School Year: **2024-25**

CLEARWATER ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clearwater Elementary	0133579	December 5, 2024	January 23, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

When deciding on the use of federal funds the principal meets with the School Site Council, English Language Learner Advisory Committee, and MTSS Academic Team members throughout the year to discuss and analyze data (student, assessment, and survey), district and site programs, site priorities, and budget. These meetings ensure planning for the following year and include alignment among school staff, parents, and the use of federal funds.

Examples of alignment include our two district-wide PD days and a weekly early release day. The two days and early release days are paid out of general funds. Federal funds were used to cover additional professional development days in July and August as well as after-school PD throughout this year. Title III (organized and facilitated through the district) will be used to provide supplemental English Learner focus after school PDs tied to the general fund PD Days and above the Title I

professional development. The Academic Coach funded out of Title I funds follows up with site-based professional development coaching that supports essential standards planning in ELA, math, and ELD.

Another example of alignment includes our Multi-Tiered System of Support. Counselors, materials, and supplies necessary to implement the counseling program are funded out of LCFF to support the behavior and social-emotional aspects of MTSS. Supplemental collaboration and professional development around our MTSS model as it pertains to our Units of Study are funded out of LCFF. The professional development contracts for these trainings are funded out of Title II.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CLEARWATER ELEMENTARY PROVIDES OPPORTUNITIES FOR INPUT AND SCHOOL PROGRAM EVALUATION BY PROVIDING SURVEYS TO ALL EDUCATIONAL PARTNERS. CLEARWATER SURVEYS INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:
All parents, students, and staff are surveyed at the beginning and end of each school year to determine the instructional and cultural needs of the school. The principal obtains feedback and input from parents multiple parent groups and events to determine the school's instructional and intervention plans for students' academic and social success. The principal obtains input from Student Leadership to gather student input on needs to improve the learning environment for all students. The principal collects input from staff about needs for the instructional program priorities, intervention program, professional development, instructional and school culture needs to improve student success. The results of these surveys/input demonstrated a need for additional staff training in the implementation of California State Standards in reading and math, science, and technology integration. In addition, parental involvement is an area of increased interest in supporting academic and extra-curricular programs.

MTSS/PBIS DATA:
Clearwater has successfully implemented PBIS from the beginning. In recent years, Clearwater has stood at a Platinum level of PBIS implementation for the 20/21, 20/22, and 22/23 school years. Clearwater sees the value of Positive Behavioral Intervention and Supports and will continue to focus on making progress in implementing skills training and interventions that supported students with acquiring successful learning habits. Based on the data, professional development and collaboration were needed that includes all school staff. College and career readiness assemblies, programs, and other activities will help.

PARENT MTSS SURVEY: 90.9% responded their children had positive feelings about school, 100% responded that their child had received a recognition at the time of the survey, 90% responded that they [parents] felt welcomed at school

STUDENT MTSS SURVEY: 88% responded they had positive feelings about school, 93.2% responded they had received a recognition at the time of the survey, 77.8% responded there was an adult on campus that they felt comfortable talking to if they felt something was bothering them.

PANORAMA DATA:
Students are surveyed two times a year, once in the fall and in the spring. This data is used to identify social-emotional needs of students.

AREA OF STRENGTH:
87% of 6th-grade students felt supported by their relationships with friends, family, and adults at school. 91% of 3rd-5th-grade students felt supported by their relationships with friends, family, and adults at school.

AREA OF NEED:
Students in K-2 required additional support with self-management.

Students in grades 3rd and 6th grader required additional support with Emotional Regulation.

2024 -TITLE 1 SURVEY:
90% of parents/families rated positively the quality of home/school communication regarding ways to help them assist their child in doing well at school or with home learning activities. Additionally, 93% of parents and families rated positively the content and effectiveness of parent trainings regarding ways to help you assist your child in doing well at school or with home learning activities. Elementary School District Title I Parent Survey for Clearwater Elementary was completed in the Spring of 2024.

SURVEY DATA SUMMARY:
There continues to be a need to support students' socio-emotional and behavioral needs. This includes support from a counselor. It also includes additional professional development for teachers on building relationships, PBIS, and on how to teach socio-emotional content to students. There is also a need to promote attendance schoolwide to improve our Chronic Absenteeism numbers. Education for parents on the importance of attendance is needed. An increase in attendance will positively impact Clearwater students.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Clearwater classroom observations are a frequent practice at Clearwater and the Perris Elementary School District in order to support and ensure continuous Best First Instruction through timely and purposeful feedback. Instructional feedback by Clearwater Administration is provided to all teachers through formal and informal documentation. The administration conducts formal and informal observations throughout the school year. The school Principal visits each classroom teacher at a minimum of twice a week to observe Best First Instruction. In addition, the school's Assistant Principal will visit each classroom a minimum of once per week. The results of classroom visitations will indicate teachers effectively implementing the California Standards, core curriculum, instructional initiatives, research-based instructional strategies, and supplement instruction as needed. All students have access to the core curriculum through differentiation of instruction, the use of Universal Design teaching methodology, and the identified High Leverage Instructional strategies. An area of focus on increasing student engagement, delivery of instruction using the direct instruction model, writing instruction, universal design, rigor/relevance in pedagogy, and an increase of the use of appropriate technology integration as a learning tool for students through increased depth of knowledge will be in place at Clearwater Elementary-STEAM. English learner student groups and students not meeting standards would benefit from added focus and attention with instructional intervention.

Based on observation, each grade level has different instructional needs. As a site, we continue to need to provide professional development in differentiated instruction and small group instruction to meet the needs of all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Clearwater has a balanced assessment system. CAASPP, ELPAC, district benchmarks, diagnostic assessments, and grade level common formative assessments (CFAs) are administered, and data is analyzed to monitor student learning, guide instructional planning, and modify instruction to ensure content mastery of California Standards for all students. A thorough analysis of data determines the area of instructional focus for academic achievement. Assessment results determine academic targets. District assessments are used during the school year to monitor academic growth and to modify/plan instruction so that students meet the standards. CAASPP and ELPAC are administered once a year, benchmarks and diagnostics are administered three times a year, and grade-level common assessments are administered every 6 - 8 weeks. There continues to be a need to provide collaboration time during the school day for data analysis in order to identify modifications to instruction, identify areas of intervention, and identify students in need. There continues to be a need to provide intervention support to students in both ELA and Math and in closing the achievement gap for ELs, African American students, and Students with Disabilities.

