



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 Elementary School	33671990110577	August 17, 2022	October 13, 2022

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

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 Advisory Council, English Language Learner Advisory Committee, and Leadership 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 use 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 and Saturday PD days throughout this year. Title III (organized and facilitated through the district) will be used to provide supplemental English Learner focus after school PD's tied to the general fund PD Days and above the Title I professional development. Academic coaches funded out of site Title I funds follow up with site-based just in time 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 aspect of MTSS, Intervention Specialists and materials and supplies necessary to implement this program are funded out of Title I 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 contract for these trainings are funded out of Title II.

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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 stakeholders to provide input and to evaluate the school program by providing surveys to stakeholders. Railway School surveys include but are not limited to the following:

- Annual Parent Title I Survey
- ELAC Meeting Parent/Guardian Survey
- FIAT Stakeholder Survey
- Teacher Instructional Program Survey
- California Healthy Kids Survey
- CA Dashboard Data

The annual Perris Elementary Title I Parent Survey, which was completed by 33 parents in the spring of 2021, had an average of 77% positive results. Our Title I Survey was sent and completed electronically due to the COVID 19 pandemic which impacted the number of responses we received. Our goal was to have 75% positive results and the goal was met.

Our PESD LCAP feedback survey was completed by 488 stakeholders. At Railway, when asked about communication with families and other parent involvement opportunities, 81% of parents responded positively. When asked about student achievement, 85% of parents felt that Railway prepares students for college and career and offers students programs to assist them during or after school.

ELAC parents appreciate the information and strategies shared with them on how to support their child acquire English Language Proficiency.

Due to the COVID 19 pandemic, our Rockin' Read Family Friday parent events were not held, however, workshops were provided virtually, with an average of 10-15 participants joining these workshops.

Prior to the pandemic, the Red or Orange Areas according to the California School Dashboard include:

Areas in need of significant improvement are:

English Language Arts:

Overall (orange) with a DFS of -16.6

Students with Disabilities (red) with a DFS of -104.4

Hispanic (orange) with a DFS of -15.2

Socioeconomically Disadvantaged (orange) with a DFS of -19.6

English Learners (orange) with a DFS of -19.5

The school will continue to take steps to address this area of need by sharing the data, providing time for teachers to identify the students who are below the standard, and by providing targeted ELA

intervention based on their specific need as shown by the data. The intervention teacher and supplemental software will provide additional supports to fill in gaps in student learning.

Mathematics:

Students with Disabilities (red) with a DFS of -121.5

English Learners (orange) with a DFS of -26.7

Socioeconomically Disadvantaged (orange) with a DFS of -27.1

The school will continue to take steps to address this area of need by sharing the data, providing time for teachers to identify the students who are below the standard, and by providing targeted math intervention based on specific individual needs. Supplemental software will provide additional support to fill gaps in student learning.

Prior to the pandemic, in the area of chronic absenteeism, our overall status is red with 11.8% of all students being absent. Socioeconomically Disadvantaged and Hispanic students were both red, with a chronic absenteeism rate of 12.5% and 11.2% respectively. English Learners (orange) have a chronic absenteeism rate of 6.2%. Students with Disabilities (orange) had a rate of 19.6%. The school will continue to take steps to target this area 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 continue to provide the opportunity for an attendance group to equip students with habits and strategies to improve their school attendance.

Prior to the pandemic, in the area of suspension rate, all areas were blue or orange. The school will continue to ensure social/emotional guidance lessons are occurring in the classrooms consistently and with fidelity. Students whose report card data indicate a need for smaller group lessons will be offered group or individual counseling by the school counselor or social worker intern.

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).

From these observations, areas of improvement are identified to determine the needs of the staff and students. The areas of language arts, math, and ELD have been identified to provide continuous professional development in these areas during Tuesday staff meetings.

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)

Assessment results will be used to determine Academic targets. District assessments (IBA's and ICA's) and common formative assessments will be used during the school year to monitor academic growth and to modify/plan instruction so that students meet the standards.

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. All 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 Culture & Climate with Anthony Muhammad, as well as training focused on Essential Standards in ELA. Additional trainings were offered by Solution Tree throughout the 2021/22 school year and will continue for the 22/23 school year.

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 2021-2022 school year will continue to be focused on the implementation of Professional Learning Communities, increasing student engagement, and support for English Learners, to support writing in language arts, math, social studies and science. Additionally, staff development to support the professional needs of teachers and staff will be aligned to our Multi-Tiered System of 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 PBIS strategies and the Second Step curriculum to promote Social Emotional Learning,

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 2022-2023 school year, greater emphasis will be placed on ensuring fidelity to the Professional Learning Community process as a means to ensure high levels of learning for ALL. 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-risk 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)

The instructional program is designed to ensure all students have access to grade level standards in core academic areas, with emphasis being placed on language arts and math. Our teachers meet regularly to discuss the units of study, analyze data, plan instruction, and review students' progress and growth towards proficiency and mastery of grade level content standards.

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 risk 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 is provided to students who are more than two years behind grade level in our Read 180 Intervention program.

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)

Long-term and short-term plans are guided by the district's units of study. Units of Study in ELA and Math and the Units of Study are implemented by all teachers for instructional, as well as assessment purposes. These instructional guides are developed to allow for flexibility, and intervention as needed. 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 intervention blocks with additional staff support.

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.

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. 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 educational 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. All teachers have attended professional development in 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.

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 grades 3rd -6th. In addition, all students performing at the benchmark or strategic level, to English Language Learners, and gifted students have the opportunity to receive additional support, and/or enrichment during the grade level intervention blocks. In addition, after-school programs will be offered to students working below grade level proficiency in reading, and/or math. 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 on a continual basis so that students meet the standards.

Parental Engagement

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

There continues to be a need for parent involvement. Families are provided with several parental involvement educational events throughout the school year. The school provides parent training in reading, mathematics, PBIS, and AVID during our monthly Rockin' Read Family Fridays. In addition, we offer Astronomy/Science Night and STEM Night. Families are also invited to learn about their children's school year during Back to School Night and Open House. Families will also be invited to our grade level STEM expos. Families have several opportunities to become involved at Railway Elementary.

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, 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. This year, our school plan will be accessible on our website. This is another way for our families/community to be informed and involved.

Due to the COVID-19 Pandemic, parent events may be held virtually.

Funding

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

Family involvement training, Academic Coach, After School Tutoring, Professional Development, supplemental materials, Counseling support and supplemental technology.

Fiscal support (EPC)

Title I school wide

Stakeholder 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 members met throughout the year to discuss the goals and implementation of activities. For the 22-23 school year, SSC meetings will be scheduled and held on the following dates: 8/17/22, 9/28/22, 10/26/22, 11/30/22, 2/22/23, 3/22/23, 4/26/23, 5/24/23.

