

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Railroad Canyon Elementary School	33-75176-6107189	May 19, 2026	June 11, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Railroad Canyon Elementary School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) and in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

In alignment with LEUSD's LCAP, our school's Schoolwide Program (SWP) plan under the Every Student Succeeds Act (ESSA) is designed to ensure equitable access to high-quality instruction and improved academic outcomes for all students, particularly those historically underserved.

To effectively meet ESSA planning requirements, we implement a comprehensive needs assessment using multiple data sources, including state assessment results, local benchmark data, attendance rates, behavior data, and educational partner feedback. Based on this analysis, we identify root causes of achievement gaps and develop measurable goals aligned to state academic standards. Our plan includes evidence-based strategies such as differentiated instruction, targeted intervention blocks, expanded learning opportunities, and ongoing professional development for teachers.

Stakeholder engagement is central to our planning process. Families, students, teachers, classified staff, and community partners participate through surveys, advisory committees, and public meetings. The plan is reviewed annually to monitor progress, evaluate effectiveness, and make necessary adjustments based on data and educational partner input.

Educational Partner Involvement

How, when, and with whom did your Railroad Canyon Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Railroad Canyon Elementary School collaborated with the following partners, School Site Council (SSC), English Learner Advisory Council (ELAC), Site Leadership Team, and Community Partners, and the district office.

The School Site Council (SSC) met regularly throughout the year to analyze student data, review plan implementation, adjust funding allocations, and revise actions.

Date: 9-24-25

Purpose:

- SSC Officer Elections
- SSC Committee Training, Greene Act Review
- Review LEUSD Uniform Complaint Procedures
- Review LEUSD Annual Notice of Rights and Responsibilities
- Review and agreed upon SSC Bylaws
- Discuss parent education and involvement opportunities
- Review and gather input on Title I School Parent Involvement Policy
- Review and gather input on LEUSD Parent Involvement Policy
- SPSA Comprehensive Assessment and Analysis of Data.

Changes to the SPSA based on input from this meeting:

None

Date: 10-28-25

Purpose:

- Review California School 2024 Dashboard and any other data related to SPSA goals (universal screener, grades, assessments, attendance, etc.) that has been updated since the last meeting.
- Discussion and Approval of School Site Parent Involvement Policy
- Ongoing Needs Assessment- Evaluate Progress in Meeting the Goals of the Single Plan for Student Achievement (SPSA)
- Identify areas of progress, needs, and performance gaps.

-Report Levels of Implementation of the SPSA Actions and Services in the SPSA Monitoring and Evaluation Tool

-Identify areas where expected progress is being made, and areas where improvement is needed.

Based on the review of student data, implementation progress, and other stakeholder information SSC recommended the following revisions, to be made to the SPSA:

-Goal 1, Action 1

Discussion: Learning cycles of tutoring was not effectively monitored for effectiveness in the previous school year. The school leadership team is piloting a tutoring program in 5th grade to test and ensure current procedures and systems in place are effective in need. Understanding the need to have consistency among the tutoring sessions, the team understands that not all funds will be used this school year and has reduced the budget for tutoring. Change the allocation of certificated extra duty from \$57,349.55 to \$30,868.78

Change the allocation of classified extra duty from \$17,340.57 to \$8,670.29

-Goal 1, Action 2

This goal was removed as district office will include DLI in Summer School Program. The removal of action 1.2: Extended Instruction For Grade K-2 students in the Dual Language Immersion Program: Offer 24 days, for 4 hours a day, of summer instruction, prioritizing SWD, EL, and Homeless students. The instructional day will include Spanish Language Arts, and math. Approximately 60 students will be invited to participate (daily rate for 3 teachers for the 24 days plus preparation time. This will include removing the allocations of \$28,000 Certificated Extra Duty and \$5000 in supplies.

-New Goal 1, Action 2

Provide Paraeducators with training to support the delivery of targeted Tier 2 Interventions. Provide extra-duty opportunities for paraeducators to support teachers in the delivery of targeted Tier 2 interventions through small group instruction and Walk to Read practices. This support will ensure consistent, focused instructional time for students demonstrating the greatest academic need in foundational literacy and reading comprehension skills.

-Action 2, Goal 1

Change wording from: Offer beginning of year, middle of year, and end of year parent trainings. Each training will be by grade level span and will include attendance strategies, one reading strategy, and one math strategy. (Extra duty pay for 4 teachers for 3 hours per teacher, for each of the three sessions = 36 hours total): To ensure meaningful parent involvement, Railroad Canyon Elementary will strengthen family-school partnerships by identifying parent needs and developing targeted workshop opportunities. The goal is to equip families with tools and knowledge to support student success at home and school. To ensure meaningful parent involvement, Railroad Canyon Elementary will strengthen family-school partnerships by identifying parent needs and developing targeted workshop opportunities. The goal is to equip families with tools and knowledge to support student success at home and school.

-Goal 3, Action 1

Change wording to fit needs of RRC. Change wording from Continue to maintain school improvement team. Team will meet two times annually with a full release day. During these release days the team will: 1. Be trained on how to do classroom walk-throughs using the Classroom Observation Tool for Best First Instruction. 2. Monitor and evaluate the effectiveness of SPSA Actions using the SPSA Monitoring and Evaluation template. 3. Reflect on the effectiveness of the school improvement team and discuss any changes that Are necessary to be more effective. 4. Principal and consultant will meet six times to monitor the implementation and effectiveness, monitor classrooms using the Classroom Observation Tool For Best First Instruction tool, and Update the SPSA template to include: 5. Plan for Professional Learning Communities at Railroad Canyon Elementary.

Change allocation from \$4468.20 to \$10038.12 for certificated

Date: 12-17-25

Purpose:

- Review California School 2025 Dashboard and any other data related to SPSA goals.
 - Review school's most recent interim assessment data.
- Identify areas of progress, needs, and performance gaps school-wide and for each of the school's student groups.
- Review levels of Implementation of the SPSA Actions and Services in the SPSA Evaluation template
- Identify areas where expected progress has been made, and areas where improvement is needed.
- Based on implementation and assessment data, evaluate the current effectiveness of SPSA actions and services
- Gather input from ELAC (sample ELAC Needs Assessment) and Other Advisory Committees
- Gather input from SSC
- Complete recommendations for the next year's SPSA

Based on the review of student data, implementation progress, and other educational partner information SSC recommended the following revisions, to be made to the SPSA:

- Goal 1 action 1 will slightly reduced as not all funds were used.
- Goal 1 action 1 will slightly reduced as not all funds were used.
- Goal 2 action 1 will be slightly reduced as not all funds were used.
- Goal 3 action 1 will be reduced to only have school improvement team released from classroom two times during the school year instead of monthly.
- Goal 3 action 2 was increased from grade level teams having 1 full release day to grade level teams having up to 3 full release days.
- Goal 3 action 3 was added. Based upon feedback from RRC Teachers, ELAC, and School Improvement Team; professional development came up as number one priority.

English Learner Advisory Committee (ELAC) met. During these meetings, parents provided meaningful input focused on supporting students in, learning English, growing as readers, building friendships and feeling a sense of belonging at school.

Date:11-12-25

Purpose:

- Reports from SSC and DLAC
- Principal sought input for SPSA from ELAC
- ELAC Training
- ELAC Election of Officers
- EL Program Overview

Based on the review of student data and ELAC concerns of parents the following revisions, to be made to the SPSA:

No changes to SPSA, however parents are requested a demonstration lesson of Amplify Math. This even was scheduled and was a great success.

Date: 12-10-25

Purpose:

- Reports from SSC and DLAC
- Parent evaluation of RRC Programs
- Debrief observation of Amplify Math

Based on the review of student data and ELAC concerns of parents the following revisions, to be made to the SPSA:

No changes to SPSA, however parents are requested additional tutoring for English Learner

Students. Tutoring for ELs has been offered through the EXCEL program this school year.

Date:

2-22-26

Purpose:

-Reports from SSC and DLAC

-Complete Parent Needs Assessment

Based on the review of student data and ELAC concerns of parents the following revisions, to be made to the SPSA: No changes

The Railroad Canyon Elementary School Leadership team met weekly throughout the school year to review the Title I program, academic supports, and rights of families.

Meeting Dates: 8-20-25, 8-27-25, 9-10-25, 9-17-25, 10-22-25, 11-12-25, 11-19-25, 12-10-25, 1-21-26, 1-28-26, 2-11-26, 2-25-26, 3-11-26, 3-18-26

Title I Parent Meeting

Date: 8-15-25

Railroad Canyon Elementary held a Title I Parent Meeting to review the Title I program, available academic supports, and the rights of families. Parents were provided an opportunity to give input regarding school programs and student needs. Feedback from educational partners highlighted the importance of providing small group tutoring, offering resources and strategies to support reading at home, and strengthening school-to-home communication to ensure families remain informed and engaged in their child's academic progress.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard and local data highlight the need for consistent Tier 1 instruction, great curriculum fidelity, targeted ELD support, chronic absenteeism interventions, and professional development in the areas of at risk students, English Language Learners, student discipline for engagement, and address social emotional learners

Goal 1A: Improve Academic Achievement in ELA

RRC Dashboard Data- ELA Orange

All Students: 33.3 Points Below Standard, maintained 0.1

ELA Student Groups in the Orange in ELA:

Homeless: 74.4 Points Below Standard, maintained 2 points (Not a significant subgroup for 2025)

Students with Disabilities: 87.2 Points Below Standard, increased 14.3

EL: 59.3 Points Below Standard, decreased 10.7 points
Hispanic: 35.2 Points Below Standard, declined 3.3 points
SED: 39.8 Points Below Standard, maintained 1 point
African American: 76.2 Points Below Standard (No Performance Color)
Homeless: 74.4 Points Below Standard (No Performance Color)

RRC Local Data- iReady ELA (Winter 2025)

Kindergarten

Mid/above grade level: 5%
Early on grade level: 26%
One grade level below: 69%
Two grade levels below: 0%
Three or more grade levels below: 0%

First Grade

Mid/above grade level: 13%
Early on grade level: 3%
One grade level below: 72%
Two grade levels below: 11%
Three or more grade levels below: 0%

Second Grade

Mid/above grade level: 11%
Early on grade level: 15%
One grade level below: 47%
Two grade levels below: 27%
Three or more grade levels below: 0%

Third Grade

Mid/above grade level: 23%
Early on grade level: 29%
One grade level below: 25%
Two grade levels below: 17%
Three or more grade levels below: 7%

Fourth Grade

Mid/above grade level: 10%
Early on grade level: 13%
One grade level below: 44%
Two grade levels below: 11%
Three or more grade levels below: 22%

Fifth Grade

Mid/above grade level: 9%
Early on grade level: 26%
One grade level below: 29%
Two grade levels below: 23%
Three or more grade levels below: 12%

Goal 1B: Improve Academic Achievement in Math

RRC Dashboard Data- Math Orange

All Students: 55 Points Below Standard, declined 8.8 points

Math Orange:

EL: 75 Points Below Standard, declined 13.5 points
Hispanic: 56.8 Points Below Standard, declined 10.3 points
Homeless: 101.14 Points Below Standard, declined 44 points (Not a significant subgroup for 2025)
SED: 60.8 Points Below Standard, declined 7.4 points.
SWD: 114.3 Points Below Standard, declined 22.7 points
African American: 76.2 Points Below Standard (No Performance Color)

Homeless: 101.1 Points Below Standard (No Performance Color)

RRC Local Data- iReady Mathematics (Winter 2025)

Kindergarten

Mid/above grade level: 8%
Early on grade level: 10%
One grade level below: 82%
Two grade levels below: 0%
Three or more grade levels below: 0%

First Grade

Mid/above grade level: 6%
Early on grade level: 10%
One grade level below: 74%
Two grade levels below: 11%
Three or more grade levels below: 0%

Second Grade

Mid/above grade level: 5%
Early on grade level: 12%
One grade level below: 63%
Two grade levels below: 20%
Three or more grade levels below: 0%

