

# Railway Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |                             |
|-----------------------------------|-----------------------------|
| <b>School Name</b>                | Railway Elementary School   |
| <b>Street</b>                     | 555 Alpine Dr.              |
| <b>City, State, Zip</b>           | Perris, CA 92570            |
| <b>Phone Number</b>               | (951) 943-3259              |
| <b>Principal</b>                  | Jewel Desosa                |
| <b>E-mail Address</b>             | jdesosa@perrisesd.org       |
| <b>Web Site</b>                   | www.perrisesd.org/Domain/14 |
| <b>CDS Code</b>                   | 33671990110577              |

| <b>District Contact Information</b> |                                   |
|-------------------------------------|-----------------------------------|
| <b>District Name</b>                | Perris Elementary School District |
| <b>Phone Number</b>                 | (951) 657-3118                    |
| <b>Superintendent</b>               | Jean Marie Frey                   |
| <b>E-mail Address</b>               | ksolorzano@perrisesd.org          |
| <b>Web Site</b>                     | www.perrisesd.org                 |

### School Description and Mission Statement (School Year 2018-19)

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

Our mission is "to empower all students, families, and community to go above and beyond through math, science, technology, in order to prepare them for college/career readiness in a global technological society". Our school's mission statement aligns to AVID Elementary's mission statement and includes college and career readiness. As an AVID Elementary school, students are given organizational tools and strategies for success. Instruction focuses on an integration of science, math, and technology.

#### Railway's vision statement is to

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

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

### Student Enrollment by Grade Level (School Year 2017-18)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 132                       |
| <b>Grade 1</b>          | 118                       |
| <b>Grade 2</b>          | 128                       |
| <b>Grade 3</b>          | 119                       |
| <b>Grade 4</b>          | 125                       |
| <b>Grade 5</b>          | 115                       |
| <b>Grade 6</b>          | 113                       |
| <b>Total Enrollment</b> | 850                       |

### Student Enrollment by Group (School Year 2017-18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 3.2                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 0.4                         |
| Filipino                            | 0.1                         |
| Hispanic or Latino                  | 91.6                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 4.6                         |
| Socioeconomically Disadvantaged     | 85.8                        |
| English Learners                    | 46.2                        |
| Students with Disabilities          | 7.6                         |
| Foster Youth                        | 0.4                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 38      | 43      | 38      | 266      |
| Without Full Credential  | 0       | 0       | 0       | 5        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** September 13, 2018

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

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts  | McGraw Hill California Wonders (Adopted in 2016)<br>McGraw Hill World of Wonders Pre-K (Adopted in 2016) | Yes                              | 0   |
| Mathematics            | Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015)   | Yes                              | 0   |
| Science                | Harcourt California Science (Adopted in 2007)  | Yes                              | 0   |
| History-Social Science | Harcourt Social Studies: California Reflections (Adopted in 2006)  | Yes                              | 0   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Railway was built in 2006. An additional wing of four classrooms was finished in 2007. More parking spaces were completed on the west side of the school. Rubber cushioning has replaced existing wood chips around the climbing play structures. A permanent shade structure has been installed over the kindergarten playground. There are 36 total classrooms.

The school is kept clean and attractive. The cafeteria is cleaned daily, and other buildings are vacuumed and/or mopped daily. Bathrooms are cleaned daily or more frequently as necessary. Sidewalks and hardscape play areas are cleaned weekly. A district gardening crew works at Railway once every eight school days.

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

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

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b><br>Year and month of the most recent FIT report: September 5, 2018 |               |  |
|---|---------------|--|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer   | Good          |  |
| <b>Interior:</b> Interior Surfaces  | Good          |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation  | Good          |  |
| <b>Electrical:</b> Electrical   | Good          | Room 216: Plastic light covered cracked.<br>Room 304: Two light bulbs out.<br>Room 303: Ten light bulbs out.   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains  | Good          | L Boys RR: Sink Faucet is loose.   |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | Good          |  |
| <b>Structural:</b> Structural Damage, Roofs   | Good          | Speech Room: One ceiling tile needs to be replaced.<br>Admin. Office: Two ceiling tiles need to be replaced.<br>K3: One ceiling tile needs to be replaced.<br>Room 104: Two ceiling tiles need to be replaced. |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences   | Good          |  |

