

Clearwater Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Clearwater Elementary
Street	1640 Murrieta Street
City, State, Zip	Perris
Phone Number	951-423-2016
Principal	Claudia Velez
E-mail Address	cvelez@perrisesd.org
Web Site	www.perrisesd.org/Domain/316
CDS Code	0133579

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

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

Clearwater Elementary STEAM is unique in its instructional program focus of integration of Science, Technology, Engineering, Art and Math integration across subject matter. The 2018-2019 is our third year open as an elementary school in the Perris Elementary School District. Our schoolwide instructional program consists of integration of project based learning, inquiry, science integration, AVID Elementary and 1:1 technology applied to enrich learning through all subjects. Clearwater is an AVID Elementary school where college and career readiness is emphasized through equipping students with work habits and study skills that prepare students for academic success. Clearwater Elementary's goals are expressed in the School Plan for student achievement as English Language Arts, Math, English Language Learners and School Culture.

Clearwater Elementary STEAM Mission Statement is developed through a collaborative process with Clearwater staff and administration.

Clearwater's mission is to provide students with engaging and innovative opportunities to learn and develop as contributing members of a global society.

We will do this by:

- Fostering a passion for learning and curiosity through student centered instruction
- Encouraging creativity, collaboration, communication, critical thinking and citizenship
- Providing experiences that develop and nurture a global awareness

Our vision is to promote educational excellence through high quality 21st century learning which will inspire and engage students to develop their passion for learning, and contribute to an advancing global society.

Clearwater's School Motto

Students are leaders
That inspire,
Encourage others, and
Aim for their highest potential to
Master a digital and global world

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	117
Grade 2	90
Grade 3	93
Grade 4	83
Grade 5	103
Grade 6	100
Total Enrollment	687

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	0.1
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.3
White	4.1
Socioeconomically Disadvantaged	85.3
English Learners	42.5
Students with Disabilities	4.7
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	34	30	266
Without Full Credential	0	1	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Clearwater Elementary opened at the beginning of the 2016-2017 school year.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 7, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Parent Room: One light out F105: One light out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	F102: One ceiling tile needs to be replaced. F100: One ceiling tile needs to be replaced. E102: One ceiling tile needs to be replaced. H104: Two ceiling tiles needs to be replaced. E119: One ceiling tile needs to be replaced. E118: One ceiling tile needs to be replaced. C100: One ceiling tile needs to be replaced.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: September 7, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 7, 2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	41.0	34.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	28.0	23.0	23.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	364	98.64	41.48
Male	187	184	98.40	39.67
Female	182	180	98.90	43.33
Black or African American	30	30	100.00	36.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	311	306	98.39	40.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	50.00
Socioeconomically Disadvantaged	308	304	98.70	39.14
English Learners	195	190	97.44	40.00
Students with Disabilities	34	34	100.00	8.82
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	367	99.46	28.34
Male	187	185	98.93	31.35
Female	182	182	100	25.27
Black or African American	30	30	100	26.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	311	309	99.36	26.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	37.5
Socioeconomically Disadvantaged	308	306	99.35	26.8
English Learners	195	194	99.49	27.32
Students with Disabilities	34	34	100	5.88
Foster Youth	--	--	--	--

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	23.7	13.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Clearwater strives to promote a positive and strong home school partnership with all stakeholders in order to provide a safe and stimulating academic program. Clearwater fosters student achievement and success based upon a strong school and community collaboration. Clearwater Elementary continues to encourage and foster parental involvement through many parental involvement opportunities for student, teacher, family and community opportunities. The Family Involvement Action Team provides planning of program activities for parent involvement. Parents, as members of the Family Involvement Action Team (FIAT) enhance the quality of Clearwater's school climate. FIAT support initiatives such as Dive into Reading events, Dive Into Math, Family Reading Night, Red Ribbon Week, spirit days, assemblies, teacher/class support, field trips, rewards and schoolwide incentives. Activities through our Family Involvement Action Team include parent workshops, reading in the classroom with students while acquiring strategies and tools to support all learners. The Clearwater's newsletter highlights success, programs and parent involvement opportunities. Family nights for English Language Arts, Math, Science, Homework, , AVID, Science, Technology, special performances, and volunteer opportunities are held throughout the school year. Parents and community members are included in planning, implementing and evaluating our programs through our different parent committees. School Site Council and English Language Advisory Committee are made up of staff and parents, working collaboratively with staff in determining the best way to utilize categorical funds to provide additional materials, programs, and staff development to our academic program. Parents of English learners are vital stakeholders to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Title 1 meetings are held at least twice per year to collect information and feedback from our parents and families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement. Clearwater's school plan is accessible on our site website in order to maintain stakeholders informed of school program. This is another way for our families and community to be informed and maintained positive involvement. Parents will be notified of district and school program status in English and Spanish by way of letter of notifications. Clearwater's Community and Families have the opportunity to join our School Site Council, which works with the principal to help make school program and financial decisions. Room parents organize parent volunteers to help with special projects in the classroom, parent committees, workshops and chaperone on field trips. We encourage all families to attend Back-to-School Night in the fall and Open House in the spring. Our various family nights throughout the year; STEAM Night, Science/Astronomy, Math, Reading Night and monthly Parent Academy trainings engage families in relevant content activities. Monthly Coffee with the Principal sessions serve as an opportunity to maintain parents and community of school program highlights, successes and school program update. We urge parents to contact the office for information on how to get involved in these activities, or visit our school website for information. Our school sends out community messages through our Blackboard Connect and notices for events schoolwide. Clearwater strives to promote strong home school partnerships in order to provide a safe and stimulating academic program where students thrive through educational excellence.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1.3	1.1	2.9	2.6	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Clearwater Elementary School is a model facility, reflecting that our highest priority is the safety and welfare of our students. All site staff, administrators, teachers, and supervision aides monitor the school campus to ensure a safe learning environment for our students. The campus is a closed campus, with access only through the front office reception area; all guests, visitor, and vendors are required to check-in in the front office, where they are logged in through the Raptor System before gaining authorized access to the campus.