For the 21-22 school year, ELAC meetings are scheduled and will be held on the following dates: 9/28/22, 10/26/22, 11/30/22, 2/22/23, 3/22/23, 4/26/23, 5/24/23.

Advisory committees were involved in providing advice to the SSC. A parent SSC member was a part of ELAC. This parent shared information with ELAC that was discussed at SSC. When the parent shared information she received information from ELAC. ELAC provided their input that was then taken back to SSC. SSC members meet throughout the school year and discuss the progress of the activities. The principal provides updates of the activities. Teachers share information and pictures with parents so they could see the activities being implemented.

A district wide survey to gather input was available to staff, parents and community members. The California Healthy Kids Survey was administered and gathered input from 5th students across the district.

In 21-22 the district met with stakeholders including parents, community members, staff members, and site administration through three LCAP Stakeholder Engagement Meetings held on May 26, 2022 and June 9, 2022. Additionally, additional Stakeholder meetings were held with both unions, principals, and parent committees. Input from these stakeholder meetings informed and helped develop the LCAP, Learning Continuity and Attendance Plan, ELO and the ESSER Plan.

During the 21-22 school year, a variety of surveys were conducted to gather stakeholder input. The district reached out to staff, parents and community members via paper, online, phone, text surveys and Zoom meetings to provide and gather information regarding the use of funds from the Learning Continuity and Attendance Plan and the Expanded Learning Opportunity Grant Plan (ELO) and the Elementary and Secondary Emergency Relief Fund (ESSER) Plan. The input from various stakeholder meetings and surveys played an important role in the actions in the Learning Continuity and Attendance Plan and the Expanded Learning Opportunity Grant Plan and the Elementary and Secondary Emergency Relief Fund Plan. Each venue generated valuable input regarding the needs of the community and staff related to mitigating learning loss and accelerate learning. Input from stakeholders also guided the development of actions included in the plan. Due to a high concentration of unduplicated high needs low income, English Learners, foster youth, and re-designated fluent English proficient students, the actions and services were developed on a district wide basis. However, actions were reviewed to identify services primarily targeting the needs of unduplicated English Learner, Foster, and low-income students, rather than all students in general.

Resource Inequities

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

During Title I meetings, parent involvement workshops, ELAC, SSC, Coffee with the principal meetings CAASPP/Dashboard data is reviewed. Staff, parent and community expressed an interest in continuing the CAFE parent training.

Prior to the pandemic, the review of the needs assessment revealed the areas in need of significant improvement are:

English Language Arts:

Overall (orange) with a DFS of -16.6

Students with Disabilities (red) with a DFS of -104.4.

Hispanic (orange) with a DFS of -15.2

Socioeconomically Disadvantaged (orange) with a DFS of -19.6

English Learners (orange) with a DFS of -19.5

Mathematics:

Students with Disabilities (red) with a DFS of -121.5

English Learners (orange) with a DFS of -26.7

Socioeconomically Disadvantaged (orange) with a DFS of -27.1

Students with disabilities, African- American, and current ELs are performing significantly lower than other student groups. (Current ELS are at 76.5 below standard in ELA and Math 73.3 below standard.

Due to the district's high unduplicated student count- low income, English Learners, and foster youth, the district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during Universal Access and Targeted Intervention for small group differentiated instruction. Additionally, Tier 2 intervention programs in ELA and Math were purchased and time was carved into the school day for these supports. Federal monies and grants are being used to provide professional development for teachers and provide after-school, Saturday, and Summer School programs focusing on academics, social-emotional, and enrichment activities.

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

LCAP Goal 3: PESD will provide all students a highly 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

SCHOOL GOAL:

California Dashboard data will show an increase of 3 points for all student groups in English Language Arts.

Identified Need

Our Students with Disabilities are performing lower than other student groups; additional intervention and supports are needed to close the achievement gap for these specific student groups. 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
2021 CAASPP Data California Dashboard Data	<p>According to 20-21, Lexia Core5 Data, the number of students 2 or more grade levels below their current grade level decreased by 29% (from 88% to 59%). The number of students working at grade level increased from 12% to 41 %. 8% of students met EOY benchmark. Lexia Power Up data shows an increase of students in the advanced level (6th-8th grade) in all areas: 23% increase in word study, 9% in Grammar and 24% in Comprehension.</p> <p>In 18/19, the data in the California School Dashboard in the area of ELA, Railway was</p>	<p>Lexia will show an increase of 10% of students working at Grade Level on Lexia Core 5 and Lexia Power Up.</p> <p>CAASPP ELA data will increase at a minimum of 3 points overall from -16.6 points below standard to -13.6 points below standard and for each student group as measured by the 2021 California School Dashboard.</p> <p>SWD CAASPP ELA data will increase a minimum of 3 points overall from 104.4 points below standard to 101.4 points below standard as measured by the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>in the ORANGE. Although we did show a slight decrease of. 9 points we were able to maintain our ORANGE status and were 16.6 points below standard overall.</p> <p>When looking at various student groups, we had one student group in the RED: Students with disabilities. Our students with disabilities had a decline of 10.6 points and are 104.4 points below standard</p>	2021 California School Dashboard.

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 groups meeting program criteria based on need; program currently services African American students, Foster Youth, and English Language Learners.

Strategy/Activity

Intervention Teacher READ 180 (Salary and \$540 materials and supplies) . Reading intervention teacher will provide support to "at promise" 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)
157717	<p>Title I Part A: Intervention</p> <p>Reading intervention will occur between the bells in a separate classroom with reading intervention teacher. Intervention will be provided at students' instructional and independent reading level.</p>

Strategy/Activity 2

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. Our Academic Coach will provide onsite professional development and work with teachers to analyze data, and plan lessons that incorporate effective instructional strategies with these student groups as a means to increase student engagement and overall academic achievement.

Strategy/Activity

Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs. and initiatives.

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)

93922

Source(s)

Title I Part A: Professional Development

Academic Coach provided professional development, demo lessons, and support to school-wide academic programs and initiatives.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, greater emphasis will be placed on meeting the needs of Students with Disabilities. These 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, Foster Youth, and Students with Disabilities.

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences...)

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)

22849

Source(s)

Title I Part A: Professional Development

Professional Development will be offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities are made available to classified, certificated, and administrative

	staff. Includes materials and supplies for training.
9170	<p>Title I Part A: Collaboration</p> <p>Collaboration will be offered to teacher teams to analyze data and plan for instruction. Extra duty or cost of substitutes. Includes 2 days 6 hour collaborations</p>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students will have access to extended learning opportunities; however a greater emphasis will be placed on ensuring African American students, Foster Youth, and Students with Disabilities have an opportunity to participate in extended learning opportunities.