Third Grade

Mid/above grade level: 5%
Early on grade level: 18%
One grade level below: 54%
Two grade levels below: 13%
Three or more grade levels below: 9%

Fourth Grade

Mid/above grade level: 9%
Early on grade level: 18%
One grade level below: 36%
Two grade levels below: 21%
Three or more grade levels below: 16%

Fifth Grade

Mid/above grade level: 7%
Early on grade level: 21%
One grade level below: 45%
Two grade levels below: 15%
Three or more grade levels below: 12%

Goal 1C: Improve English Learner Progress

RRC Dashboard Data on ELPI:

Orange Indicator, 44% of English Learners made progress, this was a decline of 3.4%

RRC Local Data- iReady ELA (Winter 2025)

English Learners:

Mid/above grade level: 1%
Early on grade level: 6%
One grade level below: 52%
Two grade levels below: 26%
Three or more grade levels below: 15%

English Only:

Mid/above grade level: 16%
Early on grade level: 23%
One grade level below: 43%
Two grade levels below: 11%
Three or more grade levels below: 6%

RRC Local Data- iReady Mathematics (Winter 2025)

English Learners:

English Only:

Mid/above grade level: 1%	Mid/above grade level: 9%
Early on grade level: 6%	Early on grade level: 18%
One grade level below: 62%	One grade level below: 55%
Two grade levels below: 20%	Two grade levels below: 13%
Three or more grade levels below: 10%	Three or more grade levels below: 5%

Goal 2. Engagement

RRC Dashboard Data on Chronic Absenteeism:

All Students: Yellow Indicator, 20.2% of students at RRC are chronically absent, declined 4.9%
 English Learners: Yellow Indicator, 18.7% of EL students are chronically absent, declined 7.4%
 Homeless: Red Indicator, 32.4% of homeless students are chronically absent, increased 5.6%
 Socioeconomically Disadvantaged: Yellow Indicator, 22.4% of SED students are chronically absent, declined 5.8%
 Students with Disabilities: Orange Indicator, 23.6% of SWD students are chronically absent, declined 9.7%
 Hispanic: Yellow Indicator, 20.1% of Hispanic students are chronically absent, declined 5.5%
 African American: 36.4% of African American students are chronically absent, an increase of 16.4% (No Performance Color)
 Two or More Races: 23.1% of students that are Two or More Races are chronically absent, declined 11.9% (No Performance Color)

RRC Dashboard Data on Suspension Rates:

All Students: Blue Indicator, 0.1% of students at RRC are have been suspended from school, maintained 0.1%
 English Learners: Blue Indicator, 0% of EL students are have been suspended from school, declined 0.3%
 Homeless: Blue Indicator, 0% of homeless students have been suspended from school, maintained 0%
 Socioeconomically Disadvantaged: Blue Indicator, 0.1% of SED students have been suspended from school, maintained 0%
 Students with Disabilities: Blue Indicator, 0% of SWD students have been suspended from school, maintained 0%
 Hispanic: Blue Indicator, 0.1% of Hispanic students have been suspended from school, maintained 0%
 African American: 0% of African American students have been suspended, maintained 0%
 Two or More Races: 0% of students that are Two or More Races have been suspended from school, maintained 0%

Goal 3. Educational Environment:

Academic Data on ELA, Mathematics and EIPI indicate a high need for teacher professional development on PLC process and cycles.

8/38 Teachers at Railroad Canyon Elementary attended the PLC conference during the 25-26 school year. This indicates a high need for additional teachers to be trained.

Identified Need:

Railroad Canyon Elementary (RRC) demonstrates a continued need to accelerate student achievement in both English Language Arts (ELA) and Mathematics, as overall performance remains in the Orange performance level. In ELA, All Students are performing 33.3 points below standard with minimal growth (+0.1), indicating stagnation in core instruction. Significant Student Group disparities persist, particularly for Students with Disabilities (87.2 points below standard, increased by 14.3 points) and English Learners (59.3 points below standard, though improved by 10.7 points), while Hispanic and Socioeconomically Disadvantaged students show continued declines or limited growth.

In Mathematics, All Students are 55 points below standard with a decline of 8.8 points, indicating a downward trend in achievement. Student Groups including English Learners (-13.5), Hispanic students (-10.3), SED (-7.4), and Students with Disabilities (-22.7) all declined, demonstrating a systemic need for stronger Tier 1 instruction and targeted intervention.

Additionally, English Learner Progress Indicator (ELPI) data shows that only 44% of English Learners are making progress, with minimal growth (+0.7%), indicating a need for more effective, consistent language development strategies across content areas.

- Strengthen Tier 1 core instruction in both ELA and Mathematics
- Implement targeted Tier 2 interventions, particularly in foundational reading skills (phonics)
- Build teacher capacity through Professional Learning Communities (PLCs) focused on data analysis, standards alignment, and instructional planning

-Increase teacher familiarity and effective implementation of the viable mathematics curriculum
-Develop and utilize clear, skill-based common assessments to monitor progress and inform timely instructional adjustments

Steps Taken to Address Identified Needs:

1. PLC Conference in order to strengthen structure of PLCs at Railroad Canyon.
2. Release days to analyze curriculum and unpack standards
3. After school tutoring for Tier 3 Instruction as needed
4. School Leadership Team provide support and communication to all grade levels
5. Provide para educator support to ensure best first instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Railroad Canyon Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.24%	0.11%	0.23%	2	1	2
African American	2.91%	3.32%	2.80%	24	29	24
Asian	0.73%	0.80%	1.05%	6	7	9
Filipino	1.09%	0.80%	0.82%	9	7	7
Hispanic/Latino	85.70%	85.80%	87.53%	707	749	751
Pacific Islander	0.24%	0.23%	0.23%	2	2	2
White	6.67%	5.96%	4.90%	55	52	42
Multiple/No Response	2.42%	2.98%	2.45%	20	26	21
Total Enrollment				825	873	858

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		56	66
Kindergarten	119	137	126
Grade 1	140	131	125
Grade 2	149	149	118
Grade3	139	148	139
Grade 4	101	141	143
Grade 5	129	111	141
Total Enrollment	825	873	858

Conclusions based on this data:

1. The student population is predominantly Hispanic (85–88%), indicating a strong need for culturally responsive practices and intentional supports for English learners and bilingual learners.
2. All other subgroups represent small percentages individually, suggesting that while targeted supports are still necessary, schoolwide strategies will have the greatest impact.
3. The percentage of White students has slightly decreased over time, while Hispanic enrollment has remained consistently high or increased, reinforcing the need to sustain and expand supports aligned to this population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	259	238	199	34.1%	31.4%	23.2%
Fluent English Proficient (FEP)	77	88	115	8.2%	9.3%	13.4%

Conclusions based on this data:

1. The data indicates a steady decline in the number and percentage of English Learners, decreasing from 34.1% (274 students) in 2022–2023 to 27.3% (238 students) in 2024–2025. At the same time, the percentage of Fluent English Proficient students has increased from 8.2% to 10.1%. This trend suggests that students are making progress toward English proficiency, and reclassification efforts may be positively impacting overall language status outcomes.
2. Over one-quarter of the student population remains classified as English Learners, indicating a continued need for targeted language development support. The data reinforces the importance of maintaining strong designated and integrated ELD instruction, as well as ensuring consistent implementation of instructional strategies that support language acquisition across all content areas.
3. The shift in language classification highlights the need to closely monitor reclassification practices, student progress, and time to reclassification, ensuring equitable access to supports and timely advancement. Ongoing analysis through PLCs and intentional focus on English Learner achievement will be critical to sustaining and accelerating this positive trend.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	138	148	105	137	146	105	137	146	97.2	99.3	98.6
Grade 4	128	106	142	127	104	142	127	104	142	99.2	98.1	100
Grade 5	111	133	116	110	132	115	110	132	115	99.1	99.2	99.1
All Grades	347	377	406	342	373	403	342	373	403	98.6	98.9	99.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2403.	2408.	2400.	20.00	22.63	17.12	14.29	18.98	17.81	33.33	29.93	26.71	32.38	28.47	38.36
Grade 4	2420.	2427.	2440.	7.87	9.62	15.49	19.69	22.12	20.42	27.56	19.23	24.65	44.88	49.04	39.44
Grade 5	2469.	2462.	2452.	11.82	11.36	7.83	24.55	23.48	26.96	24.55	25.76	21.74	39.09	39.39	43.48
All Grades	N/A	N/A	N/A	12.87	15.01	13.90	19.59	21.45	21.34	28.36	25.47	24.57	39.18	38.07	40.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.52	13.14	11.64	65.71	58.39	63.70	24.76	28.47	24.66
Grade 4	7.87	9.62	14.79	66.93	64.42	58.45	25.20	25.96	26.76
Grade 5	10.91	11.36	6.09	66.36	57.58	66.09	22.73	31.06	27.83
All Grades	9.36	11.53	11.17	66.37	59.79	62.53	24.27	28.69	26.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.38	12.41	16.44	57.14	59.85	52.74	30.48	27.74	30.82
Grade 4	3.94	3.85	7.04	57.48	51.92	61.27	38.58	44.23	31.69
Grade 5	10.91	10.61	13.04	54.55	52.27	54.78	34.55	37.12	32.17
All Grades	8.77	9.38	12.16	56.43	54.96	56.33	34.80	35.66	31.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.57	11.68	7.53	72.38	78.10	74.66	19.05	10.22	17.81
Grade 4	5.51	7.69	8.45	75.59	72.12	73.24	18.90	20.19	18.31
Grade 5	12.73	10.61	6.96	72.73	69.70	70.43	14.55	19.70	22.61
All Grades	8.77	10.19	7.69	73.68	73.46	72.95	17.54	16.35	19.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.38	16.06	10.96	69.52	60.58	66.44	18.10	23.36	22.60
Grade 4	3.94	6.73	11.97	70.87	73.08	64.79	25.20	20.19	23.24
Grade 5	10.00	12.88	7.83	69.09	59.85	60.00	20.91	27.27	32.17
All Grades	8.48	12.33	10.42	69.88	63.81	64.02	21.64	23.86	25.56

Conclusions based on this data:

1. Performance varies by grade level, with inconsistent growth patterns across cohorts. This inconsistency indicates a need for stronger vertical articulation and alignment of expectations and instructional practices across grade levels.
2. There is a need to strengthen the PLC cycles and the use of formative assessment to adjust teaching in real time
3. Given Railroad Canyon Elementary's high percentage of English Learners, performance trends likely reflect language barriers impacting access to rigorous content. Targeted supports should ensure English Learners and other student groups are making measurable progress as well as the need to ensure equitable access to grade-level standards and instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	138	148	106	138	146	106	138	146	98.1	100	98.6
Grade 4	128	106	142	125	106	142	125	106	142	97.7	100	100
Grade 5	111	133	116	110	133	116	110	133	116	99.1	100	100
All Grades	347	377	406	341	377	404	341	377	404	98.3	100	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2412.	2399.	12.26	13.77	13.70	26.42	25.36	21.92	25.47	29.71	21.92	35.85	31.16	42.47
Grade 4	2438.	2434.	2431.	9.60	7.55	6.34	18.40	19.81	17.61	32.80	34.91	35.92	39.20	37.74	40.14
Grade 5	2465.	2450.	2438.	8.18	8.27	9.48	16.36	11.28	7.76	29.09	27.07	23.28	46.36	53.38	59.48
Grade 11															
All Grades	N/A	N/A	N/A	9.97	10.08	9.90	20.23	18.83	16.34	29.33	30.24	27.23	40.47	40.85	46.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.21	20.29	13.01	54.72	44.20	45.89	32.08	35.51	41.10
Grade 4	12.00	9.43	7.75	44.00	52.83	44.37	44.00	37.74	47.89
Grade 5	11.82	7.52	12.93	44.55	42.11	28.45	43.64	50.38	58.62
Grade 11									
All Grades	12.32	12.73	11.14	47.51	45.89	40.35	40.18	41.38	48.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.81	18.12	20.55	43.40	50.72	43.84	36.79	31.16	35.62
Grade 4	8.80	4.72	8.45	48.80	52.83	47.89	42.40	42.45	43.66
Grade 5	8.18	6.02	2.59	50.00	43.61	49.14	41.82	50.38	48.28
All Grades	12.02	10.08	11.14	47.51	48.81	46.78	40.47	41.11	42.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.21	16.67	13.70	66.98	61.59	60.96	19.81	21.74	25.34
Grade 4	9.60	11.32	8.45	60.00	57.55	59.86	30.40	31.13	31.69
Grade 5	7.27	2.26	5.17	63.64	67.67	43.97	29.09	30.08	50.86
All Grades	9.97	10.08	9.41	63.34	62.60	55.69	26.69	27.32	34.90