Our school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS Emergency System. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability, following a disaster. These plans are updated and reviewed annually. In addition, we have state-of-the-art intrusion and fire alarm systems and we routinely conduct a variety of safety drills, to ensure that our students and staff are well prepared to respond in the event of an emergency. In the event of a true emergency, our site utilizes the Blackboard Connect-Ed system to notify parents.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. These also help administrators and local law enforcement with the investigation of any crimes that occur on campus after school hours, making our school safer and more secure.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				24		5		25		4		
1				22		4		23		5		
2				22		4		23		4		
3				25		3		24		3		
4				31		3		34			3	
5				30		3		34			3	
6				23	1	3		26	1	1	2	

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	668
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,930	\$2,035	\$6,895	\$80,468
District	N/A	N/A	\$8,904	\$84,626
Percent Difference: School Site and District	N/A	N/A	-25.4	-5.0
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-3.3	-0.5

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

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

Types of Services Funded (Fiscal Year 2017-18)

For the 2018-2019 school year, a variety of programs and services are available at Clearwater Elementary to support and assist the academic progress of students:

Core offerings included:

After-school Tutoring, STEAM Enrichment Opportunities, STEAM Saturday Academy and Spring Camp Academy. All of the programs were developed to provide differentiated instruction to enrich, supplement and/or reinforce mastery of California Academic Standards while providing real-world connections with relevance.

Alternative Support Tutoring Services are provided for tutoring opportunities in the home where 1:1 tutors assist students in areas of academic need. Afterschool tutoring is offered in the areas of Language Arts, Math and Computer skills. Think Together after school program is held Monday through Friday. Students that attend the Think Together after school program to engage in homework help and enrichment opportunities. A Social Work Intern is available twice per week to support families and students in areas of character and social development. A school counselor is on site full time to support students with academic, character, leadership, and social and emotional needs.

Clearwater's STEAM enrichment program offers students the opportunity to build strong academic performance. Sessions encourage students to analyze, create and use higher-level thinking skills. Enrichment sessions are held throughout the school year and facilitated by Clearwater teachers.

Clearwater After-School Tutoring is an academic program focusing on California Academic Anchor Standards for College and Career Readiness with a particular concentration on reading, writing and math.

Clearwater STEAM Spring Camp Academy is a program focusing on California Academic Standards using technology and real-world application as a tool for learning.

Extended learning opportunities are also included in the AS tutoring sessions and Creative Brain.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

Professional Development (Most Recent Three Years)

In an effort to implement instructional best practices and structures school-wide, Clearwater's staff of educators and support participate in an array of professional development and collaboration sessions. Instructional support tools and an implementation plan is provided by Clearwater's leadership team. Clearwater implemented a plan to increase teachers' capacity and cause learning in relation to the California Academic Standards. Professional Development on the integration of technology, PBL, STEAM, Social Emotional Learning and instructional techniques to increase student collaboration, critical thinking was and continues to be at the core the instructional action plan.

Educational improvement actions and goals are based upon analysis of data, local measures of achievement and effective instructional programs and practices. Teachers engage each year in professional development to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. Purposeful Professional Development is provided throughout school year. Topics focus on target areas selected in collaboration with the leadership team along with teacher school wide input collected through academic support survey. Professional Development trainings equip teachers with best practices that enhance the implementation of California Common Core Standards and increase teacher capacity in relation to best first instruction utilizing universal design and high leverage instructional strategies.