

# Clearwater Elementary

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Clearwater Elementary
<b>Street</b>	1640 Murrieta Street
<b>City, State, Zip</b>	Perris, CA 92571
<b>Phone Number</b>	951-423-2016
<b>Principal</b>	Claudia Velez
<b>Email Address</b>	cvelez@perrisesd.org
<b>School Website</b>	<a href="https://www.perrisesd.org/Domain/316">https://www.perrisesd.org/Domain/316</a>
<b>County-District-School (CDS) Code</b>	0133579

## 2021-22 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Jean Marie Frey
<b>Email Address</b>	ksolorzano@perrisesd.org
<b>District Website Address</b>	www.perrisesd.org

## 2021-22 School Overview

Clearwater Elementary STEAM is unique in its rigorous instructional program focus on Science, Technology, Engineering, Art and Math integrated across subject matter. Students engage in 21st Century learning where students learn through collaboration, communication, critical thinking, and creativity. 2021-2022 is our sixth year open as Kindergarten through 6th grade elementary school in the Perris Elementary School District. Our staff at Clearwater have established high expectations for ourselves, as well as our students, both academically and socially. We are committed to ensuring that all of our students engage in high levels of learning leading them to mastery of California Common Core State Standards while supporting students with social-emotional learning. Clearwater Elementary STEAM Mission Statement was 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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	80
Grade 2	91
Grade 3	94
Grade 4	116
Grade 5	94
Grade 6	107
Total Enrollment	655

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	10.8
Filipino	1.2
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.5
White	4.4
English Learners	32.2
Foster Youth	1.2
Homeless	4.6
Socioeconomically Disadvantaged	69.6
Students with Disabilities	7.2

#### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 9, 2021

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

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

October 28, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			G102: 1 stained ceiling tile Flex Lab: 2 stained ceiling tiles D113: 2 ceiling tiles tainted Teacher Collaboration: paint peeling on the wall 1 stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Parent Room: 1 light out C108: 1 light out D113: 2 lights strips out F105: 1 light out H112: 1 light strip out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			E102: drinking pressure faucet low Flex Lab: drinking fountain low pressure D111: faucet and drinking fountain are loose

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			E113: door sticks when closing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	404	NT	NT	NT	NT
<b>Female</b>	193	NT	NT	NT	NT
<b>Male</b>	211	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	43	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	333	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	13	NT	NT	NT	NT
<b>English Learners</b>	145	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	28	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	262	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	404	NT	NT	NT	NT
Female	193	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	333	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	145	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	262	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups	Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment	Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level
All Students	407	401	99%	1%	34%

<b>Female</b>	190	189	99%	1%	42%
<b>Male</b>	214	212	99%	1%	26%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	100%
<b>Asian</b>	11	11	100%	0%	64%
<b>Black or African American</b>	42	42	100%	0%	40%
<b>Filipino</b>	0	0	0%	0%	0%
<b>Hispanic or Latino</b>	333	330	99%	1%	31%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100%	0%	100%
<b>Two or More Races</b>	2	2	100%	0%	50%
<b>White</b>	13	13	100%	0%	46%
<b>English Learners</b>	144	142	99%	1%	19%
<b>Foster Youth</b>	3	3	100%	0%	100%
<b>Homeless</b>	13	13	100%	0%	8%
<b>Military</b>	0	0	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	283	283	100%	0%	31%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	38	38	100%	0%	11%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level</b>
<b>All Students</b>	407	404	99%	1%	27%
<b>Female</b>	190	190	100%	0%	28%
<b>Male</b>	214	214	100%	0%	25%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	0%
<b>Asian</b>	11	11	100%	0%	55%
<b>Black or African American</b>	42	42	100%	0%	24%
<b>Filipino</b>	0	0	0%	0%	0%
<b>Hispanic or Latino</b>	333	333	100%	0%	26%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100%	0%	50%

<b>Two or More Races</b>	2	2	100%	0%	0%
<b>White</b>	13	13	100%	0%	38%
<b>English Learners</b>	144	144	100%	0%	19%
<b>Foster Youth</b>	3	3	100%	0%	67%
<b>Homeless</b>	13	13	100%	0%	15%
<b>Military</b>	0	0	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	286	283	99%	1%	24%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	38	37	99%	1%	5%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	NT	NT	NT	NT
Female	36	NT	NT		
Male	54	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	75	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Clearwater Elementary STEAM strives to promote a positive and strong home-school partnership with all stakeholders in order to provide a safe and stimulating academic program. Clearwater STEAM fosters student achievement and success based upon the strong school and community collaboration. Clearwater Elementary continues to encourage and foster parental involvement through many parental involvement opportunities for students, teachers, families, 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, student rewards, and school-wide incentives. Activities through our Family Involvement Action Team include parent workshops, reading in the classroom with students while acquiring strategies, and sharing tools to support all learners.