CALIFORNIA DASHBOARD DATA:
ALL STUDENT DASHBOARD DATA:
ORANGE English Language Arts - 13.3 below standard AND 48.2 points below standard in Math
RED 47.7% of EL students are making progress towards English Language Proficiency
YELLOW Chronic Absenteeism -34.8%
ORANGE Suspension Rate - 1.4% suspended at least one day

CAASPP Data - In the 2022/23 school year:
- 45% of students in grades 3-6 met or exceeded standards in ELA
- 30% of students in grades 3-6 met or exceeded standards in Math

Student group data:
ENGLISH LEARNER DASHBOARD DATA:14.8 below standard in ELA and 51.9 points below standard in Math
YELLOW Chronic Absenteeism - 34.3%
ORANGE Suspension Rate 1.5% suspended at least one day

CAASPP Data- In the 2022/23 school year:
19% of English Learner students in grades 3-6 met or exceeded standards in ELA
16% of English Learner students in grades 3-6 met or exceeded standards in Math

AFRICAN AMERICAN DASHBOARD DATA: 51.9 below standard in ELA and 83.2 points below standard in Math
ORANGE Chronic Absenteeism - 42.9%
ORANGE 2.9 % Suspended

CAASPP Data - In the 2022/23 school year:
21% of African-American students in grades 3-6 met or exceeded standards in ELA
12% of African-American students in grades 3-6 met or exceeded standards in Math

STUDENTS WITH DISABILITIES DASHBOARD DATA: 105.1 below standard in ELA and 126.1 in Math
ORANGE Chronic Absenteeism -25%
ORANGE Suspension Rate - 2.6%

CAASPP Data-In the 2022/23 school year:
8% of Students with Disabilities in grades 3-6 met or exceeded standards in ELA
11% of Students with Disabilities in grades 3-6 met or exceeded standards in Math

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Through formative and summative assessments, teams analyze data and develop instructional plans as a response to the needs of students. Teachers develop lessons/targeted intervention plans for ELA and math during the school year. Teachers plan for best first instruction of essential standards during collaboration and use mid-cycle assessments to monitor, collaborate, and plan for ongoing instruction of these essential standards. Students are then assessed during the next district benchmark to monitor progress toward meeting these essential standards. Students will use the Wonders ELA curriculum, which provides English Language Arts Support with ELD-designated and integrated resources. Students receive differentiated and small-group instruction to meet essential standards during Universal Access and Targeted Intervention. Additionally, student work on online supplemental programs at their instructional level in English Language Arts and Math to receive additional practice or close learning gaps. Data from the supplemental programs are analyzed and monitored. Small group support is also provided on these skills as needed. Students performing two or more years below grade level will receive intervention support from an intervention specialist using state-adopted intervention materials.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified at Clearwater Elementary.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have SBE-adopted instructional materials in Language Arts, Mathematics, Social Studies, Science, and English Language Development. Clearwater teachers participate through ongoing professional development to support knowledge of best instructional practices and pedagogy. The Perris Elementary School District ensures all teachers are highly trained in Universal Design strategies, math, ELA, and English Language Development and differentiation techniques with the state-adopted curriculum. School program planning allows for the opportunity to prepare for the school year in order to create an effective instructional focus and welcoming school culture plan. Teachers will have continued access for District professional development and academic coach support. There is a need for an Academic Coach to ensure that all staff are properly trained.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In recent years, professional development has included Project-Based Learning (PBL), Differentiated Instruction through Universal Design for English learners, Phases of Instruction, Universal Design, Technology Integration, Professional Learning Communities, Data Analysis, Writing, Building Positive Relationships, Math, and the ELD.

As a STEAM School, Clearwater has trained most staff in Project-based Learning (PBL). PBLs provide direction and support for integrating Next Generation Science Standards, English Language Arts, Math, and Social Science standards-based instruction. Grade levels plan for purposeful, rigorous, and relevant integrated instruction that reflects California Standards, with opportunities for collaboration, critical thinking, communication, and creativity throughout PBL lessons and Science Units.

Math continues to be an area of need. Clearwater teachers have received professional development on the newly released Math Framework and the new instructional shifts in the math content standards. Teachers also receive just-in-time coaching on upcoming math skills throughout the year through the Riverside County Office of Education. During this coaching, grade-level teams receive professional development on new research-based instructional strategies that will engage and support a deeper understanding of math skills and concepts.

As an AVID Elementary School, Clearwater has trained most teachers in AVID. A team attends AVID Summer Institutes or AVID Pathways through RCOE to support the learning of methodologies and strategies to successfully implement AVID and help all students become college—and career-ready.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Clearwater, there is a continued need for an Academic Coach to provide professional development to new staff on instructional expectations, research-based instructional strategies, and best first instruction. The Academic Coach provides support in all grades K-6 in all academic areas. The Academic Coach provides on-site support of the instructional program with modeled lessons and facilitates collaboration, data analysis, and staff training. The district Content Expert provides professional development to the site coach and teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers in grades kindergarten through sixth formally collaborate as a Professional Learning Community. All grade levels participate in grade-level meetings twice a month to analyze data and develop and revise daily, weekly, and unit lessons. One hour of extended collaboration is periodically offered for grade-level teams.

Additionally, Clearwater teachers collaborate approximately two times a week for 50 minutes during the contractual day to discuss student academic progress and instructional data, review strategies, plan for best first instruction, differentiated instruction, and targeted intervention based on student data and extend this collaboration time to three times per week.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Clearwater uses the state-approved adopted curriculum and units of studies that are aligned with the California State Standards at every grade level. Our STEAM focus is delivered through project-based Instruction to provide direction and support for integrating Next Generation Science Standards, English Language Arts, Math, and Social Science standards-based instruction. Grade levels plan for purposeful, rigorous, and relevant integrated instruction that reflects California Standards, with opportunities for collaboration, critical thinking, communication, and creativity throughout PBL lessons and Science Units.

Clearwater's instructional program is rigorous and designed to ensure that all students have access to and successfully demonstrate proficiency in the grade-level standards in all core content areas, especially in ELA and math. Teachers frequently meet to analyze student progress toward this goal and to plan instruction targeted toward student-identified needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All grade levels K-6 meet or exceed the recommended instructional minutes for reading/language arts and mathematics. The district has followed the CDE daily instructional minutes guidance, including universal access, targeted intervention, and small group instruction. The district provides instructional standards-based Units of Study in ELA and math that are followed by all teachers. These units of study allow for differentiation, resources, and opportunities for intervention.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District provides a Unit of Study resource and curriculum guide and assist with pacing lessons for grades K-6. Targeted intervention is scheduled in the master schedule. Students in K-4 have common intervention time in which grade spans may collaborate. Students in 5-6 also have a common intervention time. Students in grades 3-6 who are two or more year below grade level in ELA receive intervention support provided by an interventions specialist.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have complete access to standards based instructional instruction and materials. California standards-based and appropriate instructional materials are provided to all student groups in all content areas.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Clearwater and the Perris Elementary School District use SBE-adopted and standards-aligned instructional materials. Clearwater support mastery of California Content Standards through the integration of STEAM and Project Based Learning through content areas. Clearwater also uses intervention materials to help students at academic at-risk of not meeting standards. The District provides a Unit of Study resource for ELA and math to guide and assist with the pacing of lessons and intervention opportunities for grades K-6. Intensive instructional support in reading is provided to students in grades 3-6 who are more than two years below grade level through programs implemented by the Intervention Specialist.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Clearwater students receive Universal Access, Math Intervention, Targeted Intervention, and small group instruction throughout the instructional day to enable underperforming students to meet California Standards. Intervention Specialist supports students meeting the entrance criteria for reading academic support. Additionally, schedules are created to ensure students receive all levels of support, including Tier I, II, and III.