**Overall Facility Rating (Most Recent Year)**

| <b>Year and month of the most recent FIT report: September 5, 2018</b> |      |
|--|------|
| Overall Rating   | Good |
|  |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 44.0  | 44.0    | 34.0     | 33.0    | 48.0    | 50.0    |
| Mathematics<br>(grades 3-8 and 11)                    | 38.0  | 40.0    | 23.0     | 23.0    | 37.0    | 38.0    |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 472              | 469           | 99.36          | 43.50                   |
| Male                             | 267              | 265           | 99.25          | 39.62                   |
| Female                           | 205              | 204           | 99.51          | 48.53                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 444              | 442           | 99.55          | 44.34                   |
| White                            | 15               | 15            | 100.00         | 26.67                   |
| Socioeconomically Disadvantaged  | 390              | 387           | 99.23          | 41.86                   |
| English Learners                 | 283              | 280           | 98.94          | 39.29                   |
| Students with Disabilities       | 48               | 48            | 100.00         | 12.50                   |
| Foster Youth                     | --               | --            | --             | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 472              | 470           | 99.58          | 39.79                   |
| Male                             | 267              | 266           | 99.63          | 43.61                   |
| Female                           | 205              | 204           | 99.51          | 34.8                    |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 444              | 442           | 99.55          | 39.59                   |
| White                            | 15               | 15            | 100            | 46.67                   |
| Socioeconomically Disadvantaged  | 390              | 388           | 99.49          | 38.4                    |
| English Learners                 | 283              | 282           | 99.65          | 38.3                    |
| Students with Disabilities       | 48               | 48            | 100            | 25                      |
| Foster Youth                     | --               | --            | --             | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                       | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|-------------------------------|--|---------|----------|---------|---------|---------|
|                               | School   |         | District |         | State   |         |
|                               | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 17.1  | 16.2                  | 18.8                 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Railway prides itself with its partnership with parents. Parents have multiple opportunities to be involved in school activities and in their child's education. We have a School Site Council where parents are invited to attend to provide input and perspective regarding our school programs. Our English Language Advisory Committee (ELAC) meets to discuss strategies to support our English Learners on reaching English language proficiency. A school site council representative and ELAC representative is present at each meeting to bring forth suggestions and ideas from parents. Once a month we have a family event. Our highly attended Rockin' Read Family Fridays are the first Friday of the month. Parents attend a workshop relevant to a strategy their child his learning in class. This can include PBIS, AVID Strategies, Writing, Math, etc. After the workshop, parents are invited to read with their child in the classroom. We have two main family nights. The first is a STEM (Science, Technology, Engineering, Math) Night. Families participate in STEM activities with their child. The second is Astronomy/Science Night. This year, we implemented our first AVID night where families learned more about AVID school-wide systems and strategies for organization, note-taking, and college/career readiness. Students and families participate in engaging activities and hands-on lessons.

Parents are encouraged to volunteer in any capacity. This can include supporting in the classroom as a volunteer, assisting the school with logistical tasks, chaperoning educational study trips, or participating in our FIAT (Family Involvement Action Team) Committee. Our FIAT committee meets to collaborate on family events such as Rockin' Read Family Friday, Jog-a-Thon, Movie Night, Family Dances, etc. Parents are informed of events through school flyers and an automated phone call. For more information on how to get involved please call our front office.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 2.2     | 1.2     | 2.4     | 2.9      | 2.6     | 3.6     | 3.7     | 3.7     | 3.5     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

