Railway Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Railway Elementary School
Street	555 Alpine Dr.
City, State, Zip	Perris, CA 92570
Phone Number	(951) 943-3259
Principal	Michelle Miller
Email Address	mmiller@perrisesd.org
Website	www.perrisesd.org/Domain/14
County-District-School (CDS) Code	33671990110577

Entity	Contact Information
District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
Website	www.perrisesd.org

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	142
Grade 1	107
Grade 2	115
Grade 3	123
Grade 4	115
Grade 5	107
Grade 6	120
Total Enrollment	829

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	92.2
White	4
Two or More Races	0.2
Socioeconomically Disadvantaged	89.3
English Learners	45.7
Students with Disabilities	8.8
Foster Youth	0.7
Homeless	3.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43	38	46	316
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 12, 2019

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 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) 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

Year and month of the most recent FIT report: October 23, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	K1: 2 stained ceiling tiles K3: 1 cracked diffuser Girls RR: 1 stained ceiling tile Room 101: 1 stained ceiling tile Room 102: 1 stained ceiling tile Office counselor: 2 stained ceiling tiles Computer lab: 1 stained ceiling tile Speech room: 1 stained ceiling tile Principal office: 1 stained ceiling tile Staff lounge: 1 cracked diffuser Library: 1 light cover missing Room 104: 1 stained ceiling tile Room 105: 2 stained ceiling tiles Room 106: old dispenser, 2 stained ceiling tiles Room 301: 1 cracked diffuser Room 112: 5 stained ceiling tiles Room 111: 2 stained ceiling tiles Room 115: 3 stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	K2: 2 ballast out Room 103: lights flicker Computer lab: outlet not working Room 304: 1 ballast out Room 211: 1 ballast out Room 209: 5 ballasts out Room 214: 1 light bulb out Room 213: 1 ballast out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys RR: 1 sink not working, 2 loose Big Toy Boys RR: 3 sinks loose, 1 missing the top, hand dryer broken Room 303: faucet and sink, no pressure Room 212: loose faucet Room 116: sink drinking adjusted

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play equipment: door will not open
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	44	33	34	50	50
Mathematics (grades 3-8 and 11)	40	41	23	24	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	470	98.74	1.26	44.47
Male	256	252	98.44	1.56	45.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	220	218	99.09	0.91	43.58
Black or African American	17	17	100.00	0.00	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	437	432	98.86	1.14	44.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	15	93.75	6.25	53.33
Two or More Races					
Socioeconomically Disadvantaged	420	415	98.81	1.19	42.89
English Learners	270	266	98.52	1.48	42.11
Students with Disabilities	43	42	97.67	2.33	19.05
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	46.67

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	473	99.37	0.63	41.23
Male	256	254	99.22	0.78	44.88
Female	220	219	99.55	0.45	36.99
Black or African American	17	17	100.00	0.00	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	437	435	99.54	0.46	41.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	15	93.75	6.25	40.00
Two or More Races					
Socioeconomically Disadvantaged	420	418	99.52	0.48	40.91
English Learners	270	269	99.63	0.37	40.15
Students with Disabilities	43	42	97.67	2.33	21.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	37.50

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.2	18.1	8.6

Note: 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.

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 2019-20)

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 reagarding 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. Our highly attended Rockin' Read Family Fridays are held a minimum of three times a year. During this event, 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.

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, Peachjar 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	2.4	1.9	2.6	3.6	2.1	3.6	3.5	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 2019-20)

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. 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		6		19	2	5		21	1	6	
1	25		5		23		5		20	3	2	
2	24		5		25		5		23		5	
3	24		5		24		5		25		5	
4	28		4		31		4		29		4	
5	31		4		28		4		27		4	
6	27	1	4		28		4		24	1	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	829.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,249	$1,228	$6,021	$88,985
District	N/A	N/A	$8,657	$85,627
Percent Difference - School Site and District	N/A	N/A	-35.9	3.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-22.0	7.4

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 2018-19)

Railway offers a variety of services and 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. 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 (postive 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,989	$45,741
Mid-Range Teacher Salary	$86,137	$81,840
Highest Teacher Salary	$111,246	$102,065
Average Principal Salary (Elementary)	$118,647	$129,221
Average Principal Salary (Middle)	$0	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,670	$224,581
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	15-20	15-20

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. 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 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.