Strategy/Activity

Intervention Program Including materials and supplies, staff (i.e. tutoring...)

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)

0

Source(s)

Title I Part A: Intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will have equal access to technology.

Strategy/Activity

Supplemental Technology

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)

14440

Source(s)

Title I Part A: Supplemental Technology

Use technology to support at-promise students' access to CCSS ELA curriculum through the use of technology (iPads/chromebook, keyboards, earphones, ipad stands, etc.)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Student groups

Strategy/Activity

Supplemental Technology Software/Apps

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)

4000

Source(s)

Title I Part A: Supplemental Technology

Purchase computer software for Primary and Upper Elementary Grade with specific focus on foundational skills, reading fluency, comprehension and expository text.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Parent Involvement Activities:
Title 1

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)

1603

Source(s)

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. FIAT, SSC, Title I

meetings, math night, reading night, parent workshops, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

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 Goal 1 Funded Program Evaluation

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 Goal 1 Funded Program Evaluation

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 Goal 1 Funded Program Evaluation

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 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

SCHOOL GOAL:

California Dashboard data will increase by a minimum of 3 points for all student groups in Math.

Identified Need

Students with Disabilities are performing lower than other student groups; additional intervention and supports are needed to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our students 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
2021 CAASPP for mathematics California Dashboard Data Dreambox Data	<p>Railway's Dreambox data showed 12% of students performing at or above grade level (79 of 660 students).</p> <p>In 18/19, the California Dashboard in the area of Mathematics, Railway was in the YELLOW. We maintained our Yellow status with a slight increase of 2.4 points.</p> <p>When looking at the various student groups we had one student group in the RED (students with disabilities) who had a decrease of 25.5 points and are 121.5 points below standard.</p>	<p>Dreambox math data will increase by 10% of students working at or above grade level.</p> <p>CAASPP Math data will increase at a minimum of 3 points overall from -23.7 points below standard to -20.7 points below standard and for each student group as measured by the 2021 California School Dashboard.</p> <p>SWD CAASPP Math data will increase a minimum of 3 points overall from 121.5 points below standard to 119.5 points below standard as measured by the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2021 California School Dashboard.

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, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities. Our Academic Coach will provide onsite professional development and work with teachers to analyze data, and plan lessons that incorporate effective instructional strategies with these student groups as a means to increase student engagement and overall academic achievement in the area of mathematics.

Strategy/Activity

Academic Coach
(see goal 1)

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)

0

Source(s)

Title I Part A: Professional Development
1000-1999: Certificated Personnel Salaries
Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students will have access to extended learning opportunities; however a greater emphasis will be placed on ensuring English Learners, SED, Hispanic and Students with Disabilities have an opportunity to participate in extended learning opportunities.

Strategy/Activity

Intervention Program Including materials and supplies, staff
(i.e. tutoring...)

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)

0

Source(s)

Title I Part A: Intervention

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All student groups

Strategy/Activity

Supplemental Technology Software/Apps

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)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Student Groups

Strategy/Activity

Parent Involvement Activities:
Title 1**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)

1604

Source(s)

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. FIAT, SSC, Title I

meetings, math night, reading night, parent workshops, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, greater emphasis will be placed on meeting the needs of Students with Disabilities. These 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, Foster Youth, and Students with Disabilities.

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences...)

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)

0

Source(s)

Title I Part A: Professional Development

Professional Development will be offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities are made available to classified, certificated, and administrative staff.

9170

Title I Part A: Collaboration

Collaboration will be offered to teacher teams to analyze data and plan for instruction. Extra duty or cost of substitutes. Includes 1 days 6 hour collaboration

Annual Review

SPSA Year Reviewed: 2021-22

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 Goal 2 Title I Funded Program Evaluation

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 Goal 2 Title I Funded Program Evaluation

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 Goal 2 Title I Funded Program Evaluation

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 all 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

SCHOOL GOAL:

All student groups will show an increase of a minimum of 12 points in ELA and a minimum of 3 points in Math as reported in the California Dashboard. 15% of English Learners will be Reclassified English Language Proficient (RFEP).

Identified Need

EL students are in ORANGE for ELA with DFS -19.5pts. This includes current ELs and RFEPs. Current ELS are at -76.5 DFS and RFEPs are 61.1 above standard. For Math all EL's are -26.7pts DFS. Current ELS are -73.3 below standard and RFEPs are 39.2 above standard. Currently, 40.6% of ELs making progress in English Language Proficiency- the status is LOW.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard data Reclassification Data ELPAC/CAASPP Data	Upon reviewing data in the California Dashboard in the area of ELA, EL students at Railway are currently in the ORANGE, maintaining our status with 19.5 points below standard. For Math, EL students at Railway maintained ORANGE status with 27.1 points below standards. Dashboard ELP Data indicates that 40.6% of ELs are making progress towards English Language Proficiency. Percentage of EL students reclassified 2021-2022 was 1%.	CAASPP ELA data will increase at a minimum of 12 points overall from -19.5 points below standard to -4.5 points below standard and for the EL student group as measured by the 2021 California School Dashboard. CAASPP Math data will increase at a minimum of 3 points overall from -27.1 points below standard to -24.1 points below standard and for the EL student group as measured by the 2021 California School Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		15% of English Learners will be Reclassified English Language Proficient (RFEP). ELPI: Increase of 5% from 40.6% to 45.6%

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)

English Language Learners

Strategy/Activity

Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs and initiatives that support the academic achievement of our English Language Learners.
(see goal 1)

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)

0

Source(s)

Title I Part A: Professional Development

Academic Coach provided professional development, demo lessons, and support to school-wide academic programs and initiatives to support the overall academic achievement of English Language Learners.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Parent Involvement Activities

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)
14000	LCFF 0702: EL Supplemental Parent opportunities for parent involvement such as ELAC, CAFE, and other parent involvement opportunities, etc, including childcare, materials and supplies.
500	Title I Part A: Supplemental Materials and Supplies Light refreshments and other materials and supplies for parent participation activities (ELAC, CAFE, etc.)r

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences/Meetings /Trainings...)

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)
5328	LCFF 0702: EL Supplemental Professional Development will be offered to ensure best instruction and best practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Intervention Program Including materials and supplies, staff (i.e. tutoring...)

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)

5872

Source(s)

LCFF 0702: EL Supplemental

Provide extended learning opportunities through an Intervention Program for English Learner students and students struggling academically including materials and supplies, extra duty staff (i.e. tutoring...)

