data will show all student groups in Math will increase to at least 5 points below standard which will improve our status to green by the 2024=2025 CAASPP assessments

GOAL 3
All English Learners will be at grade level in ELA and Math as reported on the California Dashboard, and all students will be reclassified by 6th grade

GOAL 4
Increase ADA rates to 96% for the 2024-2025 school year. Decrease suspension rates below 2%. Reduce chronic absenteeism rate to below 20% for all student populations.

STAFF PLEDGE
I agree to carry out the following responsibilities:

- Provide high-quality curriculum and instruction
- Endeavor to motivate my students to learn
- Have high expectations and help every child develop a love of learning
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Particiapte in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in collaborative decision making and consistently work with families which help each student achieve the school's high academic standards
- Respect the school, students, staff, and families.

Staff Member

PARENT PLEDGE
I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and limit screen time.
- Read to my child or encourage my child to read to me every day
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, on time, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences, Back to School Night, Open House, Family Nights, and fundraisers. .
- Communicate the importance of education and learning to my child.
- Respect the school staff, students and families.

Parent/Guardian Signature

STUDENT PLEDGE
I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and classroom expectations.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so they can help me to be successful.
- Limit my screen time and instead study or ready every day after school.
- Respect my school, fellow students, teachers and staff.

Student Signature
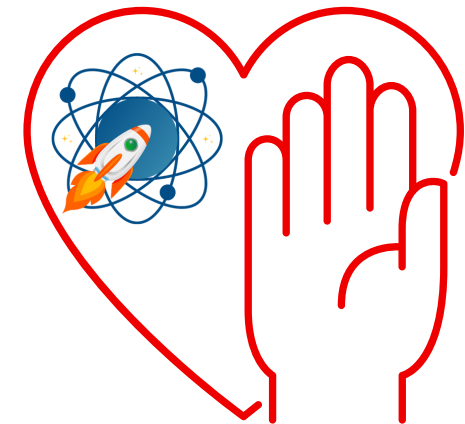
Going above and beyond

¿QUÉ ES UN PACTO ESCOLAR?

Un Pacto Escolar para Padres para el Logro es un acuerdo que los padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres, maestros y estudiantes trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o superen los estándares de su nivel de grado.

- Enlace a las metas del plan de mejora escolar.
- Centrarse en las habilidades de aprendizaje de los estudiantes.
- Describa cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades mediante una instrucción de alta calidad.
- Comparta estrategias que los padres pueden usar en casa.
- Explique cómo los maestros y los padres se comunicarán sobre el progreso de los estudiantes.
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el aula.
- Describir el papel de los estudiantes en su propia educación.

DESARROLLADO CONJUNTAMENTE

Los padres, estudiantes y personal de Railway Elementary desarrollaron este Pacto entre Escuela y Padres para el Rendimiento. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas para hacerlas más específicas y los estudiantes nos dijeron qué les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el pacto y realizar cambios según las necesidades de los estudiantes.

HOGAR DE LOS COHETES

RAILWAY

SCHOOL OF MATH, SCIENCE, AND TECHNOLOGY

PACTO ENTRE LA ESCUELA Y LOS PADRES PARA LOGRAR LOGROS 2024-2025

Escuela Primaria Railway Jennifer Hunter, Directora
www.perrisesd.org/Domain/14
(951)943-3259

CONSTRUYENDO ALIANZAS

- Noche de regreso a clases
- Noche de alfabetización familiar
- Reuniones de Título 1
- Casa abierta
- Viernes familiar de lectura rockera
- Ferias del Libro
- EXPO Matemáticas/STEM
- FIAT (Equipo de Acción de Participación Familiar)
- Conferencias de padres
- Comité Asesor de Estudiantes de Inglés (ELAC)
- Noche de Ciencias y Feria de Ciencias
- Bandera del viernes
- Consejo Escolar

Consulte el sitio web, el calendario escolar y el boletín semanal para conocer las fechas pares.

COMUNICACIÓN SOBRE EL APRENDIZAJE DE LOS ESTUDIANTES

Railway Elementary está comprometida a mantener una comunicación bidireccional frecuente con las familias sobre el aprendizaje de nuestros estudiantes. Algunas de las formas en las que puede esperar que nos comuniquemos con usted son:

- Planificador AVID
- Llamadas automatizadas de Parent Square
- Sitio web de la escuela
- Medios de comunicación social
- Portal para padres de Aeries
- Conferencias de padres y profesores
- Boletín Semanal

Si tiene preguntas sobre el progreso de sus estudiantes, comuníquese con el maestro de su hijo por correo electrónico o por teléfono al (951) 943-3259.