Conclusions based on this data:

1. A large percentage of students in “Nearly Met” represents a critical opportunity group that could reach proficiency with targeted small group instruction and with the use of focused intervention on priority standards
2. There is a strong need to strengthen Tier 1 math instruction with standards alignment, rigor, and coherence, increase use of formative assessments and data cycles in PLCs, and emphasize math discourse, problem solving, and conceptual understanding
3. The data suggests that instructional inconsistency across grade levels is contributing to gaps that widen over time, especially by Grade 5. There is a need for vertical alignment across grades, consistent implementation of research-based math strategies, and targeted support for English Learners in accessing mathematical language and problem solving.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1421.9	1404.3	1412.9	1433.9	1419.2	1430.2	1393.8	1369.2	1372.6	59	56	41
1	1439.5	1417.2	1431.7	1462.9	1435.7	1450.2	1415.5	1398.3	1412.7	51	41	35
2	1487.7	1473.5	1487.5	1503.3	1483.3	1499.9	1471.5	1463.3	1474.5	58	53	40
3	1490.9	1503.0	1489.5	1491.7	1505.9	1493.6	1489.6	1499.7	1485.0	29	46	50
4	1518.7	1508.4	1521.0	1521.5	1517.9	1526.9	1515.4	1498.3	1514.7	40	28	35
5	1544.1	1514.0	1508.1	1546.4	1518.5	1511.1	1541.3	1509.2	1504.7	40	33	29
All Grades										277	257	230

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.56	10.71	9.76	33.90	37.50	34.15	38.98	30.36	34.15	13.56	21.43	21.95	59	56	41
1	5.88	2.44	0.00	31.37	29.27	34.29	41.18	34.15	31.43	21.57	34.15	34.29	51	41	35
2	10.34	5.66	15.00	60.34	50.94	52.50	24.14	33.96	25.00	5.17	9.43	7.50	58	53	40
3	13.79	17.39	12.00	37.93	50.00	44.00	34.48	28.26	32.00	13.79	4.35	12.00	29	46	50
4	22.50	21.43	25.71	50.00	46.43	51.43	17.50	21.43	17.14	10.00	10.71	5.71	40	28	35
5	40.00	21.21	17.24	32.50	36.36	31.03	22.50	21.21	34.48	5.00	21.21	17.24	40	33	29
All Grades	16.61	12.06	13.04	41.52	42.02	41.74	30.32	29.18	29.13	11.55	16.73	16.09	277	257	230

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.03	23.21	19.51	33.90	30.36	29.27	28.81	25.00	34.15	15.25	21.43	17.07	59	56	41
1	21.57	19.51	14.29	41.18	36.59	37.14	29.41	19.51	34.29	7.84	24.39	14.29	51	41	35
2	31.03	37.74	35.00	46.55	32.08	42.50	17.24	20.75	17.50	5.17	9.43	5.00	58	53	40
3	41.38	41.30	34.00	41.38	50.00	46.00	3.45	4.35	10.00	13.79	4.35	10.00	29	46	50
4	52.50	50.00	60.00	37.50	35.71	34.29	0.00	3.57	0.00	10.00	10.71	5.71	40	28	35
5	45.00	39.39	44.83	45.00	36.36	37.93	7.50	6.06	3.45	2.50	18.18	13.79	40	33	29
All Grades	33.57	33.85	33.91	40.79	36.58	38.26	16.61	14.79	16.96	9.03	14.79	10.87	277	257	230

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		5.36	4.88		19.64	19.51		50.00	41.46		25.00	34.15		56	41
1		4.88	0.00		9.76	22.86		21.95	34.29		63.41	42.86		41	35
2		1.89	5.00		28.30	40.00		45.28	47.50		24.53	7.50		53	40
3		4.35	6.00		36.96	16.00		45.65	56.00		13.04	22.00		46	50
4		3.57	5.71		21.43	42.86		50.00	31.43		25.00	20.00		28	35
5		0.00	0.00		24.24	20.69		54.55	48.28		21.21	31.03		33	29
All Grades	6.50	3.50	3.91	23.10	23.74	26.52	46.21	44.36	43.91	24.19	28.40	25.65	277	257	230

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.03	21.43	9.76	67.80	55.36	85.37	10.17	23.21	4.88	59	56	41
1	47.06	39.02	20.00	49.02	41.46	62.86	3.92	19.51	17.14	51	41	35
2	37.93	24.53	30.00	58.62	67.92	67.50	3.45	7.55	2.50	58	53	40
3	24.14	32.61	22.00	62.07	58.70	54.00	13.79	8.70	24.00	29	46	50
4	32.50	42.86	25.71	55.00	46.43	65.71	12.50	10.71	8.57	40	28	35
5	35.00	21.21	6.90	62.50	54.55	79.31	2.50	24.24	13.79	40	33	29
All Grades	33.57	29.18	19.57	59.21	55.25	68.26	7.22	15.56	12.17	277	257	230

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.64	28.57	19.51	59.32	48.21	56.10	22.03	23.21	24.39	59	56	41
1	17.65	14.63	11.43	56.86	48.78	74.29	25.49	36.59	14.29	51	41	35
2	34.48	39.62	45.00	62.07	52.83	50.00	3.45	7.55	5.00	58	53	40
3	44.83	52.17	58.00	41.38	43.48	30.00	13.79	4.35	12.00	29	46	50
4	67.50	71.43	80.00	22.50	17.86	14.29	10.00	10.71	5.71	40	28	35
5	70.00	66.67	82.76	27.50	15.15	3.45	2.50	18.18	13.79	40	33	29
All Grades	38.99	42.41	48.26	47.65	40.86	39.13	13.36	16.73	12.61	277	257	230

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.78	8.93	4.88	84.75	66.07	60.98	8.47	25.00	34.15	59	56	41
1	11.76	7.32	2.86	35.29	29.27	45.71	52.94	63.41	51.43	51	41	35
2	5.17	1.89	2.50	75.86	77.36	80.00	18.97	20.75	17.50	58	53	40
3	0.00	4.35	8.00	58.62	69.57	44.00	41.38	26.09	48.00	29	46	50
4	10.00	0.00	8.57	62.50	60.71	74.29	27.50	39.29	17.14	40	28	35
5	22.50	3.03	6.90	52.50	57.58	51.72	25.00	39.39	41.38	40	33	29
All Grades	9.39	4.67	5.65	63.18	61.48	59.13	27.44	33.85	35.22	277	257	230

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.86	16.07	21.95	57.63	50.00	34.15	30.51	33.93	43.90	59	56	41
1	3.92	2.44	0.00	68.63	46.34	60.00	27.45	51.22	40.00	51	41	35
2	13.79	13.21	20.00	68.97	67.92	62.50	17.24	18.87	17.50	58	53	40
3	20.69	6.52	2.00	65.52	86.96	94.00	13.79	6.52	4.00	29	46	50
4	20.00	10.71	2.86	65.00	78.57	80.00	15.00	10.71	17.14	40	28	35
5	25.00	15.15	0.00	67.50	60.61	72.41	7.50	24.24	27.59	40	33	29
All Grades	14.80	10.89	8.26	65.34	64.20	67.83	19.86	24.90	23.91	277	257	230

Conclusions based on this data:

1. The increase in Level 1 students suggests a need to strengthen early language acquisition supports and ensure strong foundational ELD instruction in primary grades.
2. The data highlights the need to strengthen Designated and Integrated ELD across all grade levels while increasing the focus on academic language development, structured student discourse, and increased writing and speaking opportunities for all English Learners.

3. Grade 5 shows a decline in Level 4, suggesting that students may be plateauing before reaching reclassification.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
873	83.2%	27.3%	0.9%
Total Number of Students enrolled in Railroad Canyon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	238	27.3%
Foster Youth	8	0.9%
Homeless	62	7.1%
Socioeconomically Disadvantaged	726	83.2%
Students with Disabilities	105	12%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	3.3%
American Indian	1	0.1%
Asian	7	0.8%
Filipino	7	0.8%
Hispanic	749	85.8%
Two or More Races	26	3%
Pacific Islander	2	0.2%
White	52	6%

Conclusions based on this data:

1. The combination of high socioeconomic disadvantage, significant English Learner population, and notable percentage of homeless students suggests a need for integrated academic and social-emotional supports and strong Tier 1 and Tier 2/3 interventions through the PLC process.
2. Instructional systems must ensure access to grade-level standards for all students and access to scaffolds for language and learning needs.
3. Family engagement efforts should prioritize on accessibility (language, scheduling, communication methods) and connection to community resources.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

- The consistent Orange indicator in ELA and Math indicates that a significant number of students are not meeting grade-level standards and current instructional practices are not yet producing sufficient growth.
- English Learner Progress also being Orange indicator show a need to strengthen ELD instruction and reclassification efforts as well as a need for improved academic language development across content areas.

3. Suspension Rate at Blue indicator is a clear strength, indicating effective behavior systems and positive school climate and strong implementation of PBIS, restorative practices, or proactive behavior supports.

School and Student Performance Data

Academic Performance English Language Arts

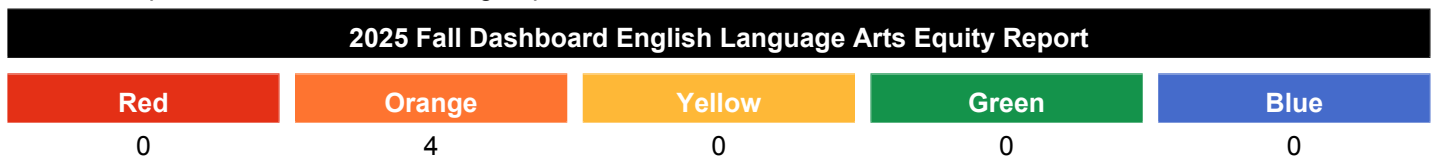
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 33.3 points below standard Maintained -0.1 points 388 Students	English Learners Orange 59.3 points below standard Declined 10.7 points 147 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 74.4 points below standard Maintained -2 points 24 Students	Socioeconomically Disadvantaged Orange 39.8 points below standard Maintained 1 points 335 Students

Students with Disabilities  Orange 87.2 points below standard Increased 14.3 points 51 Students	African American  No Performance Color 76.2 points below standard 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 35.2 points below standard Declined 3.3 points 330 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 22 points below standard Increased 15.6 points 26 Students

Conclusions based on this data:

1. Railroad Canyon Elementary is performing at the Orange indicator, with students 33.3 points below standard and maintaining, indicating students are experiencing limited growth over time. There is a need for accelerated academic improvement in ELA as the “maintained” status suggests that current strategies are not yet strong enough to move achievement levels upward.
2. Railroad Canyon SED students are in Orange indicator, performing 39.8 points below standard and maintaining. As this is a large majority of the student population, this significantly impacts overall school performance indicating a need for system-wide instructional improvement through the PLC process and targeted supports addressing barriers related to poverty.
3. The ELA Dashboard Equity Report indicates that all major student groups are performing at the Orange indicator, with students overall performing below standard and showing limited growth. While some subgroups, such as English Learners and Students with Disabilities, demonstrate incremental improvement, achievement gaps remain significant, and key groups, including Hispanic students, are showing declining performance. These trends highlight the need for systemic, schoolwide improvements in Tier 1 instruction, targeted intervention, and English language development practices to accelerate student achievement and close persistent gaps.