5800

Title I Part A: Supplemental Materials and Supplies

Bilingual Leveled Readers for English Learner students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Supplemental Technology will be available to 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)

2000

Source(s)

LCFF 0702: EL Supplemental

Technology to support EL students/Parents: Classroom projectors, bulbs, cords, installation, interactive panels

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Bilingual Aide support during the instructional day, and/or during after school programs designed for English Language Learners.

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)

46285

Source(s)

LCFF 0702: EL Supplemental

Bilingual Instructional Aide Support

Annual Review

SPSA Year Reviewed: 2021-22

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.

Most activities were implemented at high level. An Academic Coach was on staff to provide staff with support in implementation of best first instruction in relation to English Learner programs and Universal Design strategies. Families of English Learners participated in parent involvement activities to include, ELAC and CABE. Due to the mandated school closure in the Spring, professional development and intervention activities did not occur. Activity 5: projector installation in room 301 did not occur due to closure as well and will continue to 20/21 school year. Additionally, those school closures required students to complete the school year through remote/distant learning. Remote/Distance Learning affected the overall effectiveness of the strategies used to achieve this goal.

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

There were no major differences between the intended implementation or the budgeted expenditures to implement the strategies/activities to meet this goal.

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

There were no changes that will be made to this goal, annual outcomes, metrics, or strategies/activities to achieve this goal. The expectation is that we will not complete the year through remote/distance Learning.

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

School 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

SCHOOL GOAL 4:

Increase average ADA rates by 1% over 2020-2021

Maintain suspension rates below 2% during the 2020-2021 school year.

Reduce Chronic Absenteeism rates by 2% during the 2020-2021 school year.

Identified Need

Overall, Railway is RED status for Chronic Absenteeism, with an increase of 3.5% Our SED and Hispanic groups are also RED, with increases of 3.3% and 3.8% respectively. Our EL and Students with Disabilities are ORANGE, with increases of .7% and 11.2% respectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism data Dashboard Suspensions data Title I Parent Surveys Office Referral Data Attendance Data TFI Data	Overall, parents and students feel comfortable at school. Suspension data status for all student groups were GREEN. Railway is RED status for Chronic Absenteeism, with an increase of 3.5% Our SED and Hispanic groups are also RED, with increases of 3.3% and 3.8% respectively. Our EL and Students with Disabilities are ORANGE, with increases of .7% and 11.2% respectively. TFI: End of Year TFI was 80%	Chronic Absenteeism data will decrease at a minimum of 3% overall from the prior year from 11.8% to 8.8% and for each student group as measured by the 2021 California School dashboard. Suspension data will decrease at a minimum of 0.3% overall from the prior year from 1.9% to 1.6% and for each student group as measured by the 2021 California School Dashboard. TFI: Increase TFI score to 100%

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

Parent Involvement Activities
(enrichment)
LCFF 0707

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)

2000

Source(s)

LCFF 0707: Supplemental Concentration

Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. AVID, STEM, STEAM, Art night, PE night, etc.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counseling Program
LCFF 0707

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)

125435

Source(s)

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 a

	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. Foster, African American) and targeted needs (i.e. suspensions, chronic absenteeism). Including salary, professional development and resources.
700	LCFF 0707: Supplemental Concentration 4000-4999: Books And Supplies Counseling Program: Books and supplies for 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 student Groups

Strategy/Activity

Art Program
LCFF 0707

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)
115928	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries
2000	LCFF 0707: Supplemental Concentration Building Professional Capacity (conferences, professional development, etc.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Physical Education Program
LCFF 0707

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)
115928	LCFF 0707: Supplemental Concentration Physical Education Program LCFF 0707
2000	LCFF 0707: Supplemental Concentration Building Professional Capacity (conferences, professional development, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Administrative Support: Assistant Principal
LCFF 0707

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)
143,698	LCFF 0707: Supplemental Concentration 1000-1999: Certificated Personnel Salaries Support student academic. attendance, and behavior success through the administration of supplemental programs to include salary and resources. Supplemental programs will encompass interventions for foster youth, at-risk students and students struggling academically. Administrator will collaborate with counselors and other staff to meet student success goals.
100	LCFF 0707: Supplemental Concentration 4000-4999: Books And Supplies Books, manuals, other supplemental resources to support improved attendance, behavior, climate and culture, etc.
1500	LCFF 0707: Supplemental Concentration

Building Professional Capacity (conferences, professional development, etc.)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Supplemental School Programs Support
Media Clerk Salary
Health Aide Salary
Categorical Program Clerk Salary
LCFF 0707

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)

50839

Source(s)

LCFF 0707: Supplemental Concentration
2000-2999: Classified Personnel Salaries
Categorical Program Clerk Salary

49946

LCFF 0707: Supplemental Concentration
2000-2999: Classified Personnel Salaries
Media Clerk Salary

15756

LCFF 0707: Supplemental Concentration
2000-2999: Classified Personnel Salaries
Health Aide Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

AVID/College and Career Readiness Program
Except parent involvement
Materials and supplies
Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences, team meetings...)
LCFF 0707

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 Building Professional Capacity: AVID Summer Institute/Path Trainings Registration Fees Lodging and Meals Mileage Alignment of instruction and content standards will be Implemented through the integration of AVID- WICOR (Writing, Inquiry, collaboration, organization and reading) to support the development of students academic skills and competency. Including Professional Development, Collaboration, Conferences, team meetings, materials and supplies, etc.
15501	LCFF 0707: Supplemental Concentration 4000-4999: Books And Supplies AVID Materials and Supplies to support the use of WICOR strategies in the classroom.
4279	LCFF 0707: Supplemental Concentration AVID Site Team Paid Collaboration/Meetings
300	LCFF 0707: Supplemental Concentration AVID College and Career Readiness: Career Day Program Material and supplies and light refreshments

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

Parent Involvement Activities
(i.e. Counselor parent classes, AVID, Science, STEAM, ART Night) ...)
LCFF 0707

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)

1000

Source(s)

LCFF 0707: Supplemental Concentration

Provide parent involvement activities to bridge a home to school connection specific to AVID, Science, STEAM, ART, etc.

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

Building Professional Capacity MTSS / SEL/STEM
(i.e. Professional Development/ Collaboration / Conferences/Meetings/Trainings...)
LCFF 0707

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)

12440

Source(s)

LCFF 0707: Supplemental Concentration

Collaboration and Professional Development will be offered to plan the implementation of Railway's STEM program.

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

Academic and/or SEL Enrichment
LCFF 0707

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)
24915	LCFF 0707: Supplemental Concentration Implement assemblies, educational study trips, After school and enrichment supplies GATE, STEM, art, PE, All Star Academy Provide MTSS / SEL materials and supplies (such as incentives, recognition)
4960	LCFF 0707: Supplemental Concentration MTSS Team Meeting Extra duty/Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students with attendance issues/students on track to becoming chronically absent.