NUESTRAS METAS PARA EL RENDIMIENTO ESTUDIANTIL

Metas del Distrito Escolar Primario de Perris

A partir del año escolar 2024-2025, aumentar un mínimo de 3 puntos porcentuales en ELA y Matemáticas según lo medido por el Panel de California.

OBJETIVOS DE LA ESCUELA FERROVIARIA DE MATEMÁTICAS, CIENCIA Y TECNOLOGÍA.

OBJETIVO 1

Los datos del Panel de California mostrarán que todos los grupos de estudiantes en ELA aumentarán a al menos 5 puntos por debajo del estándar, lo que mejorará nuestro estado a verde para las evaluaciones CAASPP 2024=2025.

OBJETIVO 2

Los datos del Panel de California mostrarán todos los grupos de estudiantes en Las matemáticas aumentarán a al menos 5 puntos por debajo del estándar, lo que mejorará nuestro estado a verde para las evaluaciones CAASPP 2024=2025.

OBJETIVO 3

Todos los estudiantes de inglés estarán al nivel de grado en ELA y Matemáticas como se informa en el Panel de California, y todos los estudiantes serán reclasificados para el sexto grado.

OBJETIVO 4

Aumentar las tasas de ADA al 96% para el año escolar 2024-2025. Disminuir las tasas de suspensión por debajo del 2%. Reducir la tasa de ausentismo crónico a menos del 20% para todas las poblaciones estudiantiles.

COMPROMISO DEL PERSONAL

Acepto llevar a cabo las siguientes responsabilidades:

- Proporcionar un plan de estudios e instrucción de alta calidad.
- Esforzarme por motivar a mis alumnos a aprender.
- Tenga altas expectativas y ayude a cada niño a desarrollar el amor por el aprendizaje.
- Comunicarse periódicamente con las familias sobre el progreso de los estudiantes.
- Proporcionar tareas diarias significativas para reforzar y ampliar el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones colaborativas y trabajar constantemente con las familias para ayudar a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, los estudiantes, el personal y las familias.

Miembro del equipo

COMPROMISO DE LOS PADRES

Acepto llevar a cabo las siguientes responsabilidades:

- Proporcione un momento y un lugar tranquilo para la tarea y limite el tiempo frente a la pantalla.
- Leerle a mi hijo o alentarlo a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tengo una inquietud.
- Asegurarme de que mi hijo asista a la escuela todos los días, a tiempo, duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Supervisar periódicamente el progreso de mi hijo en la escuela.
- Participar en la escuela en actividades tales como toma de decisiones escolares, voluntariado y/o asistencia a conferencias de padres/maestros, Noche de regreso a clases, jornadas de puertas abiertas, noches familiares y eventos para recaudar fondos. .
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar al personal de la escuela, a los estudiantes y a las familias.

Firma del Padre / Tutor

COMPROMISO ESTUDIANTIL

Acepto llevar a cabo las siguientes responsabilidades:

- Ven a la escuela listo para aprender y trabajar duro.
- Traiga los materiales necesarios, tareas completadas y tareas.
- Conocer y seguir las expectativas de la escuela y el aula.
- Pido ayuda cuando la necesito.
- Comunicarme regularmente con mis padres y maestros sobre experiencias escolares para que puedan ayudarme a tener éxito.
- Limitar mi tiempo frente a la pantalla y en su lugar estudiar o prepararme todos los días después de la escuela.
- Respetar a mi escuela, a mis compañeros, a los profesores y al personal.