School and Student Performance Data

Academic Performance Mathematics

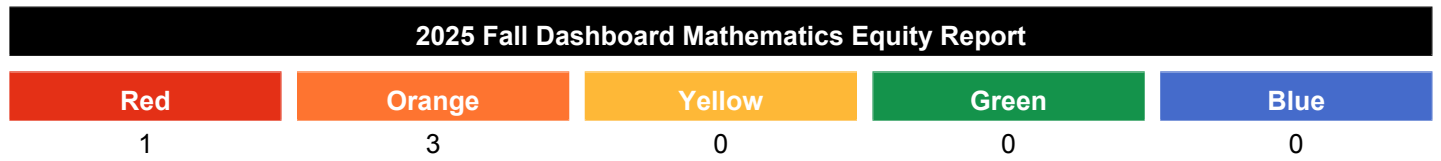
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 55 points below standard Declined 8.8 points 390 Students	English Learners  Orange 75 points below standard Declined 13.5 points 149 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 101.1 points below standard Declined 44.4 points 26 Students	Socioeconomically Disadvantaged  Orange 60.8 points below standard Declined 7.4 points 337 Students

Students with Disabilities  Red 114.3 points below standard Declined 22.7 points 51 Students	African American  No Performance Color 101.4 points below standard 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 56.8 points below standard Declined 10.3 points 332 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 43.5 points below standard Maintained 0.4 points 26 Students

Conclusions based on this data:

1. Railroad Canyon Elementary is performing at the Orange indicator, with students 55 points below standard and declining. This indicates scores are worsening performance over time and current instructional strategies are not effectively supporting student growth in mathematics.
2. There is an immediate need to strengthen core math instruction, conceptual understanding and procedural fluency and mathematical discourse and problem solving. An increased focus on language supports in math for English Learners, and differentiation and scaffolds for Students with Disabilities. This may be accomplished through PLC data cycles.
3. The Mathematics Dashboard data indicates that overall student performance at Railroad Canyon Elementary is below standard and declining, with all major student groups performing in the Orange or Red indicators. Significant declines among English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities highlight persistent and widening achievement gaps. These trends demonstrate a critical need for systemic improvements in math instruction, targeted intervention, and equitable access to rigorous, standards-aligned learning opportunities.

School and Student Performance Data

Academic Performance Science

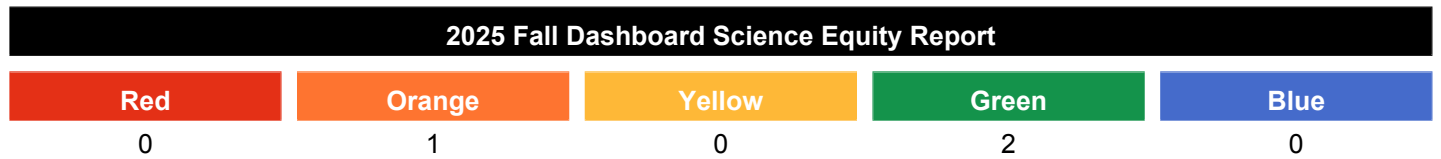
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 48.9 science points Increased 3.2 points 109 Students	English Learners  Orange 41 science points Declined 2 points 40 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Green 48 science points Increased 3.5 points 97 Students

Students with Disabilities  No Performance Color 46.6 science points Increased 8.4 points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 49.6 science points Increased 3.3 points 96 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Railroad Canyon Elementary needs to analyze and replicate successful science instructional practices in ELA and Math by continuing to strengthen inquiry-based learning and student discourse and engagement. Additional focus is needed to support English Learners in accessing academic language in science and ensure consistent growth across all subgroups.
2. Railroad Canyon Elementary is performing at the Green level, with students scoring 48.9 Science points. This indicates strong overall performance in science and a positive upward trend, demonstrating effective instructional practices in this content area.
3. The Science Dashboard data indicates that Railroad Canyon Elementary is performing at a Green Indicator with positive growth, demonstrating a strength in science instruction. While most students, including socioeconomically disadvantaged students, are achieving strong outcomes, English Learners show a slight decline, highlighting the need for targeted language supports. Overall, science represents a model of effective instructional practices that can be leveraged to improve student achievement across other content areas.

School and Student Performance Data

Academic Performance English Learner Progress

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
44 making progress.	making progress.
Number Students: 182 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8%	36.3%	0%	44%

Conclusions based on this data:

1. Railroad Canyon Elementary is performing at the Orange indicator, with 44% of English Learners making progress. This indicates that less than half of EL students are advancing at least one proficiency level and current supports are not sufficient to accelerate language acquisition for the majority of students.
2. Railroad Canyon Elementary must focus on accelerating language acquisition, particularly for students in Levels 1–3. This may be accomplished through structured student discourse, academic vocabulary development, and explicit language instruction across content areas. Additional focus is needed to prevent regression by monitoring student progress more frequently and the use PLC data cycles to adjust instruction and interventions.
3. The English Learner Progress data indicates that while 44% of students are making progress, a substantial portion of English Learners are either not progressing or are regressing in language proficiency. With no students maintaining the highest proficiency level, the data highlights a need for strengthened, consistent ELD instruction, increased opportunities for academic language development, and targeted interventions to accelerate progress and ensure students reach and sustain English proficiency.

School and Student Performance Data

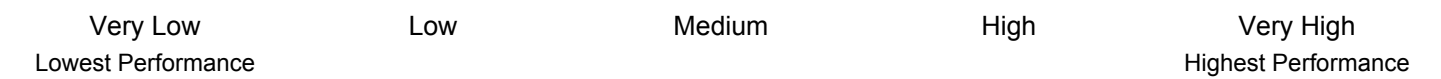
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

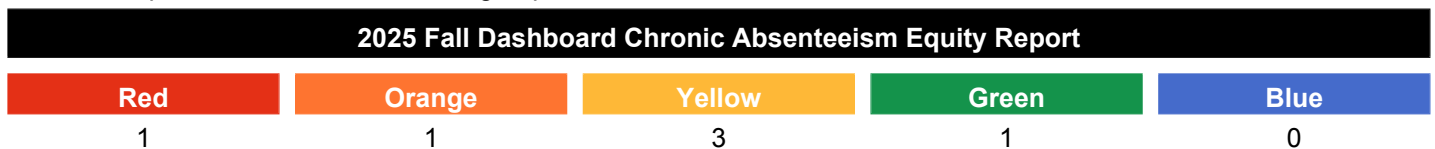
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 20.2% Chronically Absent Declined 4.9 908 Students	English Learners Yellow 18.7% Chronically Absent Declined 7.4 251 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless Red 32.4% Chronically Absent Increased 5.6 71 Students	Socioeconomically Disadvantaged Yellow 22.4% Chronically Absent Declined 5.8 764 Students

Students with Disabilities  Orange 23.6% Chronically Absent Declined 9.7 127 Students	African American  No Performance Color 36.4% Chronically Absent Increased 16.4 33 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 20.1% Chronically Absent Declined 5.5 778 Students
Two or More Races  No Performance Color 23.1% Chronically Absent Declined 11.9 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 9.4% Chronically Absent Declined 4.1 53 Students

Conclusions based on this data:

1. Railroad Canyon Elementary is performing at the Yellow indicator, with 20.2% of students chronically absent, and a decline of -1.9 points. This indicates slight improvement in attendance overall. However, 1 in 5 students missing significant instructional time remains a concern.
2. Railroad Canyon Elementary must strengthen the early identification systems for at-risk students and develop tiered attendance interventions (MTSS for attendance). There must be an increased focus on family outreach and communication and/or wraparound services and community partnerships. We must prioritize targeted support for Homeless students (Red Indicator, 32.4% Chronically Absent), Socioeconomically Disadvantaged Students (Yellow Indicator, 22.5% Chronically Absent), and African Americans (No color indicator, 36.4% Chronically Absent).
3. The Chronic Absenteeism data indicates that while Railroad Canyon Elementary is showing overall improvement (Yellow indicator), a significant percentage of students remain chronically absent. Disproportionate rates among homeless students and Students with Disabilities highlight ongoing equity concerns. These trends emphasize the need for targeted, tiered attendance interventions, strengthened family engagement, and coordinated support systems to improve student attendance and ensure consistent access to instruction.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

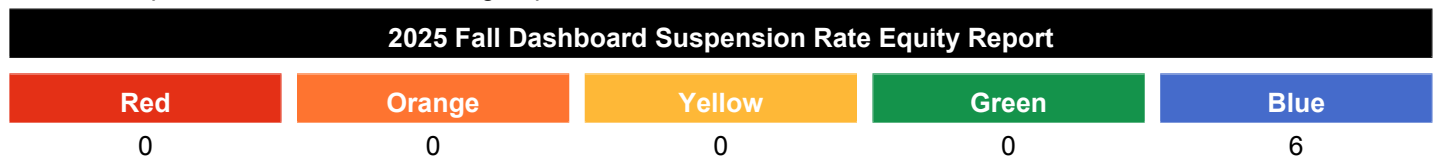
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.1% suspended at least one day Maintained -0.1% 928 Students	English Learners Blue 0% suspended at least one day Declined 0.3% 251 Students	Long-Term English Learners
Foster Youth No Performance Color 0% suspended at least one day 13 Students	Homeless Blue 0% suspended at least one day Maintained 0% 72 Students	Socioeconomically Disadvantaged Blue 0.1% suspended at least one day Maintained 0% 781 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 130 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 33 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Blue 0.1% suspended at least one day Maintained 0% 797 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Declined 1.7% 54 Students

Conclusions based on this data:

1. The data reflects a safe, supportive, and inclusive school environment. Railroad Canyon has strong systems for behavior management, student engagement and conflict resolution. These systems are likely contributing to high levels of student connectedness and reduced disruptions to learning.
2. The strong climate and low suspension rates provide a foundation to increase academic rigor and focus on instruction and support consistent student engagement in learning. Railroad Canyon will continue maintaining and refining positive behavior systems as well as leverage strong climate to support academic improvement efforts.
3. Railroad Canyon Elementary's suspension rate data indicates that the school is performing at the highest level (Blue), with minimal suspension rates across all student groups. This reflects a strong, positive school climate and effective behavior support systems. These conditions provide a solid foundation for focusing on improving academic outcomes, as students are consistently present, engaged, and supported in a safe learning environment.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lori Recatto	X				
Stacey Negrete			X		
Sergio Rios		X			
Kimberlee Bartolotti		X			
Jennifer Starkey		X			
Laura Pease				X	
Maria Gonzalez				X	
Heather Weismann				X	
Georgina Casillas				X	
Irene Aragon				X	
Numbers of members of each category:	1	3	1	5	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will increase in Academic Excellence, as evidenced by the California School Dashboard Indicators: English Language Arts, Mathematics, English Learner Progress

Goal 1a: Decrease the points below standard from 33.3 points below standard to 26 points below standard in English language arts as measured by CAASPP by June 2027.

Goal 1b; Decrease the points below standard from 55 points below standard to 40 points below standard in Mathematics as measured by CAASPP by June 2027.