Strategy/Activity

Attendance Improvement 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)
5000	LCFF 0707: Supplemental Concentration Raawee Attendance Program to facilitate parent communication, SART and SARB process.
500	LCFF 0707: Supplemental Concentration Student Incentives for improved attendance

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Supplemental Classroom Materials and supplies
Provide materials to implement instructional practices to support instruction for at-risk 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)

5000

Source(s)

LCFF 0707: Supplemental Concentration

Supplemental materials and supplies to support Best First Instruction and application of High Leverage Instructional Strategies:

whiteboards
core folders
sentence frames
charts
highlighters
writing supplies
whiteboard markers

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental Technology/Software/Apps

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)

1500.00

Source(s)

LCFF 0707: Supplemental Concentration

Purchase license for supplemental science program to support the integration of science throughout our curricular program.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Activity 1- Parent nights specifically targeting foster youth and 'homeless' students were held with a low turnout of these targeted groups.

Activity 2- A School Counselor was hired to counsel students on social emotional health. The School Counselor met with students demonstrating chronic absenteeism, behavioral challenges, and under-developed social emotional coping skills. The School Counselor met with and demonstrated a positive increase in students adjustment and adaptability to school life.

Activity 3- An Art Teacher was hired to implement an Art Program. All 1-6 grade students received a minimum of 40 minutes/week of standards based Art instruction.

Activity 4- A Physical Education Teacher was hired to implement a Physical Education Program. All 1-6 grade students received a minimum of 100 minutes/week of standards based Physical Education instruction.

Activity 5- An Assistant Principal was hired to oversee the school's academic engagement program. All students' attendance and behavioral data was monitored on a monthly basis. Response to academic engagement data was implemented at least once a month.

Activity 6- Support staff was hired to ensure student access to media resources, health services, and program participation. All students visited the media center at least once a week. All students had access to a health aide and services on a continuous basis. All students were monitored for access and participation in school programs.

Activity 7- Alignment of instruction and content standards was Implemented through the integration of AVID- WICOR (Writing, Inquiry, collaboration, organization and reading) to support the development of students academic skills and competency. Including Professional Development, Collaboration, Conferences, team meetings, materials and supplies, etc. All students participated in AVID activities implemented by staff trained on AVID strategies.

Activity 8-Parent nights for all students were held with a low participation rate for all groups.

Activity 9- Professional Development and Collaboration was planned for all staff members. MTSS Team met during the year. Our TFI showed was 80% and we applied for the Gold recognition.

Activity 10- Supplemental student activities were planned to increase attendance rates and academic engagement. Student attendance was impacted due to the continuing COVID 19 pandemic.

Activity 11- Materials and supplies were purchased to supplement the regular school programs. Staff was able to supplement most of the schools academic engagement programs.

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

Activities were completed. Parent nights were held virtually impacting participation.

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.

No changes will be made to this goal. Continued implementation is necessary.

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.

Centralized Service

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
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	August 11, 2022 - June 13, 2023	Patty Hernandez Rosa Farfan Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	42,691.64

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	\$320775
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	\$320775

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: \$

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

Total of federal, state, and/or local funds for this school: \$320775

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
Michelle Miller	Principal
Marilee Menez	Other School Staff
Laura McGinnis	Classroom Teacher
Tricia Rugh	Classroom Teacher
Jerry Burns	Classroom Teacher
Ariel Ortiz	Parent or Community Member
Ericka Bojorquez	Parent or Community Member
Monica Padilla	Parent or Community Member
Marcela Mendoza	Parent or Community Member
Yuliana Flores	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
	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 August 17, 2022.

Attested:

	Principal, Michelle Miller on 8/17/2022
	SSC Chairperson, Ericka Bojorquez on 8/17/2022

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



What is a School-Parent 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 student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate 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 School of Math, Science, and Technology developed this School-Parent Compact for Achievement. 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 needs.

Building Partnerships

- Back to School Night: 8/25/22 5:30-6:30 p.m.
- Title I Meetings: 10/13/22 5:00 pm & 11/30/22 1:30 pm
- Rockin' Read Family Friday 9/30/22 & 2/24/23
- Math/STEM Expo Night 10/13/22 5:30pm
- Parent Conferences 11/14-11/18/22
- Science & Astronomy Night: 1/19/23 5:45 pm
- Science Fair 1/19/23 5:30 pm
- Family Literacy Night 3/2/23 5:30 pm
- Open House 3/30/23 5:30 pm
- Book Fair TBD
- FIAT Meetings

Regularly Scheduled Events

- Friday Flag 8:00am: 2nd & 4th Friday each month
- ELAC 4th Wednesday of the month 1:30 pm
- School Site Council 4th Wednesdays of the month 2:30pm
- Award Assemblies 1:00 – 2:00

Communication about Student Learning

Railway School of Math, Science, and Technology is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- AVID Planner
- Connect Ed automated calls
- Updates on the school web site
- Current grade on Parent Portal
- Parent-Teacher Conferences in November

Do you have questions about your child's progress? Contact your child's teacher by email or by phone at **(951)943-3259**.



Railway Elementary School

HOME OF THE ROCKETS

School-Parent Compact for Achievement 2022-2023

Railway Elementary School
Michelle Miller, Principal

<https://www.perrisesd.org/Domain/14>
(951) 943-3259

Our Goals for Student Achievement

Perris Elementary School District Goals

Beginning in 2022/23 school year, increase at 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- Students meeting or exceeding ELA CA Standards on the CAASPP test will increase a minimum of 3 points.

Goal #2- Students meeting or exceeding Math CA Standards on the CAASPP test will increase a minimum of 3 points

Goal #3- 15% of English Learners will be Reclassified English Language Proficient (RFEP)

Goal #4- Maintain suspension rates below 2%. Reduce Chronic Absenteeism rates by 2%



It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.



Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & 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
- Participate 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 and school colleagues to make school a welcoming place for families which help each student achieve the school's high academic standards
- Respect the school, students, staff, and families

Staff Member _____



Family 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 that they can help me to be successful in school.
- Limit my screen time and instead study or read every day after school.
- Respect my school, fellow students, teachers and other staff.

Student Signature _____



¿Qué es un acuerdo entre la escuela y los padres?

Un Pacto Escuela-Padre para el éxito es un acuerdo que padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres, maestros y estudiantes trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o excedan los estándares del nivel de grado.

- Compartir estrategias que los padres pueden usar en casa
- Enfoque en las habilidades de aprendizaje del estudiante
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades usando instrucción de alta calidad
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases
- Describir el papel del estudiante en su propia educación.