## School Safety Plan (School Year 2018-19)

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

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school wide staff meeting. We practice fire drills monthly as well as earthquake duck and cover and lockdown drills periodically throughout the year. We hold trainings for staff on emergency preparedness annually.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16         |                   |       |     | 2016-17         |                   |       |     | 2017-18         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| K           | 23              |                   | 6     |     | 24              |                   | 6     |     | 19              | 2                 | 5     |     |
| 1           | 24              |                   | 5     |     | 25              |                   | 5     |     | 23              |                   | 5     |     |
| 2           | 22              |                   | 5     |     | 24              |                   | 5     |     | 25              |                   | 5     |     |
| 3           | 23              |                   | 5     |     | 24              |                   | 5     |     | 24              |                   | 5     |     |
| 4           | 33              |                   |       | 4   | 28              |                   | 4     |     | 31              |                   | 4     |     |
| 5           | 30              |                   | 4     |     | 31              |                   | 4     |     | 28              |                   | 4     |     |
| 6           | 24              | 1                 | 4     |     | 27              | 1                 | 4     |     | 28              |                   | 4     |     |
| Other       |                 |                   |       |     |                 |                   |       |     | 9               | 1                 |       |     |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 1                                | 834   |
| Counselor (Social/Behavioral or Career Development) | 1                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | 1                                | N/A   |
| Social Worker                                       | 1                                | N/A   |
| Nurse   | 1                                | N/A   |
| Speech/Language/Hearing Specialist                  | 1                                | N/A   |
| Resource Specialist (non-teaching)                  | 1                                | N/A   |
| Other   | 0                                | N/A   |

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level  | Expenditures Per Pupil |                             |                        | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
|  | Total                  | Supplemental/<br>Restricted | Basic/<br>Unrestricted |                        |
| School Site                                  | \$7,609                | \$1,217                     | \$6,392                | \$88,568               |
| District                                     | N/A                    | N/A                         | \$8,904                | \$84,626               |
| Percent Difference: School Site and District | N/A                    | N/A                         | -32.8                  | 4.6                    |
| State  | N/A                    | N/A                         | \$7,125                | \$80,910               |
| Percent Difference: School Site and State    | N/A                    | N/A                         | -10.8                  | 9.0                    |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

Railway offers a variety of services and programs to assist students in reaching academic achievement. The district offers a targeted intervention program after school for students who need additional intervention and support on mastering California Standards. This is a federal program that offers tutoring services to students who qualify. After school tutoring at Railway is offered in the areas of English Language Arts and Math. These programs give students the opportunity for reteach and additional time to practice to reach content mastery.

Railway has a full time school counselor and a part time social work intern who provide individual and group counseling. Additionally, they support our PBIS (positive behavioral interventions and support) culture by providing whole group lessons, small group counseling, and individual counseling to students. Classroom teachers teach guidance lessons using the Second Step Curriculum. This program teaches social skills lessons and conflict resolution through effective, engaging, and age-appropriate lessons.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,261        | \$50,084                                     |
| Mid-Range Teacher Salary                      | \$84,831        | \$80,256                                     |
| Highest Teacher Salary                        | \$109,559       | \$100,154                                    |
| Average Principal Salary (Elementary)         | \$118,647       | \$125,899                                    |
| Average Principal Salary (Middle)             | \$0             | \$130,255                                    |
| Average Principal Salary (High)               | \$0             | \$128,660                                    |
| Superintendent Salary                         | \$244,845       | \$222,447                                    |
| Percent of Budget for Teacher Salaries        | 41.0            | 37.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 5.0  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Professional Development is thoughtfully implemented. Using student data to determine overall needs, the principal in collaboration with the assistant principal, academic coach and/or leadership team will determine the topic and goal for professional development. This is delivered through a variety of ways. The most common is through a staff meeting. Teachers participate in strategies that can support students with achieving mastery in Math, ELD, and/or ELA California Standards. Teachers also attend conferences specific to our school programs in order to enhance teaching practices. Our teachers have attended AVID Summer Institute to implement AVID Elementary school-wide. Our primary teachers attend a STEM focused conference specific to kindergarten and first grade students. Our PE and Art teachers also attended a conference specific to their subject. Teachers are supported through individual feedback from the principal and/or assistant principal. Consistent individual support from our academic coach is available to all teachers through a collaborative process. Expectations are modeled throughout staff meetings and during professional development. Teachers are given opportunities to calibrate and collaborate using data. Follow up support is provided by the academic coach to discuss and model best teaching practices and strategies for our students.