Evidence-based educational practices to raise student achievement

Clearwater teachers use research-based instructional strategies, including SDAIE methodology, Student Engagement, Checking for Understanding, Speaking in Complete Sentences, Bell-to-Bell Instruction, and Differentiated Instruction through Universal Design.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Clearwater Elementary continues to encourage and foster parental involvement through the Family Involvement Action Team. In addition, activities for parent involvement will include family nights for ELA, Math, Science, Technology, special performances, AVID, CABE, and volunteer opportunities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members are included in planning, implementing, and evaluating our programs through our different parent groups. School Site Council, ELAC, AAPAC, and Title I meetings are held to collect information and feedback from our parents/families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement. This year, our school plan will be accessible on our website. This is another way for our families/community to be informed and involved. Parents will be notified of district and school program status in English and Spanish through a notification letter.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

There is a need for an Intervention Specialist to work with students who are two or more years below grade level proficiency. Additionally, there is a need for an Academic Coach to work with teachers on analyzing data, designing & planning instruction, and training on the use of best teaching practices. This Academic Coach will support the differentiation of instruction. Clearwater Elementary also needs an intervention program in the form of after-school tutoring. The intervention program should include supplemental materials and technology (hardware and software) to provide intensive intervention. Targeted Intervention, Universal Access, and small group instruction during the instructional day enable underperforming students to meet standards. Family involvement training, Academic Coach support, after-school tutoring, professional development, supplemental materials, Counseling support, and supplemental technology will be provided at Clearwater Elementary. Perris Elementary School District receives Title I funds, LCFF Supplemental/Concentration (unduplicated), and LCFF Supp/Con (English Learners) funds, which provide additional money to increase student achievement through instructional programs and support.

Fiscal support (EPC)

Perris Elementary School District receives Title I funds, LCFF Supp/Con (unduplicated), and LCFF Supp/Con (English Learners) funds, which provide additional monies to increase student achievement through academic support. A significant percentage of categorical funds are spent on professional development in California Standards, PLC training, supplemental technology, and collaborative planning time. Additionally, the school will use funds primarily to provide intervention programs to address students who are at-promise and struggling academically. Expenditures include personnel, materials, supplies, copies, professional development, and extra duty pay for certificated and classified staff.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Advisory committees provide advice to the School Site Council (SSC). The information discussed in SSC is shared with ELAC. When information is shared, input is received from ELAC, which provides input that is then taken back to SSC. SSC members meet throughout the school year to discuss the progress of the activities. The Principal provides updates on the activities. Teachers share information and pictures to keep our educational partners informed about the activities that are being implemented.

The district meets throughout the year with educational partners, including parents, community members, staff members, and site administration, through LCAP Educational Partner meetings; additionally, educational partner meetings are held with both sets of unions, principals, and parent committees. Input from these educational partner meetings informed and helped develop the LCAP, SPSA, and ELOP plans. Input from educational partners also guided the development of actions included in the plan. Due to a high concentration of unduplicated, high-needs, low-income English Learners, foster youth, and re-designated fluent English proficient students, the actions and services are developed district-wide. However, actions are reviewed to identify services primarily targeting the needs of unduplicated English learners, Foster, and low-income students rather than all students in general.

SSC members meet throughout the year to discuss the goals and implementation of activities. SSC meetings will be held on the following dates:
August 29, 2024
September 26, 2024
October 24, 2024
December 5, 2024
January 30, 2025
February 27, 2025
March 27, 2025
May 8, 2025
May 22, 2025

ELAC meetings will be held on the following dates:
August 29, 2024
September 26, 2024
October 24, 2024
December 5, 2024
February 27, 2025
March 27, 2025
May 22, 2025

Resource Inequities

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

This section not required.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0%	%	0	0	
African American	8.43%	7.23%	8.15%	52	48	53
Asian	1.13%	1.51%	1.23%	7	10	8
Filipino	0.81%	0.9%	0.77%	5	6	5
Hispanic/Latino	82.50%	81.48%	80.77%	509	541	525
Pacific Islander	0.49%	0.15%	0.46%	3	1	3
White	3.89%	4.67%	4.15%	24	31	27
Multiple/No Response	0.49%	1.51%	1.85%	3	10	12
			Total Enrollment	617	664	650

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	86	88	84
Grade 1	72	94	95
Grade 2	81	82	98
Grade3	92	88	92
Grade 4	88	99	83
Grade 5	108	97	99
Grade 6	90	116	99
Total Enrollment	617	664	650

Conclusions based on this data:

1. Clearwater's enrollment increased in the 22/23 school year from previous years.

2. Clearwater's largest Student Group is Hispanic/Latino at 81.48%.

3. Clearwater's second largest Student Group is African American with 7.23%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	248	246	226	32.2%	40.2%	34.8%
Fluent English Proficient (FEP)	42	52	56	7.6%	6.8%	8.6%
Reclassified Fluent English Proficient (RFEP)	16	31		9.0%	6.45%	

Conclusions based on this data:

1. There continues to be a need to provide professional development in the area of ELD.

2. There needs to be professional development on data analysis around ELPAC scores.

3. There is a need for ELD instruction to be targeted to individualized needs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	83	96	95	82	95	95	82	95	100.0	98.8	99
Grade 4	92	97	89	92	96	88	92	96	88	100.0	99.0	98.9
Grade 5	108	98	103	108	97	102	108	97	102	100.0	99.0	99
Grade 6	96	121	100	95	121	100	95	121	100	99.0	100.0	100
All Grades	391	399	388	390	396	385	390	396	385	99.7	99.2	99.2

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2404.	2421.	2391.	23.16	26.83	13.68	25.26	21.95	20.00	14.74	26.83	27.37	36.84	24.39	38.95
Grade 4	2451.	2445.	2446.	21.74	26.04	17.05	25.00	16.67	28.41	17.39	16.67	17.05	35.87	40.63	37.50
Grade 5	2500.	2471.	2462.	23.15	16.49	17.65	25.00	19.59	19.61	23.15	20.62	15.69	28.70	43.30	47.06
Grade 6	2520.	2528.	2512.	16.84	19.83	15.00	33.68	32.23	27.00	17.89	23.97	29.00	31.58	23.97	29.00
All Grades	N/A	N/A	N/A	21.28	21.97	15.84	27.18	23.23	23.64	18.46	21.97	22.34	33.08	32.83	38.18