Goal 1c. Increase the number of students making progress on ELPI from 44 % of English Learner Students to 55% English Learner Students by June 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

RRC Dashboard Data- ELA Orange

All Students: 33.3 Points Below Standard, maintained 0.1

ELA Student Groups in the Orange in ELA:

Homeless: 74.4 Points Below Standard, maintained 2 points (Not a significant subgroup for 2025)

Students with Disabilities: 87.2 Points Below Standard, increased 14.3

EL: 59.3 Points Below Standard, decreased 10.7 points

Hispanic: 35.2 Points Below Standard, declined 3.3 points

SED: 39.8 Points Below Standard, maintained 1 point

African American: 76.2 Points Below Standard (No Performance Color)

Homeless: 74.4 Points Below Standard (No Performance Color)

RRC Local Data- iReady ELA (Winter 2025)

Kindergarten

Mid/above grade level: 5%

Early on grade level: 26%

One grade level below: 69%

Two grade levels below: 0%

Three or more grade levels below: 0%

First Grade

Mid/above grade level: 13%

Early on grade level: 3%

One grade level below: 72%

Two grade levels below: 11%

Three or more grade levels below: 0%

Second Grade

Mid/above grade level: 11%

Early on grade level: 15%

One grade level below: 47%

Two grade levels below: 27%

Three or more grade levels below: 0%

Third Grade

Mid/above grade level: 23%

Early on grade level: 29%

One grade level below: 25%

Two grade levels below: 17%

Three or more grade levels below: 7%

Fourth Grade

Mid/above grade level: 10%

Early on grade level: 13%

One grade level below: 44%

Two grade levels below: 11%

Three or more grade levels below: 22%

Fifth Grade

Mid/above grade level: 9%

Early on grade level: 26%

One grade level below: 29%

Two grade levels below: 23%

Three or more grade levels below: 12%

RRC Dashboard Data- Math Orange

All Students: 55 Points Below Standard, declined 8.8 points

EL: 75 Points Below Standard, declined 13.5 points

Hispanic: 56.8 Points Below Standard, declined 10.3 points

Homeless: 101.14 Points Below Standard, declined 44 points (Not a significant subgroup for 2025)

SED: 60.8 Points Below Standard, declined 7.4 points.

SWD: 114.3 Points Below Standard, declined 22.7 points

African American: 76.2 Points Below Standard (No Performance Color)

Homeless: 101.1 Points Below Standard (No Performance Color)

RRC Local Data- iReady Mathematics (Winter 2025)

Kindergarten

Mid/above grade level: 8%

Early on grade level: 10%

One grade level below: 82%

Two grade levels below: 0%

Three or more grade levels below: 0%

First Grade

Mid/above grade level: 6%

Early on grade level: 10%

One grade level below: 74%

Two grade levels below: 11%

Three or more grade levels below: 0%

Second Grade

Mid/above grade level: 5%

Early on grade level: 12%

One grade level below: 63%

Two grade levels below: 20%

Three or more grade levels below: 0%

Third Grade

Mid/above grade level: 5%

Early on grade level: 18%

One grade level below: 54%

Two grade levels below: 13%

Three or more grade levels below: 9%

Fourth Grade

Mid/above grade level: 9%

Early on grade level: 18%

One grade level below: 36%

Two grade levels below: 21%

Three or more grade levels below: 16%

Fifth Grade

Mid/above grade level: 7%

Early on grade level: 21%

One grade level below: 45%

Two grade levels below: 15%

Three or more grade levels below: 12%

ELPI Orange:

ELPI: 44% of English Learners are making progress, declined 3.4%

Priority Identified Need:

Railroad Canyon Elementary (RRC) demonstrates a continued need to accelerate student achievement in both English Language Arts (ELA) and Mathematics, as overall performance remains in the Orange performance level. In ELA, All Students are performing 33.3 points below standard with minimal growth (+0.1), indicating stagnation in core instruction. Significant student group disparities persist, particularly for Students with Disabilities (87.2 points below standard, increased by 14.3 points) and English Learners (59.3 points below standard, though improved by 10.7 points), while Hispanic and Socioeconomically Disadvantaged students show continued declines or limited growth. Although all student groups have an Orange Indicator on California Dashboard in ELA, performance gaps exists between all student group and English Learners, Homeless Youth, and Students with Disabilities.

In Mathematics, All Students are 55 points below standard with a decline of 8.8 points, indicating a downward trend in achievement. Subgroups including English Learners (-13.5), Hispanic students (-10.3), SED (-7.4), and Students with Disabilities (-22.7) all declined, demonstrating a systemic need for stronger Tier 1 instruction and targeted intervention.

Although most student groups have an Orange Indicator on California Dashboard in ELA, performance gaps exists between all student group and English Learners, and Homeless Youth. Students with Disabilities show the greatest need with Red Indicator, 114.3 points below standard, a decline of 22.7.

Additionally, English Learner Progress Indicator (ELPI) data shows that only 44% of English Learners are making progress, with minimal growth (+0.7%), indicating a need for more effective, consistent language development strategies across content areas.

- Strengthen Tier 1 core instruction in both ELA and Mathematics
- Implement targeted Tier 2 interventions, particularly in foundational reading skills (phonics)
- Build teacher capacity through Professional Learning Communities (PLCs) focused on data analysis, standards alignment, and instructional planning
- Increase teacher familiarity and effective implementation of the viable mathematics curriculum
- Develop and utilize clear, skill-based common assessments to monitor progress and inform timely instructional adjustments

Steps Taken at Railroad Canyon Elementary to Address Identified Needs:

1. Learning Cycles of Tutoring
2. Paraeducators to support Tier 2 classroom interventions

Steps taken in district LCAP to address this need have included:

1. Instructional Coaches
2. Assessment Platform
3. Data Literacy
4. Class size reduction
5. Professional Development on Core Curriculum
6. LETRs training
7. iReady training
8. Numbers training
9. Dual Language Immersion Program at Railroad Canyon
10. Elevation
11. Audio book to struggling reading.
12. Extended School Year for Special Education students
13. Elementary Summer Program
14. Extended Day Kindergarten
15. English Learner Academy

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric Used: California Dashboard Indicator: English Language Arts Student Group: All Students	2025 California Dashboard All Students ELA Yellow Indicator 33.3 points below standard, maintained 0.1 points	All students will improve in ELA from 33.3 points below standard to 20 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: English Language Arts Student Group: Homeless	2025 California Dashboard Homeless Students ELA No color indicator 74.4 points below standard, maintained 2.0 points	Homeless students will improve in ELA from 74.4 points below standard to 50 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: English Language Arts Student Group: Socioeconomically Disadvantaged	2025 California Dashboard Socioeconomically Disadvantaged Students ELA Orange Indicator 39.8 points below standard, maintained 1.0 point	Socioeconomically Disadvantaged students will improve in ELA from 39.8 points below standard to 25 points below standard as measured by California Dashboard 2026.

Metric Used: California Dashboard Indicator: English Language Arts Student Group: Students with Disabilities	2025 California Dashboard Students with Disabilities ELA Orange Indicator 87.2 points below standard, increased 14.3 points	Homeless students will improve in ELA from 87.2 points below standard to 50 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: English Language Arts Student Group: English Learners	2025 California Dashboard English Learner Students ELA Orange Indicator 59.3 points below standard, declined 10.7 points	English Learner students will improve in ELA from 74.4 points below standard to 20 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: English Language Arts Student Group: Hispanic	2025 California Dashboard Hispanic Students ELA Orange Indicator 35.2 points below standard, declined 3.3 points	Hispanic students will improve in ELA from 35.2 points below standard to 50 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: English Language Arts Student Group: White	2025 California Dashboard White Students ELA No Color Indicator 22 points below standard, increased 15.6 points	White students will improve in ELA from 22 points below standard to 10 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: English Language Arts Student Group: African American	2025 California Dashboard African American Students ELA No color indicator	African American students will improve in ELA measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: All Students	2025 California Dashboard All Students Math Orange Indicator 55.0 points below standard, declined 8.8 points	All students will improve in Math from 55 points below standard to 40 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: Homeless	2025 California Dashboard Homeless Students Math No Color Indicator 101.1 points below standard, declined 44.4 points	Homeless students will improve in Math from 101.1 points below standard to 50 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: Socioeconomically Disadvantaged	2025 California Dashboard Socioeconomically Disadvantaged Students Math Orange Indicator 60.8 points below standard, declined 7.4 points	Socioeconomically Disadvantaged students will improve in Math from 60.8 points below standard to 45 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: Students with Disabilities	2025 California Dashboard Students with Disabilities Math Red Indicator 114.3 points below standard, declined 22.7 points	Students with Disabilities will improve in Math from 114.3 points below standard to 75 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: English Learners	2025 California Dashboard English Learner Students Math Orange Indicator 75.0 points below standard, declined 13.5 points	English Learner students will improve in Math from 75 points below standard to 50 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: Hispanic	2025 California Dashboard Hispanic Students Math Orange Indicator 56.8 points below standard, declined 10.3 points	Hispanic students will improve in Math from 56.8 points below standard to 40 points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: White	2025 California Dashboard White Students Math Orange Indicator	White students will improve in Math from 43.5 points below standard to 30

	43.5 points below standard, maintained 0.4 points	points below standard as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Mathematics Student Group: African American	2025 California Dashboard African American Students Math	African American students will improve in Math
Metric Used: California Dashboard Indicator: ELPI Student Group: English Learners	2025 California Dashboard ELPI Orange Indicator 44% of EL are making progress	English Learners will improve on ELPI from 44% of EL students making progress to 60% of EL students making progress.
Metric Used: Local Data- iReady ELA (Winter 2025) Student Groups: Kindergarten-Fifth Grade	% of students scoring at grade level in ELA: Kindergarten: 31% First Grade: 16% Second Grade: 26% Third Grade: 52% Fourth Grade: 23% Fifth Grade: 35%	Students will improve on iReady ELA (Winter 2026) Kindergarten: 51% First Grade: 36% Second Grade: 46% Third Grade: 72% Fourth Grade: 43% Fifth Grade: 55%
Metric Used: Local Data- iReady ELA (Winter 2025) Student Group: Second Grade	% of students scoring at grade level in Math: Kindergarten: 18% First Grade: 16% Second Grade: 17% Third Grade: 23% Fourth Grade: 27% Fifth Grade: 28%	Students will improve on iReady ELA (Winter 2026) Kindergarten: 51% First Grade: 36% Second Grade: 46% Third Grade: 72% Fourth Grade: 43% Fifth Grade: 55%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Learning Cycles of Tutoring Identification of Students for Tutoring: Grade-level PLCs will administer and analyze common assessment data, including i-Ready, FIABs, CAASPP-aligned assessments, and local assessments in English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI). During PLC collaboration, teachers will review student performance data to identify students demonstrating the greatest need by standard and/or skill for targeted tutoring support. Tutoring Cycle Implementation: Tutoring will be organized into eight-week instructional cycles focused on clearly identified learning targets in English Language Arts, Mathematics, and English Learner Progress. Students performing furthest from standard and demonstrating the greatest academic need within each grade level will be prioritized for participation. Tutoring Structure and Support: Each tutoring session will be one hour in length, to times weekly. Instructional aides will provide support within classrooms to help facilitate small group instruction and targeted intervention aligned to student needs.	Lowest Performing Students, English Learners, Students with Disabilities	23897.54 Title I 1130: Certificated Sub 36 Classroom Teachers 3 Times annually Total: 114 Substitute Days @ \$213.71 4335.15 Title I 2X40: Classified Extra Duty 350 Hours of tutoring school-wide, over two, eight-week sessions.