Desarrollado conjuntamente

Los padres, estudiantes y personal de la escuela Railway desarrollaron este Pacto Escuela-Padres para el éxito. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas para hacerlas más específicas, y los estudiantes nos dijeron lo que les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el pacto y hacer cambios basados en las necesidades de los estudiantes.

Construyendo Alianzas

- Noche de regreso a clases 8/25/22 5:30-6:30 pm
- Reunión de Título 10/13/22 5:00 p.m. & 11/30/22 1:30 pm
- Noche STEM y matemáticas 10/13/22 5:30 pm
- Conferencias de padres 11/14-18/2022
- Noche de ciencia y astronomía 1/19/23 5:45 pm
- Feria de Ciencias: 1/19/23 5:30 pm
- Noche de Lectura de Familia: 3/2/23 5:30 pm
- Casa Abierta: 3/30/23 5:30
- Feria de Libros: TBT

Eventos programados

- Viernes de Bandera 8:00am 2^{er} & 4^{er} del mes
- ELAC 4^{er} miércoles del mes 1:15 pm
- Concilio Escolar 4^{er} miércoles del mes 2:30pm
- Asambleas de Premios 1:00-2:00 en el MPR

Comunicación sobre el aprendizaje de los alumnos

La escuela Railway se compromete a mantener una comunicación frecuente y bidireccional con las familias sobre el aprendizaje de los niños. Algunas de las formas en las que puede esperar que nos comuniquemos con usted son:

- Organizador AVID
- Llamadas automáticas
- Actualizaciones en el sitio web de la escuela
- Calificación actual en el Portal de Padres
- Conferencias de padres y maestros en noviembre

¿Tiene preguntas sobre el progreso de su hijo? Comuníquese con el maestro de su hijo por teléfono al **(951)943-3259**.



Railway Elementary School CASA DE LOS ROCKETS

Pacto escuela- padres de familia para el éxito 2022-2023

Railway Elementary School
Michelle Miller, Principal

<https://www.perrisesd.org/Domain/14>
(951) 943-3259

Nuestras Metas para el Logro Estudiantil

Metas del Distrito Escolar Perris Elementary

Comenzando en el año escolar 2022/2023, aumentar un mínimo de 3 puntos en lectura y matemáticas a como es medido por Registro de Sitio de Red de California.

Metas de Railway School of Math, Science, and Technology

Meta #1- aumentar un mínimo de 3 puntos en ELA en el examen CAASPP

Meta #2- aumentar un mínimo de 3 puntos en matemáticas en el examen CAASPP

Meta #3- 15% de los aprendices de inglés serán reclasificados como Dominio del Idioma Inglés (RFEP)

Meta #4- Mantener las tasas de suspensión por debajo del 2%. Reducir las tasas de absentismo crónico en un 2%.



Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, los siguiente son acuerdos de responsabilidades y roles que nosotros, como socios, llevaremos a cabo para apoyar el éxito estudiantil en la escuela y en la vida.



Compromiso del personal

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un currículo e instrucción de alta calidad.
- Esforzarme para motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso del estudiante.
- Proporcionar tareas diarias significativas para reforzar y extender 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 en colaboración y trabajar consistentemente con las familias y mis colegas de la escuela para hacer la escuela accesible y acogedora para las familias que ayudan a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, a los estudiantes, al personal y a las familias.

Miembro del personal _____



Compromiso de los padres de familia

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un lugar y un momento tranquilo para hacer la tarea y controle el tiempo que pasa frente a la pantalla.
- Leerle a mi hijo o animarle a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tenga alguna inquietud.
- Asegurarme de que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Participar en la escuela en actividades tales como tomar decisiones en la escuela, ser voluntario y/o asistir a conferencias de padres y maestros, la Noche de regreso a clases, la Casa abierta y las noches familiares.
- 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 del Estudiante

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

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



Firma del Estudiante: _____



Railway School of Math, Science, and Technology

2022-2023

Title I, Part A School-Level Parent and Family Engagement Policy

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 involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

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.
- 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.
- 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]).

- Back to School Night 8/25/22 5:30-6:30 PM
- Title I Meetings: 10/13/22 5:00 pm & 11/30/22 1:30 pm
- Math/STEM Expo Night: 10/13/22 5:30 pm
- Science & Astronomy: 1/19/23 5:45pm
- Science Fair 1/19/23 5:30 pm
- Family Literacy Night 3/2/23 5:30 pm
- Rockin' Read Workshops: 9/30/22 & 2/24/23
- Parent Conferences: 11/14-11/18/22
- Open House 3/30/23
- Friday Flag 8:00am: 2nd & 4th Friday each month
- ELAC 4th Wed of the month 1:30 pm
- School Site Council 4th Wed of the month 2:30pm
- Award Assemblies 1:00 – 2:00
- Book Fairs
- AVID Planners
- Connect Ed Automated calls, texts, emails
- Current Grade on Parent Portal
- School Marquee
- Book Fair

Please attach the School-Parent Compact to this document.

This policy was adopted by the Railway School of Math, Science, and Technology on 5/23/22 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: 8/11/22

Michelle Miller

May 2022

California Department of Education
July 2018



Railway School of Math, Science, and Technology

2022-2023

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de ESSA.

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.
- Revisaremos las metas anuales sobre la participación familiar del LCAP

Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente 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 que éste designe convocará reuniones anuales para informar a las familias sobre:

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

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

- El director de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).

El director de la escuela:

- Invitar al Comité asesor del aprendiz del inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Proporcionar a las familias la oportunidad de hacer aportes a través de la Encuesta título I sobre la Póliza de participación familiar de la escuela, las reuniones anuales del Título I y las reuniones del Equipo de acción para la participación de familias (FIAT).
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurara de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

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

El director de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en anuncio electrónico afuera de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

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

Los métodos para compartir esto incluirán:

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela
- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)
- Reuniones/talleres del Equipo de acción para la participación de familias (FIAT)

Con la ayuda de los padres del 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, la escuela logrará esto por medio de:

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

La escuela coordina e integra el Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar 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 otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Diseminar recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas de padres, reuniones y otras actividades a los padres del 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 de la escuela y del estudiante a las familias.