Firma del alumno
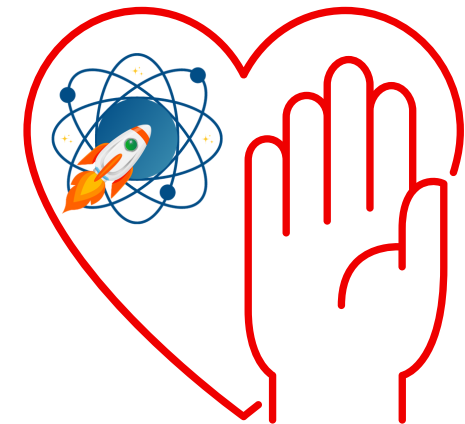
Ir más allá

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

- We will jointly develop with families, and distribute to families, a school Family Engagement Policy that the school and families agree.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.
- We will review the annual LCAP Family Engagement goals.
- To involve parents in the Title I, Part A programs, the following practices have been established:
  - Coordinate scheduling of parent-teacher conferences.
  - Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
  - Conduct parent surveys or use other local methods to measure school climate.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1])

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

> The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

The school principal will:
- Invite input on the school plan from English Learner Advisory Committee and the School Site Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Family Involvement Action Team (FIAT) Meetings, Coffee with the Principal.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

> The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4][A]).

The school principal will provide information about Title I programs to families in a timely manner by:
- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Newsletters
- Sending messages through the automated messaging system.

> The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]).

Methods of sharing this will include:
- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Family Involvement Action Team (FIAT) Meetings/Workshops

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

With assistance from the district, the school site will accomplish this by:
- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

The school principal will form partnerships with community-based organizations and other public agencies to:
- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide trainings and workshops throughout the year for families.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school principal will ensure to develop and disseminate critical school and student information to families:
- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
  - Family Engagement Policy
  - Inform parents of English learners how they can be involved in the education of their children
  - All required parent/family notifications
- The school provides support for parental involvement activities requested by
  - Title I, Part A parents (ESSA Section 1116[e][14]).
  - To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.

- ○ Encourage families to enhance the involvement of other families.
- ○ Provide other reasonable support for family involvement activities.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- AVID Planners
- Parent Square automated calls
- Parent Portal for student grades, test scores, emails, attendance, health records
- School Marquee
- CABE
- Parent-Teacher Conferences in November

Please attach the School-Parent Compact to this document.

This policy was adopted by the Railway Elementary School on June 1, 2023 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 8/30/23.

Jennifer Hunter

Signature of Authorized Official

June 1, 2023

California Department of Education
July 2018

Esta política describe los medios para llevar a cabo las medidas designadas en el Título 1, parte A requisitos de participación de padres y familias en virtud de la ESSA Sección 116(c).

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Política de Participación Familiar de la escuela que la escuela y las familias acuerden.
- Informaremos a los padres sobre la Política de Participación Familiar de la escuela en un formato comprensible y uniforme y, en la medida posible, distribuiremos esta política a los padres en un idioma que los padres/tutores puedan entender.
- Pondremos a disposición la Política de Participación Familiar de la escuela a la comunidad mediante su publicación en el sitio web de la escuela.
- Actualizaremos anualmente la Política de Participación Familiar de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela de acuerdo con el Codigo Ed. 64001.
- Adoptaremos e incorporaremos nuestro Pacto Escuela-Padres como componente de nuestra Política de Participación Familiar.
- Revisaremos los objetivos anuales del LCAP de Participación Familiar.
- Para involucrar a los padres en los programas del Título I, Parte A, se han establecido las siguientes prácticas:
  - Coordinar la programación de las reuniones de padres y profesores.
  - Llevar a cabo reuniones y/o encuestas para recabar la opinión de los padres con la
  - la tasa de respuesta requerida.
  - Realizar encuestas a los padres o utilizar otros métodos locales para medir el clima escolar.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).

El director de la escuela o la persona designada convocará reuniones anuales para informar a las familias de:

- La Política de Participación Familiar
- Título I Política de Participación Familiar Resultados de la encuesta
- Oportunidades de participación familiar
- Proporcionar estrategias para apoyar el logro académico

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, tales como reuniones por la mañana o por la noche (ESSA Sección 1116[c][2]).

El director de la escuela celebrará un número flexible de reuniones en horarios variables y facilitará traducciones y servicios de guardería, pagados con fondos del Título I, siempre que los servicios estén relacionados con la participación de las familias.

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, tales como reuniones por la mañana o por la noche (ESSA Sección 1116[c][2]).

El director de la escuela:
- Invitará a participar en el plan escolar al Comité Asesor de Estudiantes de Inglés y al Consejo Escolar.
- Proporcionará a las familias la oportunidad de opinar a través de la Encuesta sobre la Política de Participación Familiar del Título I, las Reuniones Anuales del Título I y las Reuniones del Equipo de Acción para la Participación Familiar (FIAT), Café con el Director.
- Proporcionar copias de los borradores de trabajo del Plan de Participación Familiar de la escuela a las familias en un formato comprensible y uniforme y, en la medida hasta donde sea posible, en un idioma que los padres/tutores puedan entender.
- Garantizar que haya una oportunidad en una reunión pública para que las familias aporten su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del mismo.