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.89	19.51	12.63	54.74	53.66	58.95	27.37	26.83	28.42
Grade 4	11.96	10.42	20.45	64.13	66.67	54.55	23.91	22.92	25.00
Grade 5	19.44	11.34	14.71	62.04	59.79	52.94	18.52	28.87	32.35
Grade 6	12.63	13.22	15.00	60.00	60.33	56.00	27.37	26.45	29.00
All Grades	15.64	13.38	15.58	60.26	60.35	55.58	24.10	26.26	28.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.84	14.63	3.16	51.58	62.20	60.00	31.58	23.17	36.84
Grade 4	18.48	17.71	7.95	52.17	45.83	64.77	29.35	36.46	27.27
Grade 5	17.59	12.37	10.78	57.41	51.55	50.00	25.00	36.08	39.22
Grade 6	25.26	20.66	17.00	47.37	52.07	46.00	27.37	27.27	37.00
All Grades	19.49	16.67	9.87	52.31	52.53	54.81	28.21	30.81	35.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	7.32	7.37	66.32	76.83	78.95	23.16	15.85	13.68
Grade 4	9.78	12.50	12.50	68.48	69.79	71.59	21.74	17.71	15.91
Grade 5	15.74	11.34	18.63	74.07	69.07	56.86	10.19	19.59	24.51
Grade 6	8.42	9.92	10.00	76.84	80.17	75.00	14.74	9.92	15.00
All Grades	11.28	10.35	12.21	71.54	74.24	70.39	17.18	15.40	17.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.79	17.07	13.68	58.95	67.07	67.37	25.26	15.85	18.95
Grade 4	15.22	14.58	11.36	61.96	62.50	71.59	22.83	22.92	17.05
Grade 5	25.00	14.43	17.65	53.70	60.82	50.98	21.30	24.74	31.37
Grade 6	16.84	25.62	21.00	66.32	62.81	58.00	16.84	11.57	21.00
All Grades	18.46	18.43	16.10	60.00	63.13	61.56	21.54	18.43	22.34

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding standards decreased form 48.46% in 2021-22 to 45.2% in 2022-23.

2. Given that 44.8% of students are not meeting academic standards. Intervention is required to fill gaps in learning and accelerate learning.

3. There is a need to provide differentiated instruction to students at their instructional level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	83	96	95	83	96	95	83	96	100.0	100.0	100
Grade 4	92	97	89	92	97	89	92	97	89	100.0	100.0	100
Grade 5	108	98	103	108	97	103	108	97	103	100.0	99.0	100
Grade 6	95	121	100	94	121	100	94	121	100	98.9	100.0	100
All Grades	390	399	388	389	398	388	389	398	388	99.7	99.7	100

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2440.	2405.	20.00	19.28	10.42	26.32	27.71	26.04	25.26	32.53	30.21	28.42	20.48	33.33
Grade 4	2433.	2431.	2444.	6.52	8.25	8.99	21.74	23.71	23.60	32.61	28.87	31.46	39.13	39.18	35.96
Grade 5	2454.	2436.	2438.	5.56	6.19	7.77	13.89	7.22	10.68	30.56	26.80	23.30	50.00	59.79	58.25
Grade 6	2481.	2495.	2456.	12.77	11.57	10.00	13.83	18.18	5.00	27.66	36.36	41.00	45.74	33.88	44.00
All Grades	N/A	N/A	N/A	11.05	11.06	9.28	18.77	18.84	15.98	29.05	31.41	31.44	41.13	38.69	43.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.05	20.48	11.46	50.53	59.04	55.21	28.42	20.48	33.33
Grade 4	9.78	7.22	7.87	51.09	45.36	53.93	39.13	47.42	38.20
Grade 5	5.56	6.19	2.91	48.15	44.33	42.72	46.30	49.48	54.37
Grade 6	9.57	8.26	8.00	47.87	59.50	42.00	42.55	32.23	50.00
All Grades	11.31	10.05	7.47	49.36	52.26	48.20	39.33	37.69	44.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	24.21	19.28	9.38	55.79	69.88	56.25	20.00	10.84	34.38
Grade 4	5.43	11.34	8.99	58.70	50.52	62.92	35.87	38.14	28.09
Grade 5	4.63	4.12	7.77	58.33	57.73	42.72	37.04	38.14	49.51
Grade 6	13.83	12.40	7.00	54.26	57.85	59.00	31.91	29.75	34.00
All Grades	11.83	11.56	8.25	56.81	58.54	54.90	31.36	29.90	36.86

Conclusions based on this data:

1. Grade three scored the highest overall in Math with 46% of students meeting or exceeding standards.

2. Grade 5 scored the lowest overall in Math with 13% of students meeting or exceeding standards. There is a need to strengthen math instruction in all grade, specifically in 5th grade. There is a need to provide professional development that aligns to the math instructional shifts.

3. Grade 4 and 6 increased their overall percentage of students meeting or exceeding standards. Though gains have been made, there is a need to provide professional development that aligns to the math instructional shifts.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1414.2	1421.1	1440.9	1424.0	1423.7	1445.8	1391.1	1414.9	1428.9	36	39	33
1	1432.0	1447.1	1446.9	1445.3	1450.8	1446.0	1418.1	1442.8	1447.3	26	37	29
2	1470.7	1465.5	1479.1	1468.6	1460.7	1482.1	1472.3	1469.8	1475.8	32	24	39
3	1493.4	1503.8	1490.8	1487.6	1495.6	1490.9	1498.6	1511.4	1490.1	36	24	28
4	1533.0	1510.4	1512.7	1534.9	1493.6	1506.0	1530.6	1526.8	1519.0	34	34	19
5	1531.6	1524.3	1523.1	1520.1	1512.1	1519.8	1542.7	1535.9	1525.9	39	28	35
6	1531.1	1531.3	1545.9	1522.0	1518.8	1550.3	1539.6	1543.4	1540.9	34	42	32
All Grades										237	228	215