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
 - Póliza de participación familiar en la escuela
 - 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 solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.
- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

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

- | | |
|---|---|
| • Noche de regreso a clases 8/25/22 5:30-6:30 pm | • Casa Abierta: 3/30/22 5:30 |
| • Reunión de Título 10/13/22 5:00 p.m. & 11/30/22 1:30 pm | • Feria de Libros: |
| • Noche STEM y matemáticas 10/13/22 5:30 pm | • Viernes de Bandera 8:00am 2nd & 4th viernes del mes |
| • Conferencias de padres 11/14-18/2022 | • ELAC 4 ^{er} miércoles del mes 1:30 p, |
| • Noche de ciencia y astronomía 1/19/23 5:45 pm | • Concilio Escolar 4 ^{er} miércoles del mes 2:30pm |
| • Feria de Ciencias: 1/19/23 5:30 pm | • Asambleas de Premios 1:00-2:00 |
| • Noche de Lectura de Familia: 3/3/22 5:30 pm | • Planificadores AVID |
| | • Connect Ed llamadas automatizadas |
| | • Grado actual en el Portal de Padres |
| | • Carpa de la escuela |

Por favor, adjunte el Pacto de padres de familia escolar a este documento.

Esta póliza fue adoptada por Railway School of Math, Science, and Technology el 23 de mayo de 2022 y estará en efecto durante el período de un año.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa del Título I, Parte A en, o antes: 8/11/22.

Michelle Miller

23 de mayo de 2022
Departamento de Educación de California
Julio de 2018



Perris Elementary School District
Educational Services
Title I Funded Program Evaluation

Site Name: Railway Elementary School Date: 21/22

Goal 1: California Dashboard data will increase by a minimum of 3 points for all student groups in English Language Arts.

<u>Actions/Activities</u> <u>(Strategies):</u>	Analysis (Describe the effectiveness of the strategies/ activities to achieve the articulated goal.)	Budgeted Expenditures (Describe any major differences between intended implementation and/or budgeted expenditures.)	Modification(s) based on evaluation results
<p>SPSA Activity 1 Page 14 :</p> <p><u>Intervention</u> <u>Teacher Read 180</u> <u>will provide support</u> <u>to at-risk students</u></p>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p>Provide intensive reading intervention during the school day, for those students not achieving in the standard classroom setting in grades 4-6. Students must meet specific district-wide entrance criteria in order to be considered for reading intervention.</p> <p><u>Quantitative Data</u> *74 Title I students received instruction from Intervention Specialists in grades 3-6 as part of our Tier 3 intervention. *Students met or exceeded yearly growth goal (expected growth in Lexiles based on grade level and initial Lexile score)</p> <ul style="list-style-type: none"> ○ Overall (grades 3-6): 25 ○ Students who met exit criteria: 6 <p><u>Qualitative Data:</u> Having a consistent intervention program that students participate in has been a factor in its effectiveness.</p> <p style="text-align: center;">What is not working and why? (Ineffective indicators)</p> <p><u>Quantitative Data</u> *Students who have not yet met yearly growth goal (expected growth in Lexiles based on grade level and initial Lexile score)</p> <ul style="list-style-type: none"> ○ Overall (grades 3-6): 41 <p><u>Qualitative Data</u> Students have been absent due to COVID related illnesses or have not fully participated in the program</p>	<p>Was the full budgeted amount spent?</p> <p>The full budgeted amount was spent for this SPSA Activity 1. The budget for the intervention teacher for the 2021-2022 school year was: \$148,784+540</p>	<p>What modifications can be made to this program to improve results?</p> <ul style="list-style-type: none"> ● Class Sizes will be between 18-24 students ● Provide the students with opportunities to celebrate their accomplishments to keep them motivated. ● Allocated instructional minutes will be set at a minimum 60 minutes for all grades 4-6th and 45 minutes for 3rd grade. ● Site administrator will monitor pacing and progress ● Set monthly meeting with Intervention teacher to review progress.



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<p><u>SPSA Activity 2 p14</u> <u>Professional</u> <u>Development</u> <u>(Academic Coach)</u> <u>will provide</u> <u>professional</u> <u>development and</u> <u>demonstration</u> <u>lessons to support</u> <u>teachers in</u> <u>implementing</u> <u>school-wide</u> <u>academic programs.</u></p>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p>The Academic Coach supported teachers in implementing school-wide academic programs. Provided professional development and teacher support for use of intervention materials and strategies for differentiation of instruction in ELA. Conducted Individualized teacher non-formal classroom observations and coaching with demonstration lessons and planning for next-steps for support. Planned with grade-level teams to assist in analyzing data from formative assessments and utilizing it to plan targeted instruction for students not meeting grade-level standards, especially English Learners and Students with Disabilities.</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> The Academic Coach provided grade level based professional Development training while meeting with teams; additionally the Academic Coach provided additional training offered by the Staff Development Office. <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> The Academic Coach was able to start the coaching cycle with new teachers. New teachers were receptive to working with the Academic Coach and improved instructionally. <p style="text-align: center;">What is not working and why? (Ineffective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> Due to the lack of substitutes to cover classrooms, the Academic Coach was unable to complete all coaching cycles with new teachers. <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> Coach worked with grade level teams focused on standards, common formative assessments, lesson planning and review of grade level data. 	<p>Was the full budgeted amount spent?</p> <p>The full budgeted amount was spent for this SPSA Activity 1. The budget for the academic coach for the 2021-2022 school year was: \$94108+200</p>	<p>During the 2022-2023 school year, the Academic Coach will:</p> <ul style="list-style-type: none"> Take all new teachers through the coaching cycle at least once Have weekly meetings/check-ins with the new teachers Participate in weekly grade level collaboration meetings to assist with lesson planning, creation of common formative assessments, data talks, etc. Assist grade level teams with completion of Data Protocols and establishing SMART Goals Provide onsite PD during the staff meetings



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SPSA Activity 3 p15 <u>Building</u> <u>Professional</u> <u>Capacity (PD,</u> <u>Collaboration,</u> <u>Conferences)</u>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p>Professional Development on best practices around teaching to the rigor of academic standards, universal access, integration of technology, and differentiating for diverse learning populations.</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> • Collaboration was built into the regular schedule weekly for 1 hour. • STEM team attended CUE and visited STEM schools in Val Verde. • Review of Engaging Classrooms via Instructional Focus Walls during Tuesday Staff Meetings • Collaboration and planning time during instructional day provided to plan for Essential Standards and STEM <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> • Teachers were receptive to all professional development and attempted to implement strategies learned. • Classroom visits demonstrated increased engagement with Instructional focus walls <p style="text-align: center;">(Ineffective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> • Many teachers attended District provided PD <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> • Conferences were not attended due to lack of substitutes at the start of the year. 	<p>Was the full budgeted amount spent?</p> <p>The full budgeted amount was not spent on this activity. A small portion of the budgeted amount was spent (materials/supplies). Reasons for not using the full amount include:</p> <ul style="list-style-type: none"> • Grade Level Collaboration was built into the distance learning virtual schedule and did not require substitutes or extra duty. <p>The full budgeted amount was spent for this Activity. 2021-22 school year budgeted amount: \$15000</p>	<p>All grade-level teams will have the opportunity to participate in grade-level collaboration once a week. The vertical collaboration will also take place a minimum of two times per year.</p> <p>Grade level collaboration within the school day has been added one time a week. Teachers will be pushing into classrooms to provide additional support and intervention.</p> <p>A minimum of four Tuesday staff meetings per year will be designated for site-based PD offered by the academic coach, and/or our teacher leaders</p>