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, información oportuna sobre los programas del Título I, Parte A (ESSA Sección 1116[c](4)[A]).

El director de la escuela proporcionará información sobre los programas del Título I a las familias de manera oportuna por:
- Publicando talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en la marquesina escolar.
- Enviando avisos a casa/correo electrónico.
- Boletines informativos
- Enviando mensajes a través del sistema automatizado de mensajería.

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen (ESSA Sección 1116[c][4][B]).

Los métodos para compartir esto incluirán:

- Proporcionar formación y recursos a las familias sobre las normas de contenido, los niveles de competencia y los requisitos de participación familiar.
- Noches de vuelta al cole
- Folletos sobre normas
- Informes de progreso basados en estándares
- Pruebas estandarizadas e informes (CAASPP) Informes
- Informes de la Evaluación del Dominio del Idioma Inglés en California (ELPAC)
- Reuniones/Talleres del Equipo de Acción para la Participación Familiar (FIAT)

Con la asistencia de los padres de Título I, Parte A, la escuela educa a los miembros del personal en el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales (ESSA Sección 1116[e][3]).

Con la ayuda del distrito, el centro escolar logrará este objetivo mediante:

- Proporcionar oportunidades de desarrollo profesional que aborden el papel de las familias como participantes de la gobernanza escolar y el proceso de toma de decisiones.
- Abordar las preocupaciones de los padres señaladas en la Encuesta sobre la Política de Participación Familiar del Título I.
- Proporcionar formación durante las reuniones del personal sobre las formas de trabajar con los padres.
- Fomentar entornos acogedores y receptivos para los padres.
- Garantizar la responsabilidad del personal en el trabajo con los padres y las familias como socios.

La escuela coordina e integra el programa de participación de los padres del Título I, Parte A, con otros programas, y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116[e][4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otros organismos públicos para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar el compromiso familiar.
- Difundir recursos e información de forma continua.
- Proporcionar formación y talleres a lo largo del año para las familias.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres de Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).

El director de la escuela se asegurará de desarrollar y diseminar información crítica sobre la escuela y los estudiantes a las familias:

- En el idioma del hogar cuando sea necesario
- En un plazo de tiempo que permita razonablemente el seguimiento familiar, si es necesario.
  - Política de participación familiar
  - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos.
  - Todas las notificaciones requeridas a los padres/familias

- La escuela proporciona apoyo para las actividades de participación de los padres solicitados por
  - Título I, Parte A padres (ESSA Sección 1116[e][14]).
  - En la medida que sea posible, proporcionar un espacio adecuado para las actividades de participación familiar, equipos y / o suministros.
  - Alentar a las familias a aumentar la participación de otras familias.
  - Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela ofrece oportunidades para la participación de todos los padres del Título I, Parte A, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato e idioma que los padres entienden (ESSA Sección 1116[f]).

- Planificadores AVID
- Llamadas automáticas a Parent Square
- Portal de padres para las calificaciones de los estudiantes, resultados de pruebas, correos electrónicos, asistencia, registros de salud
- Carpa escolar
- CABE
- Conferencias de padres y profesores en Noviembre

Favor de adjuntar a este documento el Pacto entre la escuela y los padres.

Esta política fue adoptada por la Escuela Primaria Railway el 1 de junio de 2023 y

estará en vigor por el período de un año.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el Título I, Parte A del programa en, o antes de: 8/30/23.