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	15.38	21.21	27.78	41.03	45.45	55.56	28.21	21.21	11.11	15.38	12.12	36	39	33
1	0.00	0.00	3.45	23.08	32.43	37.93	57.69	56.76	41.38	19.23	10.81	17.24	26	37	29
2	12.50	0.00	7.69	34.38	45.83	43.59	40.63	37.50	48.72	12.50	16.67	0.00	32	24	39
3	13.89	20.83	17.86	41.67	37.50	32.14	33.33	37.50	32.14	11.11	4.17	17.86	36	24	28
4	32.35	17.65	5.26	50.00	44.12	68.42	11.76	32.35	15.79	5.88	5.88	10.53	34	34	19
5	25.64	3.57	31.43	28.21	71.43	28.57	41.03	21.43	25.71	5.13	3.57	14.29	39	28	35
6	23.53	19.05	40.63	44.12	45.24	40.63	17.65	26.19	12.50	14.71	9.52	6.25	34	42	32
All Grades	16.88	11.40	19.07	35.86	44.74	40.93	36.29	34.21	29.30	10.97	9.65	10.70	237	228	215

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.11	17.95	18.18	30.56	41.03	45.45	41.67	20.51	24.24	16.67	20.51	12.12	36	39	33
1	15.38	2.70	20.69	7.69	56.76	34.48	73.08	35.14	24.14	3.85	5.41	20.69	26	37	29
2	21.88	8.33	15.38	37.50	50.00	51.28	34.38	29.17	33.33	6.25	12.50	0.00	32	24	39
3	30.56	33.33	35.71	47.22	37.50	32.14	11.11	25.00	25.00	11.11	4.17	7.14	36	24	28
4	64.71	35.29	31.58	29.41	23.53	52.63	2.94	29.41	5.26	2.94	11.76	10.53	34	34	19
5	35.90	28.57	40.00	51.28	57.14	40.00	12.82	10.71	5.71	0.00	3.57	14.29	39	28	35
6	41.18	35.71	56.25	32.35	47.62	28.13	14.71	11.90	15.63	11.76	4.76	0.00	34	42	32
All Grades	32.07	23.25	30.70	35.02	44.74	40.47	25.32	22.81	20.00	7.59	9.21	8.84	237	228	215

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	30.77	24.24	72.22	53.85	60.61	11.11	15.38	15.15	36	39	33
1	26.92	29.73	34.48	73.08	67.57	48.28	0.00	2.70	17.24	26	37	29
2	31.25	20.83	17.95	62.50	70.83	82.05	6.25	8.33	0.00	32	24	39
3	58.33	41.67	39.29	33.33	50.00	42.86	8.33	8.33	17.86	36	24	28
4	61.76	32.35	52.63	32.35	61.76	36.84	5.88	5.88	10.53	34	34	19
5	23.08	28.57	28.57	76.92	67.86	57.14	0.00	3.57	14.29	39	28	35
6	26.47	26.19	40.63	55.88	69.05	56.25	17.65	4.76	3.13	34	42	32
All Grades	35.02	29.82	32.09	57.81	63.16	57.21	7.17	7.02	10.70	237	228	215

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	5.13	15.15	55.56	64.10	66.67	27.78	30.77	18.18	36	39	33
1	7.69	0.00	6.90	57.69	86.49	65.52	34.62	13.51	27.59	26	37	29
2	25.00	4.17	17.95	56.25	83.33	82.05	18.75	12.50	0.00	32	24	39
3	30.56	33.33	35.71	52.78	58.33	53.57	16.67	8.33	10.71	36	24	28
4	52.94	35.29	42.11	41.18	41.18	47.37	5.88	23.53	10.53	34	34	19
5	66.67	57.14	65.71	23.08	32.14	20.00	10.26	10.71	14.29	39	28	35
6	50.00	40.48	68.75	35.29	47.62	25.00	14.71	11.90	6.25	34	42	32
All Grades	37.13	24.56	35.81	45.15	58.77	52.09	17.72	16.67	12.09	237	228	215

<table>
<tr><th colspan="13">Reading Domain
Percentage of Students by Domain Performance Level for All Students</th></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Well Developed</td><td colspan="3">Somewhat/Moderately</td><td colspan="3">Beginning</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>0.00</td><td>10.26</td><td>15.15</td><td>94.44</td><td>82.05</td><td>75.76</td><td>5.56</td><td>7.69</td><td>9.09</td><td>36</td><td>39</td><td>33</td></tr>
<tr><td>1</td><td>15.38</td><td>10.81</td><td>20.69</td><td>38.46</td><td>59.46</td><td>51.72</td><td>46.15</td><td>29.73</td><td>27.59</td><td>26</td><td>37</td><td>29</td></tr>
<tr><td>2</td><td>12.50</td><td>16.67</td><td>2.56</td><td>71.88</td><td>54.17</td><td>82.05</td><td>15.63</td><td>29.17</td><td>15.38</td><td>32</td><td>24</td><td>39</td></tr>
<tr><td>3</td><td>5.56</td><td>16.67</td><td>7.14</td><td>55.56</td><td>62.50</td><td>46.43</td><td>38.89</td><td>20.83</td><td>46.43</td><td>36</td><td>24</td><td>28</td></tr>
<tr><td>4</td><td>17.65</td><td>8.82</td><td>0.00</td><td>58.82</td><td>73.53</td><td>73.68</td><td>23.53</td><td>17.65</td><td>26.32</td><td>34</td><td>34</td><td>19</td></tr>
<tr><td>5</td><td>17.95</td><td>3.57</td><td>17.14</td><td>56.41</td><td>82.14</td><td>51.43</td><td>25.64</td><td>14.29</td><td>31.43</td><td>39</td><td>28</td><td>35</td></tr>
<tr><td>6</td><td>14.71</td><td>9.52</td><td>3.13</td><td>44.12</td><td>50.00</td><td>68.75</td><td>41.18</td><td>40.48</td><td>28.13</td><td>34</td><td>42</td><td>32</td></tr>
<tr><td>All Grades</td><td>11.81</td><td>10.53</td><td>9.77</td><td>60.76</td><td>66.23</td><td>64.65</td><td>27.43</td><td>23.25</td><td>25.58</td><td>237</td><td>228</td><td>215</td></tr>
</table>