Family nights for English Language Arts, Math, Science, Homework, AVID Program, Science, Technology, special performances, and volunteer opportunities are held throughout the school year. Parents and community members are included in the planning, implementation, and evaluation of our programs through our different parent committees. School Site Council and English Language Advisory Committee are comprised of staff and parents, working collaboratively with staff in determining the best way to utilize funds to provide additional materials, programs, and staff development to enhance 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.

The Clearwater community newsletter highlights success, programs, and parent involvement opportunities. Clearwater's school plan is accessible on our site website in order to maintain stakeholders informed of the school program. This is another way for our families and community to be informed and maintain positive involvement. Parents will be notified of district and school program status in English and Spanish by way of letters 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. Classroom parents organize parent volunteers to help with special projects in the classroom, parent committees, workshops, and chaperones 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 training 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 shares messages through our Blackboard Connect for events schoolwide.

Clearwater Elementary's goal is to promote strong home-school partnerships in order to provide a safe and stimulating academic program where students thrive through educational excellence. Parent involvement is a vital component of school and student success. Clearwater Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering or attending school events.

#### Volunteer to Help

- In the classrooms and library
- Chaperone school dances
- Chaperone field trips
- Project Based Learning Projects
- Dive Into Math and Reading Events

#### Join Leadership Groups

- Family Involvement Action Team (FIAT)

## 2021-22 Opportunities for Parental Involvement

- District English Learner Advisory Council (DELAC)
- District African American Parent Advisory Council (DAAPAC)
- English Learner Advisory Council (ELAC)
- School Site Council (SSC)

### Special Events & Activities

- Back to School Night
- \* CAFE Parent Training
- Dive Into Reading
- Dive Into Math
- English Learner Classes for Parents
- Fall Festival
- Family STEAM Nights
- Literacy Family Night
- Paint with a Loved One
- Spring Family Dance
- AVID Parent Workshop
- Technology Parent Sessions
- Grade level sponsored special events
- Scholar Assemblies
- Literacy Nights
- Science and Engineering Fair
- STEAM PBL Showcases
- Spelling Bee
- Clearwater Olympics
- Academic Achievement Assemblies
- Friday Flag Assemblies and Performances

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	686	670	107	16.0
Female	324	321	54	16.8
Male	362	349	53	15.2
American Indian or Alaska Native	1	1	0	0.0
Asian	10	10	0	0.0
Black or African American	72	72	12	16.7
Filipino	8	8	0	0.0
Hispanic or Latino	549	537	87	16.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	1	1	0	0.0
White	31	29	4	13.8
English Learners	254	246	35	14.2
Foster Youth	15	11	1	9.1
Homeless	31	31	8	25.8
Socioeconomically Disadvantaged	486	475	93	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	52	9	17.3

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.94	0.00	2.07	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.28	0.96	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Clearwater Elementary School is a model facility, reflecting that our highest priority is the safety and welfare of our students. Clearwater provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. 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 through the front office reception area; all guests, visitors, 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

#### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	26		4	
2	24		5	
3	25		4	
4	32		2	1
5	24	1	3	
6	31		3	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	22		4	
2	24		4	
3	24		5	
4	31		3	
5	32		3	
6	36		2	1
Other	11	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	20	4		
2	23		4	
3	24		4	
4	29		4	
5	31		3	
6	27	1	1	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	655

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7481	1093	6388	91793
<b>District</b>	N/A	N/A	8800	\$89,404
<b>Percent Difference - School Site and District</b>	N/A	N/A	-31.8	2.6
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	-27.7	10.7

## 2020-21 Types of Services Funded

A variety of programs and services are available at Clearwater Elementary STEAM to support and assist the academic progress of students. Our students receive assistance from programs and services that are available during the instructional day as well as outside the instructional day.