	Progress Monitoring and Adjustment: After six weeks of tutoring, students will be reassessed to monitor progress toward identified learning targets. Grade-level teams will review outcome data to evaluate the effectiveness of the tutoring cycle and make any necessary instructional adjustments to improve student outcomes. Priority Student Groups: To address the Distance from Standard for identified student groups, priority access to tutoring in English Language Arts, Mathematics, and ELPI will be given to students experiencing homelessness and students with disabilities.		
1.2	Paraeducator Training and Instructional Support for Tier 2 Interventions Provide paraeducators with targeted training to effectively support the delivery of Tier 2 interventions aligned to identified student needs. Offer extra-duty opportunities for paraeducators to collaborate with teachers in implementing Tier 2 interventions through small group instruction and Walk to Read practices. This support will promote consistent, focused instructional time for students demonstrating the greatest academic need in foundational literacy and reading comprehension. Additional time may also be utilized for ongoing training and capacity-building to ensure paraeducators are equipped with the skills and strategies necessary to deliver high-quality, targeted support.	Lowest Performing Students, English Learners, Students with Disabilities	3959.60 Title I 2X40: Classified Extra Duty Provide extra-duty opportunities for paraeducators to support teachers in the delivery of targeted Tier 2 interventions

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of the tutoring program at Railroad Canyon Elementary was partial and delayed, which impacted the overall effectiveness in achieving the articulated goals. While a structured plan was developed to identify students, implement targeted tutoring cycles, and monitor progress, several factors limited full execution across all grade levels. Identification of students for tutoring occurred through grade-level PLC collaboration using multiple data sources, including i-Ready, FIABs, CAASPP-aligned assessments, and local assessments. Teachers were able to analyze student performance by standard and identify students with the greatest academic need. This process was implemented with fidelity in participating grade levels and provided a strong foundation for targeted support. However, Tutoring Cycle Implementation did not begin until November 2025 and was initially limited to Grade 5. By January 2026, tutoring expanded to Kindergarten, Grade 1, and Grade 2, with a focus on Mathematics in Kindergarten and Grade 5, and early literacy support in Grades 1 and 2 using PSI assessments and skill-based instruction. Grades 3 and 4 did not participate, resulting in inconsistent implementation across the school. The Tutoring Structure and Support component was implemented in a limited capacity. While instructional aides were available to support small group instruction, competing demands on staff time and capacity reduced the ability to consistently provide the intended frequency and duration of tutoring sessions. Additionally, teachers prioritized building understanding and implementation of newly adopted core curriculum and assessments, which delayed the rollout of Tier 3 intervention. Progress monitoring and adjustment

occurred informally within participating grade levels; however, the full six- to eight-week cycle with systematic reassessment and data analysis was not consistently implemented. As a result, the ability to evaluate the impact of tutoring cycles and make timely instructional adjustments was limited. The focus on priority student groups, including students experiencing homelessness and students with disabilities, was identified as a key component of the plan. However, due to the delayed and partial implementation, these groups did not consistently receive prioritized access to tutoring services as intended. Overall, while the foundational structures for a data-driven, targeted tutoring program were established, implementation was inconsistent and limited in scope, reducing the overall effectiveness of the strategy. Contributing factors included teacher capacity, competing district initiatives, and the need to prioritize strong Tier 1 instruction with new curriculum and assessment systems. Future implementation will require earlier planning, clearer prioritization, and dedicated time and resources to ensure consistent delivery across all grade levels and full alignment to the intended tutoring model.

The implementation of the paraeducator training and instructional support for Tier 2 interventions was initiated mid-year, which limited the overall scope and impact during the current school year. The delayed start was intentional, as teachers needed time to analyze student needs and build capacity with newly adopted core curriculum and assessment systems before effectively integrating additional Tier 2 supports. Paraeducator training began in winter and focused on building foundational understanding of instructional strategies aligned to Tier 2 intervention, particularly in early literacy and reading comprehension. While initial training opportunities were provided, the timeline limited the depth and consistency of professional learning needed to fully develop paraeducator capacity across all grade levels. Instructional support through extra-duty opportunities was implemented in a limited capacity. Paraeducators began supporting small group instruction and Walk-to-Read structures, primarily in primary grades, where foundational literacy needs were most clearly identified. This support allowed for increased differentiation and targeted instruction for students demonstrating the greatest academic need; however, implementation varied by grade level and was not yet systematized schoolwide. The collaboration between teachers and paraeducators improved in participating grade levels, with clearer alignment to student needs and instructional goals. However, due to the mid-year rollout and competing priorities, opportunities for structured planning and consistent collaboration time were limited. Ongoing training and capacity-building efforts were initiated but remain in the early stages. Additional time for calibration, modeling, and feedback will be necessary to ensure paraeducators are consistently delivering high-quality, standards-aligned Tier 2 interventions. Overall, while this strategy shows strong potential to enhance Tier 2 support systems, its effectiveness was limited by the delayed implementation and need for continued training and refinement. Initial outcomes indicate that when paraeducators were utilized effectively, students benefited from increased access to targeted small group instruction. Moving forward, earlier implementation, more structured training cycles, and dedicated collaboration time will be critical to fully realize the impact of paraeducator-supported Tier 2 interventions across all grade levels.

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

There were notable differences between the intended implementation and the actual use of budgeted expenditures for this goal. While funds were allocated to support paraeducator training, extra-duty opportunities, and expanded Tier 2 intervention support, not all allocated funds were fully utilized during the school year. This variance was primarily due to the delayed implementation timeline, as the strategy was intentionally initiated in the winter to allow teachers adequate time to learn and implement newly adopted curriculum and assessment systems. As a result, opportunities for paraeducator training, collaboration, and extended instructional support were more limited than originally planned. Additionally, teacher commitment and effort played a significant role in supporting student learning during this transition period. Teachers prioritized strengthening Tier 1 core instruction and internal classroom interventions, which reduced the immediate need to fully deploy all budgeted Tier 2 supports and associated expenditures. As a result, expenditures for extra-duty hours, extended training sessions, and expanded paraeducator support were lower than anticipated. While this reflects a more conservative use of funds, it also indicates that the full scope of the planned strategy was not implemented, which limited the overall impact of the initiative. Moving forward, aligning the timing of funding allocations with earlier implementation, clearer rollout plans, and dedicated time for training and collaboration will help ensure that budgeted resources are fully utilized to support the intended outcomes..

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

As a result of this analysis, several adjustments will be made to strengthen the implementation and effectiveness of this goal. While the overall focus on targeted Tier 2 intervention and paraeducator support will remain, refinements will be made to improve timing, consistency, and impact.

1. The timeline for implementation will be adjusted to begin earlier in the school year, rather than mid-year. This will ensure that students identified through beginning-of-year assessments receive timely access to Tier 2 supports and that paraeducators are trained and deployed at the start of instruction.

2. The strategies and activities will be refined to include a structured training plan for paraeducators, with scheduled professional learning sessions, modeling opportunities, and ongoing coaching. This will ensure greater consistency in the delivery of interventions and alignment with instructional expectations.
3. Dedicated collaboration time between teachers and paraeducators will be built into the plan to support alignment to student needs, instructional pacing, and progress monitoring. This will strengthen the effectiveness of small group instruction and Walk to Read implementation.
4. The progress monitoring component will be strengthened by establishing clear checkpoints within each intervention cycle (e.g., every 4–6 weeks) and requiring systematic data review during PLCs to adjust instruction and groupings.
5. Minor adjustments to metrics were made to improve validity of measurable actions

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Partners engaged and involved in school functions at Railroad Canyon Elementary School.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

RRC Dashboard Data on Chronic Absenteeism:

All Students: Yellow Indicator, 20.2% of students at RRC are chronically absent, declined 4.9%

English Learners: Yellow Indicator, 18.7% of EL students are chronically absent, declined 7.4%

Homeless: Red Indicator, 32.4% of homeless students are chronically absent, increased 5.6%

Socioeconomically Disadvantaged: Yellow Indicator, 22.4% of SED students are chronically absent, declined 5.8%

Students with Disabilities: Orange Indicator, 23.6% of SWD students are chronically absent, declined 9.7%

Hispanic: Yellow Indicator, 20.1% of Hispanic students are chronically absent, declined 5.5%

African American: No color indicator, 36.4% of African American Students are chronically absent, increased 16.4%

Two or More Races: No color indicator, 23.1% of students of two or more races are chronically absent, declined 9.7%

RRC Dashboard Data on Suspension Rates:

All Students: Blue Indicator, 0.1% of students at RRC have been suspended from school, maintained 0.1%

English Learners: Blue Indicator, 0% of EL students have been suspended from school, declined 0.3%

Homeless: Blue Indicator, 0% of homeless students have been suspended from school, maintained 0%

Socioeconomically Disadvantaged: Blue Indicator, 0.1% of SED students have been suspended from school, maintained 0%

Students with Disabilities: Blue Indicator, 0% of SWD students have been suspended from school, maintained 0%

Hispanic: Blue Indicator, 0.1% of Hispanic students have been suspended from school, maintained 0%

African American: 0% of African American students have been suspended, maintained 0%

Two or More Races: 0% of students that are Two or More Races have been suspended from school, maintained 0%

A review of the California School Dashboard data indicates that chronic absenteeism remains an area of need for Railroad Canyon Elementary School. While overall performance for All Students is at the Yellow level (20.2%), and shows a decline (improvement) of 4.9%, a significant portion of students—approximately 1 in 5—continue to miss substantial instructional time, negatively impacting academic achievement. Although several student groups, including English Learners (18.7%, -7.4%), Socioeconomically Disadvantaged students (22.4%, -5.8%), Students with Disabilities (23.6%, -9.7%), and Hispanic students (20.1%, -5.5%), demonstrate improving trends, they remain at the Yellow or Orange performance levels, indicating that attendance concerns persist across multiple groups. Of greatest concern is the Homeless student group, which is performing at the Red level (32.4%) and has increased by 5.6%, indicating that nearly one-third of these students are chronically absent. This represents a significant performance gap and highlights ongoing barriers related to housing instability, access to transportation, and other external factors. The data reflects that while current strategies have contributed to modest improvements in overall attendance, they have not been sufficient to reduce chronic absenteeism to desired levels or close gaps among the highest-need student groups. Chronic absenteeism continues to disproportionately impact students experiencing homelessness and Students with Disabilities, indicating a need for more targeted and intensive interventions.

Local Data- Family Surveys:

8/2025- Back to School Night:

86% of families were well satisfied

8% of families were somewhat satisfied

6% of families were not satisfied

Suggestions from families: Families felt that more time was necessary to provide families the information needed to be engaged for the school year.

9/29/25- Family Reading Night:

66% of families were well satisfied

18% of families were somewhat satisfied

5% of families were not satisfied

Suggestions from families: Families requested more parent/student activities.

10/13/25- PTA 90s Dance:

85.7% of families were well satisfied

7.1% of families were somewhat satisfied

7.1% of families were not satisfied

Suggestions from families: Families shared the air conditioner was working off and on all night not allowing families to enjoy the time together.

Identified Need:

1. Tiered attendance interventions (MTSS for attendance)
2. Targeted outreach and support for high-risk student groups, particularly homeless students
3. Stronger family engagement and community partnerships to address barriers to consistent attendance

Steps taken at Railroad Canyon to address this need have included:

- Implementation of attendance monitoring systems to track student attendance trends
- Increased communication with families regarding the importance of attendance
- Initial efforts to connect families with resources and support services
- Increased communication with Foster Caregivers and homeless families
- Utilize CARES team to support behavioral needs of young students

Steps taken in district LCAP to address this need have included:

- Attendance monitoring and support
- SART/SAFER Liaisons to ensure daily attendance
- Saturday School opportunities
- Specific to Foster Youth, provided Foster Youth social worker, tutoring, and engagement opportunities with Foster Caregivers.
- School counselor full time on campus to support Tier 1-2 Behaviors
- Academic and Engagement coaches including PD
- District behavior intervention team to support sites with emergency behavioral needs
- SEL Mental Health Screener

Railroad Canyon Elementary will take the following actions to address these needs:

1. Monthly Family Engagement nights training families on attendance, ELA strategy and math strategy.
2. Fund a community liaison to support increased parent participation in school events and workshops, improved student attendance rates, greater access to community resources for families, and strengthened home-school partnerships contributing to improved student achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: All Students	2025 California Dashboard: 20.2% of all students at Railroad Canyon Elementary are Chronically Absent	All students will improve in with Chronic Absenteeism from 20.2% students chronically absent to 10% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: Homeless	2025 California Dashboard Homeless Chronically Absent: Red Indicator, 32.4% of Homeless students are Chronically Absent, a decline of 7.4%	Homeless will improve in with Chronic Absenteeism from 32.4% students chronically absent to 20% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: Socioeconomically Disadvantaged	2025 California Dashboard Socioeconomically Disadvantaged Chronically Absent: Yellow Indicator, 22.4% of Socioeconomically Disadvantaged students are Chronically Absent, a decline of 5.8%	Socioeconomically Disadvantaged will improve in with Chronic Absenteeism from 22.4% students chronically absent to 15% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: Students with Disabilities	2025 California Dashboard Students with Disabilities Chronically Absent: Yellow Indicator, 23.6% of Students with Disabilities students are Chronically Absent, a decline of 9.7%	Students with Disabilities will improve in with Chronic Absenteeism from 23.6% students chronically absent to 15% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: English Learners	2025 California Dashboard Students with English Learners Chronically Absent: Yellow Indicator, 18.7% of English Learners students are Chronically Absent, a decline 7.4%	English Learners will improve in with Chronic Absenteeism from 18.7% students chronically absent to 12% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: Hispanic	2025 California Dashboard Students with Hispanic Chronically Absent: Yellow Indicator, 20.1% of Hispanic students are Chronically Absent, a decline 5.5%	Hispanic will improve in with Chronic Absenteeism from 20.1% students chronically absent to 12% as measured by California Dashboard 2026.

Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: White	2025 California Dashboard Students with White students Chronically Absent: Green Indicator, 9.4% of English Learners students are Chronically Absent, a decline 4.1%	White students will improve in with Chronic Absenteeism from 9.4% students chronically absent to 9% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Chronic Absenteeism Student Group: African Americans	2025 California Dashboard African Americans Chronically Absent: No Color Indicator, 36.4% of African Americans students are Chronically Absent, a increased of 16.4%	African Americans will improve in with Chronic Absenteeism from 36.4% students chronically absent to 20% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: All Students	2025 California Dashboard All Students Suspension Rate: Blue Indicator, 0.1% students are suspended, maintained 0.1%	All students will improve with suspension rate from 0.1% to 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: Homeless	2025 California Dashboard Homeless Suspension Rate: Blue Indicator, 0.1% homeless students suspended, maintained -0.1%	Homeless will maintain with suspension rate from 0.1% to 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: Socioeconomically Disadvantaged	2025 California Dashboard Socioeconomically Disadvantaged Suspension Rate: Blue Indicator, 0.1% homeless students suspended, maintained -0%	Socioeconomically Disadvantaged will maintain suspension rate from 0.1% to 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: Students with Disabilities	2025 California Dashboard Students with Disabilities Suspension Rate: Blue Indicator, 0% Students with Disabilities suspended, maintained 0%	Students with Disabilities will maintain on suspension rate 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: English Learners	2025 California Dashboard English Learners Suspension Rate: Blue Indicator, 0% English Learners students suspended, declined 0.3%	English Learners will improve on suspension rate 0.3% to 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: Hispanic	2025 California Dashboard Hispanic Suspension Rate: Blue Indicator, 0.1% Hispanic students suspended, maintained 0%	Hispanic students will maintain on suspension rate 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: White	2025 California White students Suspension Rate: Blue Indicator, 0% Students with Disabilities suspended, maintained 0%	White students will maintain on suspension rate 0% as measured by California Dashboard 2026.
Metric Used: California Dashboard Indicator: Suspension Rates Student Group: African American	2025 California African American students Suspension Rate: Blue Indicator, 0% African American suspended, maintained 0%	African American will maintain on suspension rate 0% as measured by California Dashboard 2026.
Metric Used: Parent Session Evaluations	Three parent session evaluations were completed during the 25-26 school year. The average satisfaction rate was a 93.9%.	By June 2026, three parent survey results will result in 95% satisfaction rate.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	To ensure meaningful parent involvement, Railroad Canyon Elementary will strengthen family-school partnerships by identifying parent needs and	All students	610 Title I Part A: Parent Involvement

	developing targeted workshop opportunities. The goal is to equip families with tools and knowledge to support student success at home and school. Actions: -Administer annual family surveys to identify parent needs and interests, with special attention to families of Special Education students, Dual Language Immersion (DLI) students, and those seeking reading support. -Develop and implement a series of Parent Workshop Nights focused on: -Supporting students with special needs -Understanding and engaging in the Dual Language Immersion program -Building literacy skills through Parent Reading Workshops -Provide materials, translation services, and childcare to increase accessibility and participation.		2X40: Classified Extra Duty Childcare 2000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies to support parents with Reading Strategies at home. This may be books, manipulative to allow parents to provide the three part drill at home, as well as food to feed the families at events.
2.2	Fund a Community Liaison to support the implementation of the site and district Title I Parent and Family Engagement Policy and to strengthen partnerships between the school, families, and community agencies. The Community Liaison will coordinate and facilitate ongoing communication with families and external organizations to increase access to academic, social-emotional, and attendance-related supports. Responsibilities include organizing and leading parent meetings and workshops, connecting families to community-based resources, and supporting efforts to improve daily student attendance. Given the Railroad Canyon's Orange performance level in ELA and Mathematics and identified subgroup needs (particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), increased family engagement and access to resources are critical to improving student outcomes. Additionally, strengthening home-school connections and addressing barriers to attendance will directly support academic achievement and English Learner progress. Key Functions: -Support implementation of the Title I Parent and Family Engagement Policy -Maintain ongoing communication with community agencies to provide services and resources to families -Connect families to supports that promote consistent school attendance -Coordinate and facilitate parent meetings, trainings, and workshops aligned to student learning Expected Outcomes: -Increased parent participation in school events and workshops -Improved student attendance rates -Greater access to community resources for families		53,016.64 Title I 2000-2999: Classified Personnel Salaries FTE

-Strengthened home-school partnerships contributing to improved student achievement Monitoring/Evidence: -Attendance logs from parent meetings and workshops -Family communication logs and outreach records -Attendance data (chronic absenteeism rates) -Parent surveys and feedback -Documentation of community partnerships and referrals -Suspension Data		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategies to strengthen family-school partnerships at Railroad Canyon Elementary was successfully carried out, resulting in meaningful opportunities for parent involvement and engagement. The goal was largely met, as systems were established to identify parent needs and provide targeted supports aligned to those needs. Family surveys were administered to gather input on parent interests and areas of need. The data collected informed the development of workshop topics and ensured that offerings were responsive to the school community, including families of Dual Language Immersion (DLI) students and those seeking support with literacy.

The school developed and implemented Parent Workshop Nights, which focused on key areas such as:

- Supporting literacy development at home through Parent Reading Workshops
- Increasing understanding of the Dual Language Immersion program
- Providing general strategies to support student success

Efforts were made to ensure accessibility and inclusivity, including providing translation services, materials, and childcare. While these strategies strengthened communication and provided valuable resources for families, attendance at traditional parent workshops was minimal, limiting the overall impact of these efforts. In contrast, family engagement events and “fun nights” were well attended and highly successful, indicating that families are more likely to participate in interactive, community-building events rather than formal workshop settings. This pattern suggests that although the school is offering relevant and needed content, the delivery model may not fully align with parent preferences or availability. As a result, opportunities to build parent capacity through workshops were not maximized. Overall, the strategies were effective in increasing opportunities for engagement, but less effective in achieving high participation in academic-focused workshops. Additionally, while the goal was met, further attention is needed to support families of students with special needs, including more targeted outreach and differentiated workshop opportunities.

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

There were minor differences between the intended implementation and the actual use of budgeted expenditures for this goal. While funds were allocated to support Parent Workshop Nights, materials, translation services, and childcare, the overall implementation did not fully utilize all planned resources. Although workshops were developed and offered, attendance at academic-focused parent workshops was lower than anticipated, which resulted in reduced use of materials, childcare services, and extended support costs. In contrast, family engagement events and “fun nights” were highly attended, indicating a stronger parent preference for interactive, community-based activities rather than traditional workshop formats. As a result, some budgeted funds intended specifically for workshop-related expenses were underutilized or redirected to support broader family engagement efforts. Additionally, while translation services and materials were provided, their use was not maximized due to lower participation rates at workshops. Overall, while the core components of the plan were implemented, the difference in parent participation patterns impacted the extent to which funds were fully expended as originally intended. Moving forward, aligning expenditures with more engaging

delivery models (e.g., combining workshops with family events or offering flexible formats) will help ensure more effective use of resources and increased participation.

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

As a result of this analysis, adjustments will be made to better align family engagement efforts with parent preferences and participation patterns while maintaining the overall goal of strengthening family-school partnerships.

1. The delivery model for parent workshops will be revised. Rather than offering stand-alone workshops, future strategies will incorporate academic learning opportunities into existing high-attendance family events ("fun nights"). This shift is intended to increase participation by embedding learning in more interactive, engaging, and accessible formats.
2. The strategies/activities will be expanded to include:
 - Flexible workshop formats (e.g., shorter sessions, repeated offerings, virtual options)
 - Incentives and interactive components to encourage attendance
 - Targeted outreach to specific groups, particularly families of students with special needs, to ensure their needs are more directly addressed
3. Additional emphasis will be placed on supporting families of students with special needs, including more specialized workshops, resources, and collaboration with the Special Education team to provide tailored support. Fourth, the metrics and annual outcomes will be refined to better measure effectiveness, including:
 - Increased parent participation rates across different types of events
 - Improved feedback from parent surveys regarding usefulness and accessibility
 - Evidence of increased family capacity to support student learning at home
4. Implementation will include more intentional monitoring of participation data and ongoing adjustments to ensure strategies are responsive and effective throughout the year.
5. Add an additional goal for Community Liaison as the funding for this position has shifted from district to site funds.
6. Minor adjustments to metrics were made to improve validity of measurable actions

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Environment (PLC, PD, access to Technology)

Railroad Canyon Elementary will ensure all grade levels are utilizing effective PLC meetings weekly to meet the unique needs of students and have a good understanding of instructional strategies needed to meet the needs of at-risk learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data:

Academic Data on ELA, Mathematics and EIPI indicate a high need for teacher professional development on PLC process and cycles.

8/38 Teachers at Railroad Canyon Elementary attended the PLC conference during the 25-26 school year. This indicates a high need for additional teachers to be trained.

Identified Need:

-The outcomes from the 2025 Innovative School Summits were not supportive of site needs for professional development. After an evaluation of feedback from all participants of the School Summit, it was determined that there is a greater need to be supported in the area of PLC to ensure students have access to best first instruction, differentiated instruction with supports for English learners and Students with Disabilities. PLC PD will allow teachers to be well trained in identifying students with Tier 2 needs, any gaps between student groups and skills needed to address student progress.

-Need for consistent metrics to measure the effectiveness of Goal 3 Actions.

-Due to limited PLC time each week and also the lack of previous implementation, grade level teams have a need for additional release time to implement the PLC cycles effectively

-The need for collaboration between leadership and teacher teams is essential in order to build a collective efficacy

Steps taken at the site to address needs:

1. Principal took leadership team to PLC at Work Conference
2. Classroom walkthroughs by leadership team
3. Leadership team attended 5 day long sessions on PBIS and developed systems to improve student engagement

Steps taken in the district LCAP to address needs:

1. Principal attended PLC Conference with district elementary principals
2. Teachers are provided with 50 minutes of weekly PLC time
3. All employees are provided two professional development days provided by the district.
4. Sites are provided coaches with professional development on evidence based instructional strategies.

Actions developed to address needs:

-Principal and school Improvement team will continue to meet this school year to support with the monitoring the effectiveness of SPSA goals.

-Provide all teachers professional release days to work with professional coaches on unpacking standards and aligning instructional experiences with designated supports.

-PLC at Work: Focus on school leadership and differentiation. Provide teachers the opportunity to attend a professional conference with a focus on best first instruction, implementation of district curriculum, and ensuring students have access to differentiated instruction.