<table>
<tr><th colspan="13">Writing Domain
Percentage of Students by Domain Performance Level for All Students</th></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Well Developed</td><td colspan="3">Somewhat/Moderately</td><td colspan="3">Beginning</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>31.43</td><td>43.59</td><td>51.52</td><td>51.43</td><td>38.46</td><td>36.36</td><td>17.14</td><td>17.95</td><td>12.12</td><td>35</td><td>39</td><td>33</td></tr>
<tr><td>1</td><td>0.00</td><td>2.70</td><td>3.45</td><td>65.38</td><td>91.89</td><td>75.86</td><td>34.62</td><td>5.41</td><td>20.69</td><td>26</td><td>37</td><td>29</td></tr>
<tr><td>2</td><td>10.34</td><td>12.50</td><td>17.95</td><td>79.31</td><td>66.67</td><td>71.79</td><td>10.34</td><td>20.83</td><td>10.26</td><td>29</td><td>24</td><td>39</td></tr>
<tr><td>3</td><td>27.78</td><td>25.00</td><td>3.57</td><td>58.33</td><td>66.67</td><td>82.14</td><td>13.89</td><td>8.33</td><td>14.29</td><td>36</td><td>24</td><td>28</td></tr>
<tr><td>4</td><td>26.47</td><td>29.41</td><td>21.05</td><td>67.65</td><td>61.76</td><td>73.68</td><td>5.88</td><td>8.82</td><td>5.26</td><td>34</td><td>34</td><td>19</td></tr>
<tr><td>5</td><td>25.64</td><td>25.00</td><td>17.14</td><td>69.23</td><td>64.29</td><td>68.57</td><td>5.13</td><td>10.71</td><td>14.29</td><td>39</td><td>28</td><td>35</td></tr>
<tr><td>6</td><td>35.29</td><td>42.86</td><td>21.88</td><td>55.88</td><td>42.86</td><td>68.75</td><td>8.82</td><td>14.29</td><td>9.38</td><td>34</td><td>42</td><td>32</td></tr>
<tr><td>All Grades</td><td>23.61</td><td>27.19</td><td>20.00</td><td>63.52</td><td>60.53</td><td>67.44</td><td>12.88</td><td>12.28</td><td>12.56</td><td>233</td><td>228</td><td>215</td></tr>
</table>

Conclusions based on this data:

1. 11.4% of English Learners are Level 4, which is a decrease from the previous year (16.88%). There is a need to provide current relevant professional development in the area of ELD.

2. Overall Language scores indicate that there are fewer students scoring at Level 1 in comparison to the previous year. In 21-22 there were 10.97% of students scoring at Level 1 and in 22-23, that number decreased to 9.65%.

3. Based on the data there continues to be a need to support English Learners through SDAIE and Research-based Instructional Strategies.

School and Student Performance Data
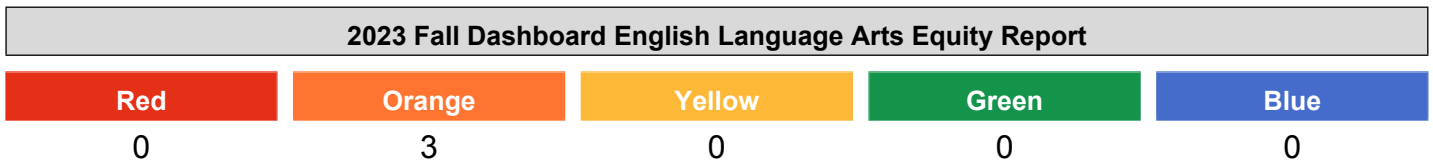
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
664	**82.5**	**37**	**1.5**
Total Number of Students enrolled in Clearwater Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	246	37
Foster Youth	10	1.5
Homeless	11	1.7
Socioeconomically Disadvantaged	548	82.5
Students with Disabilities	42	6.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	7.2
Asian	10	1.5
Filipino	6	0.9
Hispanic	541	81.5
Two or More Races	10	1.5
Pacific Islander	1	0.2
White	31	4.7

Conclusions based on this data:

1. Clearwater's largest student groups are Hispanics at 81.5% English Learners at 37% and Socioeconomically Disadvantage students at 82.5% of the student population.

2. Clearwater has 10 foster youth and 11 students that are homeless. There is a need to identify and provide individualized support for FY and homeless and connected them to resource both social and academic.

3. Clearwater will continue to provide resources and supports to these student groups.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The performance data in the category of Suspension Rates is ORANGE. This continues to be an area of focus for CW, and we will continue to utilize other means of correction and restorative practices when addressing discipline issues.

2. The performance data for Chronic Absenteeism is YELLOW. We will continue to monitor chronic absenteeism rates and share best practices around attendance with all staff, students and families.

3. ELA and Math performance is ORANGE. We will continue to work on data analysis around out Essential Standards in both ELA and Math.

School and Student Performance Data

Academic Performance
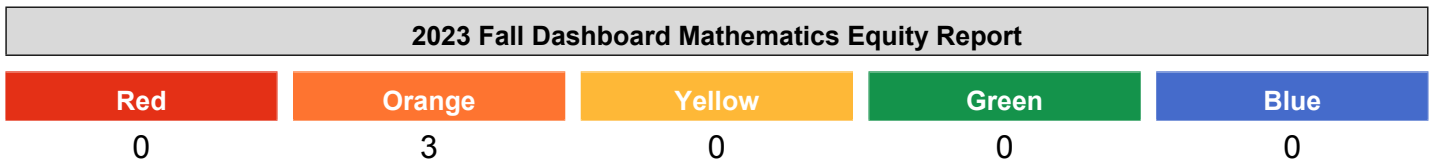## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
13.3 points below standard	14.8 points below standard	3 Students
Decreased -4.6 points	Maintained -0.4 points	
369 Students	162 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	105.1 points below standard
10 Students	18.6 points below standard	Increased +11.9 points
	Decreased -8.2 points	42 Students
	310 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
51.9 points below standard Decreased Significantly -25 points 27 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 15.2 points below standard Decreased -5.7 points 300 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	58.3 points above standard Increased +4.6 points 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.9 points below standard Decreased Significantly -17.9 points 109 Students	75.8 points above standard Maintained -0.7 points 53 Students	16.3 points below standard Decreased -11.5 points 193 Students

Conclusions based on this data:

1. Currently we have 3 groups in the ORANGE performance band: Hispanic, English Learners and Socioeconomically Disadvantaged.

2. Reclassified English Learners maintained their performance and are 75.8 points above standard.

3. Professional development is required in the area of differentiation. Identifying individual areas of need and target intervention and support.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
48.2 points below standard	51.9 points below standard	
Maintained -2.9 points	Decreased -5.9 points	3 Students
369 Students	162 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	126.1 points below standard
	51.7 points below standard	Increased Significantly +37.5 points
10 Students	Decreased -4.1 points	42 Students
	310 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
83.2 points below standard	No Performance Color	Less than 11 Students	Less than 11 Students
Decreased Significantly - 23.3 points	0 Students	4 Students	5 Students
27 Students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	15.7 points above standard
53.2 points below standard	4 Students	1 Student	Increased +8.4 points
Decreased -5.7 points			20 Students
300 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.5 points below standard	15.1 points above standard	48.2 points below standard
Decreased Significantly -21.6 points	Increased +3.1 points	Maintained -2.4 points
109 Students	53 Students	193 Students

Conclusions based on this data:

1. There are three student groups in the ORANGE performance level: Hispanic, English Learners and Socioeconomically Disadvantaged.

