Railway School of Math, Science, and Technology
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Railway School of Math, Science, and Technology
Street	555 Alpine Dr.

City, State, Zip	Perris, CA 92570
Phone Number	(951) 943-3259
Principal	Jennifer Hunter
Email Address	jennifer.hunter@perrisesd.org
School Website	https://www.perrisesd.org/Domain/14
County-District-School (CDS) Code	33671990110577

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

Railway's vision statement is to

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	149
Grade 1	113
Grade 2	96
Grade 3	116

Grade 4	112
Grade 5	100
Grade 6	93
Total Enrollment	779

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.8%
American Indian or Alaska Native	0.3%
Black or African American	2.7%
Hispanic or Latino	91.8%
Two or More Races	0.3%
White	3.2%
English Learners	47.5%
Foster Youth	1.2%
Homeless	2.8%
Socioeconomically Disadvantaged	87.2%
Students with Disabilities	11.2%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.00	97.30	252.60	95.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0	0	11216.70	4.08

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0	0	12115.80	4.41
Unknown	0	0	0	0	18854.30	6.86
Total Teaching Positions	37.00	100.00	263.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.00	96.00	252.70	94.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.33	2.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	1.12	11953.10	4.28
Unknown	1.00	2.67	7.50	2.80	15831.90	5.67
Total Teaching Positions	37.50	100.00	267.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00

Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 14, 2023

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	11/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Library: 7: 1 light diffuser missing Office: 7: 1 light cover missing Room 215: 7: 1 ballast out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 111: 9: (D) Water pressure is inadequate
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	28	30	31	47	46
Mathematics (grades 3-8 and 11)	18	18	16	19	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	433	425	98.15	1.85	27.53
Female	208	204	98.08	1.92	30.39
Male	225	221	98.22	1.78	24.89
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	404	397	98.27	1.73	27.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	192	187	97.40	2.60	17.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	389	382	98.20	1.80	26.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	5.56

2022-23 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	433	430	99.31	0.69	18.14
Female	208	207	99.52	0.48	14.01
Male	225	223	99.11	0.89	21.97
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	404	402	99.50	0.50	18.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	192	192	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	389	386	99.23	0.77	17.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	5.56

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.25	24.30	17.50	13.62	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	107	99.07	0.93	24.30
Female	54	54	100.00	0.00	27.78
Male	54	53	98.15	1.85	20.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	98	98	100.00	0.00	23.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	95	98.96	1.04	23.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.3	98.2	99.1	99.1	98.2

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

2023-24 Opportunities for Parental Involvement

Railway prides itself with its partnership with parents. Parents have multiple opportunities to be involved in school activities and in their child's education. We have a School Site Council where parents are invited to attend to provide input and perspective regarding our school programs. Our English Language Advisory Committee (ELAC) meets to discuss strategies to support our English Learners on reaching English language proficiency. A school site council representative and ELAC representative is present at each meeting to bring forth suggestions and ideas from parents. We hold regularly scheduled family events in the evening. We offer parent workshops that can help parents support their students at home. These workshops can include PBIS, AVID Strategies, Writing, Math, or supporting their students Social Emotional development. We hold multiple family nights: STEM (Science, Technology, Engineering, Math) Night, Astronomy & Science Night, Math and Literacy Night.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	860	831	333	40.1
Female	410	397	153	38.5
Male	450	434	180	41.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	27	21	13	61.9
Filipino	0	0	0	0.0
Hispanic or Latino	789	767	303	39.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	26	25	11	44.0
English Learners	412	401	144	35.9
Foster Youth	16	13	4	30.8
Homeless	31	30	12	40.0
Socioeconomically Disadvantaged	763	738	304	41.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	112	51	45.5

C. Engagement	State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.65	1.63	0.02	2.27	2.10	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0
Female	2.2	0
Male	1.11	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.7	0
Filipino	0	0
Hispanic or Latino	1.65	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.97	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

2023-24 School Safety Plan

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

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school wide staff meeting. Parent input is solicited during our School Site Council and ELAC meetings and was last approved on November 29, 2023. 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

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6	1	
1	21	1	5	
2	29		4	1
3	20	4	1	
4	27		4	
5	29		4	
6	31		3	

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	6	0
1	23	1	4	0
2	19	1	4	0
3	28	0	4	1
4	28	0	4	0
5	25	0	4	0
6	31	0	3	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	779

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11999	2914	9085	99705
District	N/A	N/A	10327	$96,211
Percent Difference - School Site and District	N/A	N/A	-12.8	3.6
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A		12.1

Fiscal Year 2022-23 Types of Services Funded

Railway offers a variety of services and programs to assist students in reaching academic achievement.

Bilingual Instructional Aides work with the classroom teachers to support identified English Learners in all content areas.

Additional instructional support is offered through after school tutoring. The district offers a Targeted Intervention Program (TIP) 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. Site based 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. We also host a Saturday Academy about 8 times a year to offer academic and enrichment programs to students.

Railway has a full time school counselor 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.

Railway's Academic Coach is a certificated teacher who plans lessons and training to support classroom teachers. The academic Coach will provide Professional Development to teachers throughout the year and works with new teachers in the induction program. She follows up on district Professional Development and provides additional assistance as informed by assessment data.

Fiscal Year 2022-23 Types of Services Funded

Railway is an AVID Elementary school. At the elementary level, students learn note taking skills, WICOR instructional strategies, and other success building skills for their future learning career. Throughout the year, we offer AVID informational meetings for families to become aware and support their children with the skills students learn at school.

Railway is a part of the Carnegie STEM Excellence schools and is working towards integrating STEM curriculum across all subject areas. Teachers are receiving ongoing training to support inquiry based instruction to support students critical thinking and problem solving skills.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	58329	$54,046
Mid-Range Teacher Salary	95418	$84,515
Highest Teacher Salary	135215	$110,867
Average Principal Salary (Elementary)	157704	$136,841
Average Principal Salary (Middle)	0	$141,477
Average Principal Salary (High)	0	$137,985
Superintendent Salary	268400	$217,473
Percent of Budget for Teacher Salaries	36	32.43%
Percent of Budget for Administrative Salaries	5	5.62%

Professional Development

Professional Development for staff is centered on school priority and focus areas, 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. Professional development and training in the implementation and integration of STEM is also offered. Teachers are supported through individual feedback from the principal and/or assistant principal. Our classified teaching and non-teaching staff participates in professional development particular to their assigned duties and responsibilities. Supervision Aides meet regularly to review, train, and practice student supervision skills as well as skills learned through our site PBIS initiative. Supervision aides also participate in ongoing training on the implementation of the Playworks systems. 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 a collaborate using data. Follow up support is provided by the academic coach to discuss and model best teaching practices and strategies for our students. Professional development focusing on climate and culture (PBIS/MTSS), restorative practices and the PLC model will be provided. New teachers are supported through the District's New Teacher Induction Program and meet throughout the year. The district is also offering professional development throughout the year after school and on Saturdays related to school culture and literacy.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10-15	10-15	10-15