Clearwater Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

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

2022-23 School Contact Information

School Name	Clearwater Elementary
Street	1640 Murrieta Street
City, State, Zip	Perris, CA 92571
Phone Number	(951) 423-2016
Principal	Rosa Farfan
Email Address	rfarfan@perrisesd.org
School Website	https://www.perrisesd.org/Domain/316
County-District-School (CDS) Code	0133579

2022-23 District Contact Information

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

2022-23 School Overview

Clearwater Elementary STEAM is one of eight elementary schools in the Perris Elementary School District. Clearwater Elementary STEAM opened in the fall of 2016. 2022-2023 is our seventh year open as a Kindergarten through 6th-grade school. Clearwater's mission, developed through a collaborative process with Clearwater staff and administration 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

In order to reach our mission, Clearwater Elementary STEAM's rigorous instructional program focuses 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. Clearwater is an AVID Elementary School where we focus on having students equipped with college/career readiness skills such as organization, writing, inquiry, and collaboration. All classes in grades K-6 take AVID 3-column notes, have organizational tools, and participate in collaborative groups. Our staff at Clearwater have established high expectations for ourselves, as well as our students, both academically

2022-23 School Overview

and socially. We regularly monitor data such as; CAASPP, Interim Assessment Blocks, Screeners, and grade-level common assessments to ensure students are reaching academic success. We are committed to ensuring that all of our students engage in high levels of learning leading them to mastery of California State Standards while supporting students and intervening timely both academically and social-emotionally.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	72
Grade 2	81
Grade 3	92
Grade 4	88
Grade 5	108
Grade 6	90
Total Enrollment	617

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.0
Asian	1.1
Black or African American	8.4
Filipino	0.8
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.5
White	3.9
English Learners	40.2
Foster Youth	1.1
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	79.4
Students with Disabilities	4.5

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	96.67	252.60	95.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.38	12115.80	4.41
Unknown	1.00	3.33	7.70	2.92	18854.30	6.86
Total Teaching Positions	30.00	100.00	263.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	96.67	252.70	94.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	1.12	11953.10	4.28
Unknown	1.00	3.33	7.50	2.80	15831.90	5.67
Total Teaching Positions	30.00	100.00	267.40	100.00	279044.80	100.00

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

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

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

2022-23 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 8, 2022

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

School Facility Conditions and Planned Improvements

Clearwater Elementary opened in 2016. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

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

Year and month of the most recent FIT report	12/02/2022 - 12/02/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room C100 4: 1 cracked ceiling tile Room F102: 4: 1 stained ceiling tile Room G102: 4: 1 ceiling tile needs to be replaced Room G109: 4: 2 ceiling tiles were stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			Office: 7: 1 LED light strip out Parent Room: 7: 1 ballast out Room F105: 7: 1 LED light strip out Room H109: 7: 1 LED light strip out Room H112: 7: 1 led light strip is out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Flex Lab: 9: (D) Water pressure is inadequate. Room D105: 9: (D) Water pressure is inadequate. Room E102: 9: (D) Water pressure is inadequate. Room H103: 9: (D) Water pressure is inadequate.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	391	390	99.74	0.26	48.46
Female	195	195	100.00	0.00	52.82
Male	196	195	99.49	0.51	44.10
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	36	36	100.00	0.00	36.11
Filipino	--	--	--	--	--
Hispanic or Latino	323	322	99.69	0.31	47.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	144	143	99.31	0.69	32.87
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	307	306	99.67	0.33	49.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	28	100.00	0.00	10.71

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	390	389	99.74	0.26	29.82
Female	195	195	100.00	0.00	29.23
Male	195	194	99.49	0.51	30.41
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	36	36	100.00	0.00	36.11
Filipino	--	--	--	--	--
Hispanic or Latino	322	321	99.69	0.31	27.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	144	143	99.31	0.69	19.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	306	305	99.67	0.33	30.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	28	100.00	0.00	7.14

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.07	NT	17.5	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	108	100	0	24.07
Female	55	55	100	0	21.82
Male	53	53	100	0	26.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	92	92	100	0	25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100	0	13.16
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100	0	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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.

2022-23 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

2022-23 Opportunities for Parental Involvement

spring. Our various family nights throughout the year; STEAM Night, Science, Math, and Reading Night, engage families in relevant content activities. Coffee with the Principal sessions serves 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.

Clearwater is always looking for volunteers, to get involved, please contact the Clearwater Front Office at (951) 423-2016.

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

Special Events & Activities

- Back to School Night
- CABE Parent Training
- Dive Into Reading
- Dive Into Math
- English Learner Classes for Parents
- Trunk or Treat
- 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
- Clearwater Olympics
- Academic Achievement Assemblies
- Friday Flag Assemblies and Performances

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	709	675	368	54.5
Female	344	328	176	53.7
Male	365	347	192	55.3
American Indian or Alaska Native	1	0	0	0.0
Asian	9	9	0	0.0
Black or African American	60	57	26	45.6
Filipino	5	5	2	40.0
Hispanic or Latino	578	554	318	57.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	4	4	3	75.0
White	29	24	8	33.3
English Learners	278	269	142	52.8
Foster Youth	14	8	3	37.5
Homeless	20	16	9	56.3
Socioeconomically Disadvantaged	600	579	322	55.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	42	28	66.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.28	0.96	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.42	0.02	2.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42	0.00
Female	0.00	0.00
Male	0.82	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

2022-23 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 at 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. Clearwater reviews and updates the comprehensive school safety plan every year in early winter. 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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	24		3	
2	20	3	1	
3	23		4	
4	29		3	
5	22	1	4	
6	23	1	3	

2021-22 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	1234

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.13
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11923	2135	9788	98513
District	N/A	N/A	11129	89492
Percent Difference - School Site and District	N/A	N/A	-12.8	9.6
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	39.0	15.2

2021-22 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.
*Universal Access: The instructional day consisted of Universal Access time. Students are in leveled groups pre teaching or reteaching grade level standards in English Language Arts or Math.

* 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 prerequisite skills as determined by student needs, as identified through data analysis, and teacher recommendation.

* 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 in grade K 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,173	$51,591
Mid-Range Teacher Salary	$90,056	$79,620
Highest Teacher Salary	$116,308	$104,866
Average Principal Salary (Elementary)	$134,548	$131,473
Average Principal Salary (Middle)		$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$248,955	$205,661
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

There are two districtwide professional development days scheduled within the Perris Elementary School District Certificated Calendar to allow for professional development on district instructional initiatives. Additionally, early release Tuesdays allow time for professional development and collaboration during the contractual day. In order to support new teachers, 5 additional days of professional development are included in their first year of teaching in our district. Teachers who are new to the profession are also required to participate in Teacher Induction where they receive support from a mentor teacher. The site's Academic Coach and Grade level leads also provide professional development, support, and coaching to new teachers.

Using statewide and district data, the Clearwater MTSS Academic Team/ MTSS Student Supports (PBIS/SEL) analyzed the areas of strengths and the area of need at the school level and grade level. Instructional support tools and an implementation plan is developed by the team. In recent years, 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, additional instructional techniques to increase student collaboration, communication, and critical thinking continues to be at the core of the instructional action plan. Teachers engage each year in professional development to improve their teaching skills and to extend their knowledge of the subjects they teach. Site administration conducts a needs assessment of teachers' professional development needs.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	18