2. Reclassified English Learners increased by 3.1 points and are 15.1 points above standard.

3. Professional development is required in the area of differentiation. Identifying individual areas of need and target intervention and support.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
42.7% making progress towards English language proficiency
Number of EL Students: 185 Students
Performance Level: 2
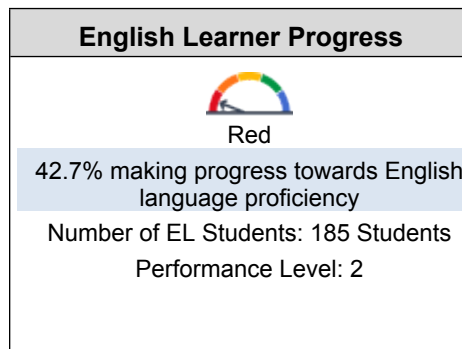
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36	70	5	74

Conclusions based on this data:

1. 40% of our English Language Learners are progressing at least one ELPI Level in a given year.

2. Almost 19% of EL students decreased one ELPI Level.

3. Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas.

School and Student Performance Data

Academic Performance
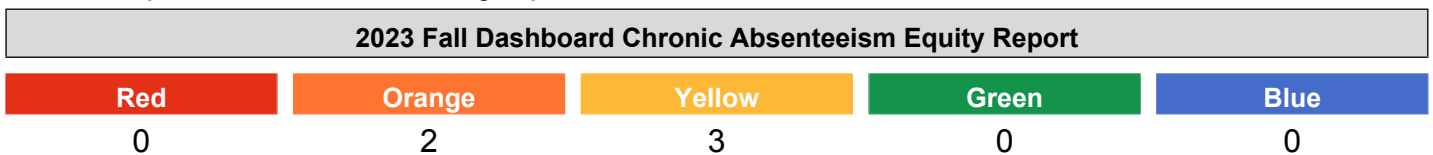## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A
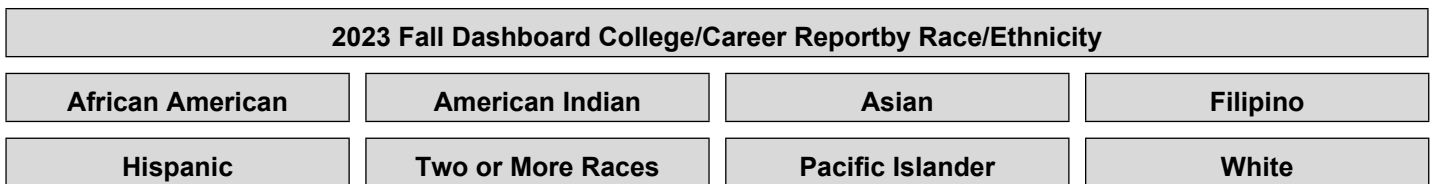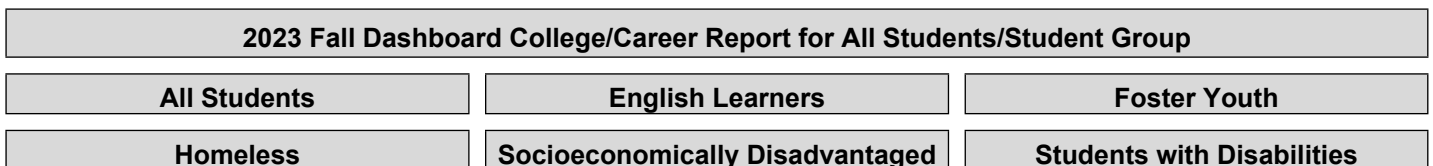
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
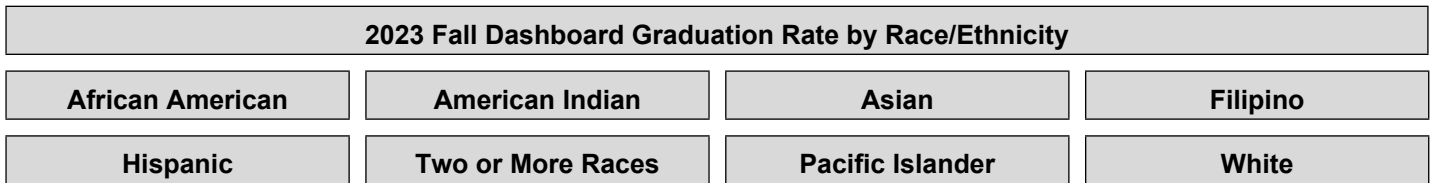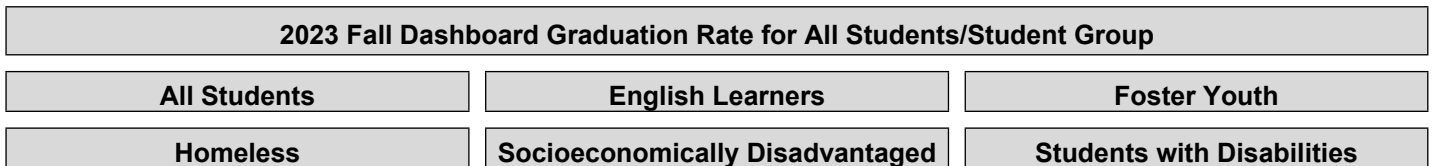
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	43.8% Chronically Absent
34.8% Chronically Absent	34.3% Chronically Absent	0
Declined Significantly -19.8	Declined Significantly -18.5	
722 Students	268 Students	16 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
23.1% Chronically Absent	Yellow	Orange
Declined -33.2	36.3% Chronically Absent	25% Chronically Absent
	Declined Significantly -19.3	Declined -41.7
13 Students	608 Students	76 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Less than 11 Students	Less than 11 Students
42.9% Chronically Absent	0 Students	10 Students	6 Students
Declined -2.8			
63 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	36.7% Chronically Absent	Less than 11 Students	25.7% Chronically Absent
34.3% Chronically Absent	Declined -15.5	1 Student	Declined -7.6
Declined Significantly -23.1	30 Students		35 Students
577 Students			

Conclusions based on this data:

1. Chronic Absenteeism is very high for all student groups.

2. 66.7% of Students with Disabilities were chronically absent. Targeted monitoring and support is required to support SWD with attendance.

3. A schoolwide focus/campaign is required to increase attendance. This included closer monitoring of attendance, attendance incentives, parent education, and personal calls to families.