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<p>SPSA Activity 5 p16 <u>Supplemental Technology Supplies to support at-risk students' access to CCSS curriculum through the use of technology (iPads /Chromebooks, keyboards, earphones, iPad stands, etc).</u></p>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p>20% replacement of technology for the 21/22 school year. Following years, 20% will be allocated for replacements of technology. The replacement of technology is based on a 5-year cycle plan to ensure students always have current functioning technology</p> <p>Provided technology supplies and replacements to support at-risk students' access to the curriculum through the use of technology.</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> Purchased 100 devices this year. <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> Currently, supplemental technology and supplies are provided for all classrooms.. Supplies are provided to all classes at the beginning of the year and replaced as needed throughout the year Headsets purchased for all students Student devices were replenished as needed. <p style="text-align: center;">What is not working and why? (Ineffective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> Some devices damaged. <p><u>Qualitative Data</u></p>	<p>Was the full budgeted amount spent?</p> <p>The full budgeted amount was spent for this Activity. 2021-22 school year budgeted amount: \$51200</p>	<p>What modifications can be made to this program to improve results?</p> <ul style="list-style-type: none"> Monitor data weekly, monthly to plan instruction Monitor use of technology and instructional impact via lesson plans and data. Student devices will be checked out via Destiny, which will allow for better monitoring



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<u>Actions/Activities</u> <u>(Strategies):</u>	Analysis (Describe the effectiveness of the strategies/ activities to achieve the articulated goal.)	Budgeted Expenditures (Describe any major differences between intended implementation and/or budgeted expenditures.)	Modification(s) based on evaluation results
<p>SPSA Activity 6 p17 <u>Supplemental</u> <u>Technology</u> <u>Software/Apps to</u> <u>support the</u> <u>supplemental</u> <u>instruction of</u> <u>students identified</u> <u>as at risk of not</u> <u>meeting grade-level</u> <u>standards in ELA</u> <u>and math.</u></p>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> ESGI is the only supplemental App purchased for Kindergarten and first grade (11 Teachers). It is used for assessment purposes. <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> Use of supplemental technology software/apps is observed via administrative access to ESGI Administrators able to monitor student learning via ESGI Allows for quicker review of data to plan for intervention. <p style="text-align: center;">What is not working and why? (Ineffective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> None <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> None 	<p>Was the full budgeted amount spent?</p> <p>If not, indicate how much was spent and an explanation for the difference.</p> <p>The full budgeted amount was spent for this Activity. 2021-22 school year budgeted amount: \$2343</p>	<ul style="list-style-type: none"> Monitor data weekly, monthly to plan instruction Ensure teachers utilize the assessment results and other reports to create student groupings for small group instruction



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<u>Actions/Activities</u> <u>(Strategies):</u>	Analysis (Describe the effectiveness of the strategies/ activities to achieve the articulated goal.)	Budgeted Expenditures (Describe any major differences between intended implementation and/or budgeted expenditures.)	Modification(s) based on evaluation results
<p>SPSA Activity 7 p17 <u>Provide parent involvement activities to bridge home to school connection including student populations, such as low income, foster youth, and other student groups.</u></p>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p>The following parent involvement activities were provided: SSC, Title I meetings, Math, and Reading nights, Science Night.</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> • All events were hosted virtually. • Eight SSC meetings were held. • Hosted a Math Night, a Science Night and a Literacy Night. • Two Title one Meetings were held,, • Four parent workshops through the College Success Series were held with each having between 10-15 participants. <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> • Due to COVID, all events were held virtually. This impacted family participation. The event with the most parent participation was our Science/Astronomy night with about 70 families connected. <p style="text-align: center;">What is not working and why? (Ineffective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> • None <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> • Due to COVID-19s, events were held virtually. 	<p>Was the full budgeted amount spent?</p> <p>If not, indicate how much was spent and an explanation for the difference.</p> <p>The full budgeted amount was spent for this Activity. 2021/22 school year budgeted amount: \$4300</p>	<ul style="list-style-type: none"> • Notification to families regarding scheduled events sent electronically via Peachjar, email, text, and phone. • Bi-Monthly Coffee with the Principals events will be offered to give parents an opportunity to share ideas and voice concerns. • Workshops focused on attendance, bullying, AVID strategies, etc will also be included in the Coffee with the Principals events. • Student attendance summaries will be sent home at the end of each month. • Loving Solutions Parenting classes hosted by our school counselor



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Site Name: Railway Elementary School Date: 21/22

Goal 2: California Dashboard data will increase by a minimum of 3 points for all student groups in Math.

<u>Actions/Activities (Strategies):</u>	Analysis (Describe the effectiveness of the strategies/ activities to achieve the articulated goal.)	Budgeted Expenditures (Describe any major differences between intended implementation and/or budgeted expenditures.)	Modification(s) based on evaluation results
<p>SPSA Activity 4 p21 <u>Provide parent involvement activities to bridge home to school connection including student populations, such as low income, foster youth, and other student groups.</u></p>	<p style="text-align: center;">What is working and why? (Effective indicators)</p> <p>The following parent involvement activities were provided: SSC, Title I meetings, Math, and Reading nights, Science Night.</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> • All events were hosted virtually. • Eight SSC meetings were held. • Hosted a Math Night, a Science Night and a Literacy Night. • Two Title one Meetings were held,, • Four parent workshops through the College Success Series were held with each having between 10-15 participants. <p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> • Due to COVID, all events were held virtually. This impacted family participation. The event with the most parent participation was our Science/Astronomy night with about 70 families connected. <p style="text-align: center;">What is not working and why? (Ineffective indicators)</p> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> • None <p><u>Qualitative Data</u></p> <ol style="list-style-type: none"> 1. Due to COVID-19s, events were held virtually. 	<p>Was the full budgeted amount spent? If not, indicate how much was spent and an explanation for the difference.</p> <p>The full budgeted amount was spent for this Activity. 2021-22 school year budgeted amount: \$4300</p>	<ul style="list-style-type: none"> • Notification to families regarding scheduled events sent electronically via Peachjar, email, text, and phone. • Bi-Monthly Coffee with the Principals events will be offered to give parents an opportunity to share ideas and voice concerns. • Workshops focused on attendance, bullying, AVID strategies, etc will also be included in the Coffee with the Principals events. • Student attendance summaries will be sent home at the end of each month. • Loving Solutions Parenting classes hosted by our school counselor