Jennifer Hunter

Firma de Autorización Oficial

, 2023

California Departamento de Educación

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
Goal 1 Activity 1	93,141 200	Academic Coach Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs. and initiatives. Concept Mapping Direct Instruction Problem Solving Teaching Response to Intervention Cognitive Task Analysis This action will be monitored through student data, artifacts (DAP, agendas, administrative observations) Academic Coach Materials and Supplies	0	Helping us to calibrate our data, develop assessments and support instruction based on summative and formative data with a focus on specific student populations.	Continue Academic coach expenses will be a centralized expense.
Activity 2	56435 (22,878.89)-8500 for Activity 7 (14,378)	Supplementary Technology and Apps Books and Materials	1110 1211.11 540.00 15,000	ESGI Heggerty Phonics Materials Reading Intervention Materials- Making Words Computer Replacement **Versatiles** Sight word intervention for 2nd grade 64.5% of Kindergartners have not mastered the Literacy screeners. 42% of 1st graders missing skills on Tri 2 Literacy screener. 81% of 2nd	ESGI is used as an assessment tool for our foundational skills in ELA and Math. Currently our qualitative and quantitative data does not support high levels of early literacy skills based on our screeners and common assessments. Purchasing materials to develop phonics.

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
		Materials and supplies to support small group instruction and foundational reading skills.	15,695	graders not able to meet standards on Tri 2 literacy screeners. On our ELA Trimester 1 Common Summative assessments the results. The numbers indicate students that mastered the standards by specific student population.	instruction as well providing teachers professional development to support the implementation of phonics. We did not receive our materials for Heggerty in time for implementation. We will continue with support for foundational skills in phonics and phonemic awareness. Additionally, providing supplemental technology including licenses of IXL, and materials to support small group instruction for development of foundational reading skills. IXL was not implemented this year and the district is moving forward with other options for supplemental materials to support English Language Arts.

Grade	SW	EL	SWD	FY
K	48% (33/69)	43% (16/37)	67% (4/6)	0% (0/0)
1st	83% (74/95)	82% (32/39)	50% (2/4)	100% (2/2)
2nd	53% (5	45% (2	0% (0/	0% (0/

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Monitoring column data:

9/111)	0/44)	4)	0)
3rd 29% (27/92)	22% (8/36)	0% (0/8)	0% (0/0)
4th 6% (7/106)	4% (2/47)	0% (0/10)	0% (0/1)
5th 18% (18/107)	8% (4/51)	8% (1/12)	0% (0/1)
6t 8%	2%	0%	0%

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
				h (8/103) (1/47) (0/12) (0/1)	
				IXL Licenses	
Activity 3	139034 540	Intervention Teacher READ 180 (Salary and materials and supplies.	0	The number of students exiting from Read 180 is not significant. In order to support our students' development we will be shifting interventions to a research based intervention model with 4 to 1 ratio four times per week. 20 minutes per session.	Teacher will continue to be funded through the district centralized cost. Three is still an identified need in reading and literacy intervention.
Activity 4	9703.10 2000.00	Professional Development Supplemental Materials	850.00	Heggerty- PD Virtual **Integration of English Language Arts and Science professional development through professional learning at the California STEAM Symposium.** 64.5% of Kindergartners have not mastered the Literacy screeners. 42% of 1st graders missing skills on Tri 2 Literacy screener. 81% of 2nd graders not able to meet standards on Tri 2 literacy screeners.	Currently our qualitative and quantitative data does not support high levels of early literacy skills based on our screeners and common assessments. Purchasing materials to develop phonics instruction as well providing teachers professional development to support the implementation of phonics. We will continue to develop our teachers instructional practices related to early

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
					literacy and phonics instruction.
5	13464 8000	Parent Involvement Activities: Title I	8000	CABE 270 Parents at our Hispanic Heritage Assembly, 250 parents attended Trunk or Treat, 250 parents attended Frosty Fest. These events enhanced parent participation and supported writing, reading, speaking and listening, and math. CABE dates will take place in the Spring.	Continue
6	6268 +5464 from parent involvement 11732+6000 17,732 TOTAL	Collaboration		Grade level teams with the support of our coach design common formative assessments aligned with smarter balanced content explorer and item specifications. Teams will continue data analysis for the common formative assessments for specific student populations including English Learners, Students with Disabilities, and including Foster Youth. Tri 1 Common Assessment Data	Continue to refine our instructional practices and implementation of STEM curriculum to support the development of English Language Arts.

Tri 1 Common Assessment Data

Grade	SW	EL	SWD	FY
K	4	4	6	0

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
				8%(33/69) 3%(16/37) 7%(4/6) %(0/0)	
				1st 83%(74/95) 82%(32/39) 50%(2/4) 100%(2/2)	
				2nd 53%(59/111) 45%(20/44) 0%(0/4) 0%(0/0)	
				3rd 29%(27/92) 22%(8/36) 0%(0/8) 0%(0/0)	
				4th 6%(7... 4%(2... 0%(0... 0%(0...	

