

# Clearwater Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<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>Website</b>	www.perrisesd.org/Domain/316
<b>County-District-School (CDS) Code</b>	0133579

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

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

Clearwater Elementary STEAM is unique in its rigorous instructional program focus of 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. The 2019-2020 is our fourth 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 behaviorally. 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. 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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	90
Grade 1	102
Grade 2	118
Grade 3	98
Grade 4	101
Grade 5	91
Grade 6	92
<b>Total Enrollment</b>	<b>692</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.1
Asian	1.4
Filipino	0.3
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.4
White	4.9
Socioeconomically Disadvantaged	85.4
English Learners	41.6
Students with Disabilities	5.8
Foster Youth	1.4
Homeless	3.5

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	30	38	316
Without Full Credential	1	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

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

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

### School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Flex Lab E119: 1 ceiling tile stained (high) C106: 1 cracked ceiling tile C100: 1 ceiling tile stained Library Workroom: 2 stained ceiling tiles Library storage room: 3 ceiling tiles stained (1 special cut) H104: 1 stained ceiling tile G102: 1 special cut ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Boys RR: 1 light out (dim) D113: 2 lights out Parent room: 1 light out MPR: 1 light out by bathrooms h112: half light not working
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	D102: faucet is loose C108: half light out, drinking fountain loose
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Psych Office: loose lock key
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	41	42	33	34	50	50
Mathematics (grades 3-8 and 11)	28	28	23	24	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	384	99.22	0.78	41.67
Male	212	209	98.58	1.42	40.67
Female	175	175	100.00	0.00	42.86
Black or African American	36	35	97.22	2.78	34.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	325	99.39	0.61	41.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	46.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	336	333	99.11	0.89	41.14
<b>English Learners</b>	197	195	98.98	1.02	39.49
<b>Students with Disabilities</b>	42	40	95.24	4.76	10.00
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100.00	0.00	8.33

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	387	385	99.48	0.52	28.31
<b>Male</b>	212	210	99.06	0.94	28.57
<b>Female</b>	175	175	100.00	0.00	28.00
<b>Black or African American</b>	36	35	97.22	2.78	28.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	327	326	99.69	0.31	27.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	13	13	100.00	0.00	38.46
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	336	334	99.40	0.60	29.04
<b>English Learners</b>	197	196	99.49	0.51	23.98
<b>Students with Disabilities</b>	42	40	95.24	4.76	7.50
<b>Students Receiving Migrant Education Services</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.5	24.7	35.1

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



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

---

Clearwater strives to promote a positive and strong home school partnership with all stakeholders in order to provide a safe and stimulating academic program. Clearwater fosters student achievement and success based upon a strong school and community collaboration. Clearwater Elementary continues to encourage and foster parental involvement through many parental involvement opportunities for student, teacher, family and community opportunities.

The Family Involvement Action Team provides planning of program activities for parent involvement. Parents, as members of the Family Involvement Action Team (FIAT) enhance the quality of Clearwater's school climate. FIAT support initiatives such as; Dive into Reading events, Dive Into Math, Family Reading Night, Red Ribbon Week, spirit days, assemblies, teacher/class support, field trips, rewards and schoolwide incentives. Activities through our Family Involvement Action Team include parent workshops, reading in the classroom with students while acquiring strategies and tools to support all learners.

Family nights for English Language Arts, Math, Science, Homework, , AVID, Science, Technology, special performances, and volunteer opportunities are held throughout the school year. Parents and community members are included in planning, implementing and evaluating our programs through our different parent committees. School Site Council and English Language Advisory Committee are 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 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's 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 school program. This is another way for our families and community to be informed and maintained positive involvement. Parents will be notified of district and school program status in English and Spanish by way of letter of notifications. Clearwater's Community and Families have the opportunity to join our School Site Council, which works with the principal to help make school program and financial decisions. Room parents organize parent volunteers to help with special projects in the classroom, parent committees, workshops and chaperone on field trips. We encourage all families to attend Back-to-School Night in the fall and Open House in the spring. Our various family nights throughout the year; STEAM Night, Science/Astronomy, Math, Reading Night and monthly Parent Academy trainings engage families in relevant content activities. Monthly Coffee with the Principal sessions serve as an opportunity to maintain parents and community of school program highlights, successes and school program update. We urge parents to contact the office for information on how to get involved in these activities, or visit our school website for information. Our school shares messages through our Blackboard Connect for events schoolwide. Clearwater Elementary strives 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 to 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 simply 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)
- 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
- 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

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.3	1.1	0.9	2.6	3.6	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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, visitor, and vendors are required to check-in in the front office, where they are logged in through the Raptor System before gaining authorized access to the campus.

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

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		25		4		23		4	
1	22		4		23		5		26		4	
2	22		4		23		4		24		5	
3	25		3		24		3		25		4	
4	31		3		34			3	32		2	1
5	30		3		34			3	24	1	3	
6	23	1	3		26	1	1	2	31		3	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	692.0

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

## Student Support Services Staff (School Year 2018-19)

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

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,214	\$1,241	\$6,973	\$85,609
District	N/A	N/A	\$8,657	\$85,627
Percent Difference - School Site and District	N/A	N/A	-21.5	0.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-7.4	3.5

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

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

## Types of Services Funded (Fiscal Year 2018-19)

A variety of programs and services are available at Clearwater Elementary 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.

- **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 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 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 skill 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 need 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 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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,989	\$45,741
<b>Mid-Range Teacher Salary</b>	\$86,137	\$81,840
<b>Highest Teacher Salary</b>	\$111,246	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$118,647	\$129,221

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,670	\$224,581
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	15

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.