Core offerings included at Clearwater Elementary are the following:

\* AVID Elementary: Clearwater is a school-wide Kindergarten through 6th-grade AVID Elementary. AVID provides systems and structures to help prepare students for success in elementary, middle school, high school, and beyond. Students learn note-taking skills, WICOR instructional strategies, and other success building skills for their future learning career. Throughout the year, Clearwater offers AVID informational meetings and workshops for families to become aware and support their children with the skills students learn and need at school.

\* Targeted Intervention: The instructional day consists of Targeted Intervention instructional time. Students learn in leveled re-engagement instruction that is targeted to specific English Language Arts or Math standards. During Intervention time, teachers work with small groups of students on targeted skills as determined by student needs, as identified through data analysis, and teacher recommendation.

## 2020-21 Types of Services Funded

- \* **Bilingual Instructional Aide Support:** Bilingual Instructional Aides support students in the classroom. The aides support English Learner students, with the highest need, and as identified through our school plan. The goal is to provide support to our English Learner students throughout the day and across all content areas.
- \* **Academic Coach:** The Academic Coach is a certificated teacher who plans lessons, collaborative coaching, and training to support classroom teachers. The Academic Coach provides Professional Development to teachers throughout the year and provides additional assistance as informed by assessment data.
- \* **After-school Tutoring:** After-school enrichment and tutoring is offered in the areas of Language Arts, Math, and Computer skills. Clearwater After-School Tutoring is an academic program focusing on the rigor of California Academic Anchor Standards for College and Career Readiness with a particular concentration on reading, writing, and math.
- \* **STEAM Enrichment Opportunities:** 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. Students engage in 21st Century learning (4C's) critical thinking, collaboration, communication, and creativity. Enrichment sessions are held throughout the school year and facilitated by Clearwater staff.
- \* **STEAM Saturday Academy:** Program focuses on California Academic Standards using science, technology, engineering, art, and math through a real-world application as a tool for learning.
- \* **School Counselor:** Clearwater Elementary has a full-time on-site counselor to support students with academic, character, leadership, and social and emotional needs. The counselor providing students with counseling services for a range of scenarios. Throughout the year, the counselor visits all classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skills that assist them in developing positive social skills such as empathy, making friends and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration, or a family.
- \* **TIP After School Program:** TIP services are offered to academically high need students. TIP After School Program offers additional intervention to meet ELA or Math standards. Selection is based on academic needs and a parent application process.
- \* **Think Together After School Program:** Think Together After School program is held Monday through Friday. Students who attend the Think Together after-school program engage in homework assistance and enrichment opportunities. Our Think Together program is a free expanded learning program provided after school on-site. Think Together services students are from first grade through sixth grade. Think Together program takes place from the dismissal of school through 6:00 pm each day that school is in session.

All of the programs at Clearwater Elementary were developed to provide differentiated instruction to enrich, supplement and/or reinforce mastery of California Academic Standards while providing real-world connections with relevance.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,189	\$51,450
<b>Mid-Range Teacher Salary</b>	\$88,290	\$80,263
<b>Highest Teacher Salary</b>	\$114,027	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$132,393	\$128,082
<b>Average Principal Salary (Middle)</b>	\$0	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$235,036	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	41%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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, AVID, Writing, Reading, Conceptual Math, 21st Century Skills and instructional techniques to increase student collaboration, communication and critical thinking continues to be at the core the instructional action plan. All curriculum and instructional improvement activities are aligned to the California State Standards.

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	16

# Perris Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Jean Marie Frey
<b>Email Address</b>	ksolorzano@perrisesd.org
<b>District Website Address</b>	www.perrisesd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2586	NT	NT	NT	NT
<b>Female</b>	1249	NT	NT	NT	NT
<b>Male</b>	1337	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	17	NT	NT	NT	NT
<b>Black or African American</b>	189	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2272	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	19	NT	NT	NT	NT
<b>White</b>	73	NT	NT	NT	NT
<b>English Learners</b>	1141	NT	NT	NT	NT
<b>Foster Youth</b>	18	NT	NT	NT	NT
<b>Homeless</b>	160	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1980	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	334	NT	NT	NT	NT



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2586	NT	NT	NT	NT
Female	1249	NT	NT	NT	NT
Male	1337	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	189	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	73	NT	NT		NT
English Learners	1141	NT	NT	NT	NT
Foster Youth	18	NT	NT	NT	NT
Homeless	160	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1980	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	334	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.