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 1	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
				/106) /47) /10) /1) 5th 18% (18/107) 8%(4/51) 8%(1/12) 0%(0/1) 6th 8%(8/103) 2%(1/47) 0%(0/12) 0%(0/1) Providing extra duty to support best instructional practices for literacy development and instructional planning for instruction	
7	8500 from Activity 2	Intervention Collaboration Supplemental Materials		Versatiles Small Group instructional kits	Railway will continue to provide extra duty, substitute costs to increase intervention to our students in K-2 based on our early literacy and foundational skills data.

(Repeat rows as necessary so that you have one row for every action in the SPSA)

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA Goal 2	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
Goal 2 Activity 2	6268.80 +5000 from Revised Budget 15749.30 +3304 from Revised Budget +$26,000	Collaboration Professional Development Materials and Supplies	CMC- $4694.00 STEAM Symposium $	Grade level teams with the support of our coach design common formative assessments aligned with smarter balanced content explorer and item specifications. Teams will continue data analysis for the common formative assessments for specific student populations including English Learners, Students with Disabilities, and including Foster Youth. Voluntary professional development. 10 Teachers have already participated in those activities, counting collections and making math visuals. Materials and supplies to support the development of math critical thinking and conceptual understanding	Continue We will continue implementing collaboration and professional development to build capacity and to build time for professional planning to align with calibration to grade level standards.
Activity 3	4000	Parent Involvement-Consultants Materials and Supplies		The night will take place in the Springtime. Parents requested how they can support their students at home. Small group instruction Parent Math Night with materials Box Cars and One Eyed Jacks, incentives for parent involvement and increasing participation	Continue We will continue to develop activities to build parent capacity to support their students.

(Repeat rows as necessary so that you have one row for every action in the SPSA)

1

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
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3 Activity 1	0	Academic Coach Support for EL			
Activity 2	10000 1000 1066	Parent Involvement activities- ELAC Materials and supplies for parent participation	8000 500	Moved CABE to Goal 1 Replace with	Discontinue moving to Title 1
Activity 3	9000 from Activity 2 3761 6385	Professional Development Extra duty professional development including bilingual aids to support EL Conferences, milages for administrator related to English Learners		Extra duty Professional Development training for teachers of reclassification and ELPAc training. Thinking Maps-Professional Development training to develop how to teach academic content and Literacy to English Learners including academic vocabulary development, oral and written language development, structured written language skills and developing academic English.	
Activity 4	3000	EL Supplemental technology to support EL students and parents	2850 852.23	Materials Spinitar for visual supports in the classroom	Continue

SPSA Monitoring and Evaluation 2023-24

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Activity 5	0	Bilingual aid instructional support			
Activity 6	0	ELOP for EL and LTELS			

SPSA Monitoring and Evaluation 2023-24

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Activity 1	3134 3000 +5000 from Activity 7	MTSS Extra Duty Activities supplies, materials and incentives	4500	Increased attendance Decreased LLR and suspension	Continue
Activity 2	0 1000	Counseling Program Salary Counselor Supplies		Attendance Incentives As of 1/3/2024: -120 Bullying Lessons have been completed at Railway Elementary School for the 23/24 school year so far. Every Class at Railway has received at least 3 Bullying Lessons. -7 Students are currently receiving 515 IEP Counseling Services. -16 Students are currently receiving Individual Counseling Services at Railway. -16 Counseling Groups are currently being Serviced at Railway with a total of 70 students receiving Group Counseling Services.	Continue
Activity 3	0 5150	Art Program Professional development for the art program	2068.50	Supplies	Continue

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Activity 4	0 2150	Physical Education Program Professional development for PE	1956.69	Supplies	
Activity 5	0 500	Assistant Principal at Site Materials and supplies for admin		Continue	
Activity 7	20000 8300 -5000 move to MTSS Incentives	Material and supplies to support AVID Professional development for AVID			
Activity 8	16162 13748 13000	STEM materials and supplies PD STEM Carnegie Partnership			
Activity 9	0	GATE/ART/STEM Funded through ELOP			

SPSA Monitoring and Evaluation 2023-24

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Activity 10	1000	Materials and supplies to support attendance			
Activity 11	4341	Parent Involvement ART, STEM Night			
Activity 12	2608	Professional Development Restorative Practices			

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