Goal 3 actions may also be measured by metrics from goal 1. Actions in goal 3 are meant to improve student outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric Used: Collaborative Teams Rubric for PLC	completing or baseline 4/2026	tbd
Metric Used: Collective Efficacy Diagnostic	Leadership Team Scored Collective Efficacy Diagnostic September 2025 Overall: 3 out of 6 point scale	Leadership Team Scored Collective Efficacy Diagnostic September 2026 Overall: 4 out of 6 point scale

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	School Improvement Team Monitoring and Continuous Improvement Continue to maintain the School Improvement Team to support the ongoing implementation, monitoring, and refinement of schoolwide improvement efforts. The team will meet two times annually during full release days to engage in data analysis, program evaluation, and continuous improvement planning. During these release days, the School Improvement Team will: -Practice conducting classroom walkthroughs using Classroom Observation Tool for Best First Instruction to build a shared understanding of effective instructional practices. -Monitor and evaluate the effectiveness of SPSA actions using the SPSA Monitoring and Evaluation Template to assess progress toward identified goals and outcomes. -Reflect on the effectiveness of the School Improvement Team's structures and processes and identify any adjustments needed to improve impact and efficiency. -Observation Tool for Best First Instruction, and update the SPSA planning and monitoring documents. -Support the planning and refinement of Professional Learning Communities (PLCs) at Railroad Canyon Elementary to strengthen instructional practices and student outcomes.	All students	2202.71 Title I 1130: Certificated Sub School improvement team is six teachers, at two release days each member, total of 12 release days for total of \$2202.71
3.2	Professional Learning Community (PLC) Implementation to Support MTSS and Student Achievement Provide grade-level teams with three release opportunities annually (half-day or full-day) to support the full implementation of the Professional Learning Community (PLC) process as a key structure within the school's Multi-Tiered System of Supports (MTSS). During this collaborative release time, teams will engage in a continuous cycle of inquiry focused on improving student outcomes and closing achievement gaps, particularly for unduplicated pupils and other identified student groups. Grade-level teams will: -Analyze the scope and sequence of grade-level standards to ensure alignment of core instruction and pacing across classrooms. -Unpack essential standards to develop clear learning targets and success criteria, ensuring access to rigorous, standards-aligned instruction for all students. -Develop and refine common formative assessments aligned to essential standards to monitor student learning and inform instructional decisions.	All students	25,000 Title I 1130: Certificated Sub 36 Teachers Full Day Release 3 Times Annually Total of 114 Substitute Teacher Days Total \$24,362.94 Additional funding added in case of staffing changes.

	-Analyze student performance data from multiple measures (e.g., i-Ready, common assessments, CAASPP-aligned assessments) to identify trends, determine levels of student proficiency, and identify students in need of additional support. -Identify students demonstrating the greatest need, including English Learners, students with disabilities, and students experiencing homelessness, and prioritize them for targeted Tier 2 intervention through structured six-week tutoring cycles. -Monitor the implementation and effectiveness of intervention plans by reviewing progress monitoring data and adjusting instruction and supports to ensure improved student outcomes. This action supports the implementation of MTSS by strengthening Tier 1 instruction, ensuring timely identification of students in need of Tier 2 supports, and promoting a systematic, data-driven approach to intervention. The expected outcome is increased student achievement, improve distance from standard, and the closing of achievement gaps among identified student groups.		
3.3	PLC Conference Attendance to Strengthen Instructional Practice and MTSS Implementation Provide funding and support for three grade-level teams to attend a Professional Learning Community (PLC) Conference to deepen their understanding and implementation of the PLC process as a driver of student achievement. Participating teams will engage in professional learning focused on the four critical PLC questions, data-driven decision-making, effective Tier 1 instruction, and systematic intervention within a Multi-Tiered System of Supports (MTSS). The conference will build staff capacity in analyzing student data, developing common assessments, and implementing targeted instructional strategies to meet the needs of all learners. Upon return, participating teams will collaborate with site leadership and colleagues to share key learnings, model effective PLC practices, and support schoolwide implementation. This will include facilitating professional development, supporting grade-level collaboration, and strengthening the use of data to inform instruction and intervention. This action is designed to improve the effectiveness of PLCs across the school, resulting in stronger Tier 1 instruction, more targeted Tier 2 interventions, increased student achievement, and a reduction in achievement gaps for English Learners, students with disabilities, and students experiencing homelessness.	All Students	10,000 Title I 1130: Certificated Sub 17 Teachers Attending 3 Day Conference 51 Substitutes Required 33,000 Title I 5200: Conferences Registration: \$12,800 Hotels: \$14,400 Parking: \$1280 Mileage: \$1600 Meals: 3120

3.4	Railroad Canyon Intervention Team is to work collaboratively to: -Review and analyze grade-level data -Identify student strengths and needs -Create and support intervention plans -Help put cohesive plans into action for students and teachers -Prevent false starts by ensuring strong, well-aligned intervention systems are in place -This team will also help us look at data across RRC as a whole, so we can better understand trends and ensure our students are receiving equitable services. Intervention is a critical part of our academic story, and this work will help support both students and teachers in meaningful ways.		5,000 Title I 1140: Certificated Extra Duty Team of five members meet weekly.
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Action 3.1: The School Improvement Team structure was fully implemented with fidelity and served as an effective system for supporting the monitoring, evaluation, and continuous improvement of schoolwide initiatives. The team met two times annually during full release days, providing dedicated time for in-depth data analysis, reflection, and strategic planning aligned to SPSA goals. During these sessions, team members received training on the Classroom Observation Tool for Best First Instruction, which helped establish a shared understanding of high-quality instructional practices. This calibration supported more consistent expectations across classrooms and strengthened the team's ability to conduct meaningful classroom walkthroughs. The team effectively utilized the SPSA Monitoring and Evaluation Template to review progress toward goals, analyze student data, and assess the impact of implemented strategies. This process contributed to a more systematic and data-driven approach to decision-making, allowing the team to identify areas of success and areas needing refinement. Collaboration between the principal and educational consultant, who met regularly throughout the year, further strengthened implementation. These meetings supported ongoing monitoring of SPSA actions, classroom observations, and timely updates to planning documents, ensuring alignment between goals, actions, and outcomes. Additionally, the team played a key role in supporting and refining the PLC process. Through reflection and feedback, the team helped strengthen PLC structures, leading to more focused collaboration around student data, instructional practices, and intervention planning. Overall, this strategy was highly effective in establishing a strong cycle of continuous improvement. The consistent use of data, structured reflection, and collaborative planning resulted in greater alignment of instructional practices and increased organizational coherence. The School Improvement Team has become a critical structure for sustaining improvement efforts and ensuring accountability toward SPSA goals.

Action 3.2 and Action 3.3: As a result of the attendance at the Innovative School Summit Conference and attendance at PLC Summit Conference, it was easily determined by participants that we should abandon future attendance at the Innovative Schools Summit Conference and focus our efforts on PLC at Work. The implementation of the Professional Learning Community (PLC) process to support MTSS and student achievement was fully implemented with fidelity and served as a critical structure for improving instructional practices and student outcomes. Grade-level teams were provided with three release opportunities throughout the year, allowing for dedicated time to engage in the PLC cycle of inquiry. During this time, teams consistently collaborated to analyze standards, align instruction, and develop common formative assessments, ensuring greater coherence and consistency across classrooms. Teams effectively unpacked essential standards and established clear learning targets and success criteria, which strengthened Tier 1 instruction and improved clarity around expectations for student learning. The development and use of common assessments allowed teams to monitor student progress and make more informed instructional decisions. A key strength of this implementation was the ongoing analysis of multiple data sources, including i-Ready, common assessments, and CAASPP-aligned measures. This data-driven approach enabled teams to:

- Identify trends in student performance
- Determine levels of proficiency

-Pinpoint specific standards and skills where students required additional support
Grade-level teams consistently used this data to identify students in need of Tier 2 intervention, including English Learners, students with disabilities, and students experiencing homelessness. This supported the alignment of PLC work with the school's MTSS framework, ensuring timely and targeted intervention planning. Additionally, teams engaged in progress monitoring and instructional adjustment, reviewing student data to evaluate the effectiveness of interventions and refine instructional strategies. This contributed to a more responsive and systematic approach to addressing student needs. Overall, the PLC structure was highly effective in strengthening Tier 1 instruction, improving collaboration, and establishing a consistent, data-driven process for identifying and supporting students. The alignment of PLC practices with MTSS contributed to greater instructional coherence and increased focus on closing achievement gaps, particularly for identified student groups.

Action 3.4: The Railroad Canyon Intervention Team was successfully implemented as a collaborative structure to strengthen the school's Multi-Tiered System of Supports (MTSS) and improve student outcomes. The team worked collectively to review and analyze grade-level data, identify student strengths and areas of need, and support the development of targeted intervention plans. Through ongoing collaboration, the team helped ensure that intervention efforts were cohesive, strategic, and aligned to student needs, reducing the likelihood of fragmented or inconsistent practices. This proactive approach supported teachers in implementing well-defined intervention plans, minimizing "false starts" and increasing the effectiveness of instructional supports. A key strength of the Intervention Team was its ability to analyze data across the school as a whole, allowing for the identification of broader trends and patterns in student performance. This systems-level perspective supported more intentional decision-making and ensured that resources and interventions were aligned to the areas of greatest need. The team also played an important role in supporting both students and teachers, providing guidance on intervention strategies and helping to ensure that plans were actionable and sustainable within classroom settings. This collaboration contributed to a more consistent and structured approach to intervention across grade levels. Overall, the Intervention Team was effective in strengthening the school's intervention systems, promoting data-driven practices, and supporting the implementation of targeted academic supports. This work has become an essential component of the school's efforts to improve student achievement and ensure all students receive the support needed to be successful.

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

There were minimal differences between the intended implementation and the actual execution of the Railroad Canyon Intervention Team; however, some variation occurred in the use of budgeted expenditures. The Intervention Team was successfully established and functioned as intended in reviewing data, supporting intervention planning, and promoting cohesive systems. Most of the work was accomplished through existing structures, staff collaboration, and scheduled meeting times, which reduced the need to fully utilize all allocated funds. As a result, fewer expenditures were incurred than originally anticipated, particularly in areas such as additional release time, extended hours, or supplemental resources. Staff leveraged existing PLC time, leadership meetings, and internal expertise to carry out the work effectively. Additionally, due to the focus on strengthening Tier 1 instruction and implementing new curriculum and assessment systems, some planned expansion of intervention supports was more gradual, which also impacted the timing and use of funds. Overall, while the goal was implemented with fidelity, the efficiency of staff collaboration and use of existing systems resulted in lower-than-expected expenditures. Moving forward, adjustments may include allocating resources toward expanding intervention capacity, increasing dedicated collaboration time, and enhancing progress monitoring systems to further strengthen impact.

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

As a result of this analysis, the overall goal, outcomes, and core strategies will remain unchanged, as the Intervention Team was implemented effectively and is functioning as intended to support MTSS and student achievement.

1. No educational consultant from RCOE
2. No attendance at Innovative Schools Conference
3. Removed classroom observation tool as a metric. Instead it will be used by leadership team as a implementation metric.
4. Site will send three grade levels to PLC conference during 26-27 school year
5. Build site-wide capacity in the PLC process
6. Strengthen grade-level implementation and ownership
7. Minor adjustments to metrics were made to improve validity of measurable actions

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$163,021.64
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,021.64
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$160,411.64
Title I Part A: Parent Involvement	\$2,610.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$163,021.64

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$163,021.64

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	160,411.64
Title I Part A: Parent Involvement	2,610.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	61,100.25
1140: Certificated Extra Duty	5,000.00
2000-2999: Classified Personnel Salaries	53,016.64
2X40: Classified Extra Duty	8,904.75
4000-4999: Books And Supplies	2,000.00
5200: Conferences	33,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	61,100.25
1140: Certificated Extra Duty	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	53,016.64
2X40: Classified Extra Duty	Title I	8,294.75
5200: Conferences	Title I	33,000.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	610.00

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,192.29
Goal 2	55,626.64
Goal 3	75,202.71

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:		
State Compensatory Education Advisory Committee		
English Learner Advisory Committee		
Other: Parent Advisory Committee, School Leadership Team		
[Enter name of consulted group or committee]	[Signature of authorized person]	
School Leadership Team		
English Learner Advisory		
Parent Advisory Committee		

1. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
2. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. This SPSA was adopted by the SSC at a public meeting on:5-19-26.

Attested:

Lori Recatto

Typed name of school principal

Signature of school principal

Date

Maria Gonzalez

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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