School and Student Performance Data

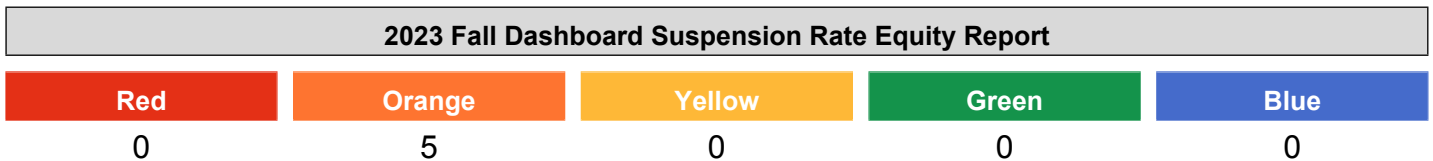## Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	5.6% suspended at least one day
1.4% suspended at least one day	1.5% suspended at least one day	
		Increased 5.6
Increased 0.9	Increased 1.5	18 Students
737 Students	270 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Orange	Orange
	1.5% suspended at least one day	2.6% suspended at least one day
Maintained 0		
16 Students	Increased 1	Increased 0.3
	618 Students	78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 2.9% suspended at least one day Increased 2.9 68 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.4% suspended at least one day Increased 1 585 Students	0% suspended at least one day Maintained 0 31 Students	Less than 11 Students 1 Student	0% suspended at least one day Declined -3.4 35 Students

Conclusions based on this data:

1. Suspension rate is very low.

2. Suspension Rate is very low, continue to build a strong Positive Behavioral Support Intervention System for our students.

3. Continue to identify alternatives to suspension that educate students and deter undesired behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP GOAL 3: Perris Elementary School District will provide all students with a high-quality, rigorous instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 1

Clearwater will show at least a 10% increase in students meeting proficiency in the 2024 CAASPP Administration in English Language Arts. This increase in the percentage of students meeting or exceeding standards in the English Language Arts will also be reflected in an increase on the California Dashboard.

Identified Need

There is a need for all students to demonstrate an increase in ELA proficiency. 55% of Clearwater students did not meet the grade level standards in English Language Arts. African American, English Learners and Students With Disabilities are performing below the school average in English Language Arts.

Consistent interventions and support are needed to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our teachers are guided through the understanding of standards-based instruction/PLC process and implementation of targeted skills-based instruction through the inquiry teaching cycle and collaboration. Intervention time will be scheduled during the instructional day to allow the structure for grade span intervention groupings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	2023 CAASPP Data - 2023/24 school year: • 45% of students in grades 3-6 met or exceeded standards in ELA • 21% of African Americans students in grades 3-6 met or exceeded standards in ELA	2024 CAASPP Data • 55% of students in grades 3-6 WILL MEET or exceed standards in ELA • 43% of African Americans students in grades 3-6 WILL MEET or exceed standards in ELA • 40% of English Learners in grades 3-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 19% of English Learners in grades 3-6 met or exceeded standards in ELA • 8% of Students with Disabilities in grades 3-6 met or exceeded standards in ELA	6 WILL MEET or exceed standards in ELA • 18% of Students with Disabilities in grades 3-6 WILL MEET or exceed standards in ELA
California Dashboard English Language Arts	DASHBOARD DATA 2023: ALL STUDENTS DASHBOARD DATA: • 13.3 below standard in ELA AFRICAN AMERICAN DASHBOARD DATA: • 51.9 below standard in ELA ENGLISH LEARNER DASHBOARD DATA: • 14.8 below standard in ELA STUDENTS WITH DISABILITIES DASHBOARD DATA: • 105.1 below standard in ELA	DASHBOARD DATA 2024: ALL STUDENT DASHBOARD DATA: • 3 ABOVE standard in ELA AFRICAN AMERICAN DASHBOARD DATA: • 23 below standard in ELA ENGLISH LEARNER DASHBOARD DATA: • 11 below standard in ELA STUDENTS WITH DISABILITIES DASHBOARD DATA: • 95 below standard in ELA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Building Professional Capacity - teachers will participate in professional development, collaboration, and/or attend conferences to gain a deeper understanding of English Language Arts instruction to meet the needs of all students, particularly English Learners and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35345	Title I Part A: Collaboration Collaboration will be offered to ensure best first instruction and best practices. Throughout the school year, these professional development opportunities are made available to classified, certificated, and administrative staff through collaboration. This collaboration action will include extra duty and substitute pay.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, including English Learners, African American students, and Students with Disabilities in need of intervention.

Strategy/Activity

Walk to Read - Intervention Program will provide skill-based Intervention across grade level spans.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I Part A: Supplemental Materials and Supplies Grade-level teams will receive a budgeted amount for the purchase of supplemental and consumable materials to facilitate the implementation of the Walk to Read Intervention Program.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Technology (Software/Apps)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
984	Title I Part A: Supplemental Technology Supplemental technology such as software and apps to support the supplemental instruction of students identified as "at promise" of not meeting grade level standards in ELA.(Software such as ESGI or Presentation Software Nearpod, Peardeck)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Technology

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11952	Title I Part A: Supplemental Technology Purchase of replacement headphones to access supplemental and intervention programs.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1050	Title I Part A: Parent Involvement

	Provide parent involvement activities and increase communication to bridge a home-to-school connection, including student populations, such as English Learners, African American, and Students with Disabilities (i.e., FIAT, Title I meetings, math night, reading night, etc.). SMORE- Parent Communication ($1100).

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See attached Goal 1 Title I Funded Program Evaluation

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

See attached Goal 1 Title I Funded Program Evaluation

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

See attached Goal 1 Title I Funded Program Evaluation

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP GOAL 3: Perris Elementary School District will provide all students with a high-quality, rigorous instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 2

Clearwater will show at least a 10% increase in students meeting proficiency in the 2023 CAASPP Administration in Mathematics. This increase in the percentage of students meeting or exceeding standards in the Math will also be reflected in an increase on the California Dashboard.

Identified Need

There is a need for all students to demonstrate an increase in Math proficiency. 70% of Clearwater students did not meet the grade level standards in Math. English Learners and Students With Disabilities are performing below the school average in English Language Arts.

Consistent interventions and support are needed to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our teachers are guided through the understanding of standards-based instruction/PLC process and implementation of targeted skills-based instruction through the inquiry teaching cycle and collaboration. Professional development and collaboration time will be provided on Math Instructional Shifts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	2023 CAASPP Data - 2022/23 school year: • 30% of students in grades 3-6 met or exceeded standards in Math • 12% of African Americans students in grades 3-6 met or exceeded standards in Math • 16% of English Learners in grades 3-6 met or exceeded standards in Math	2024 CAASPP Data - • 40% of students in grades 3-6 WILL MEET or exceed standards in Math • 47% of African Americans students in grades 3-6 WILL MEET or exceed standards in Math • 31% of English Learners in grades 3-6 WILL MEET or exceed standards in Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 11% of Students with Disabilities in grades 3-6 met or exceeded standards in Math	• 18% of Students with Disabilities in grades 3-6 WILL MEET or exceed standards in Math
California Dashboard Math	DASHBOARD DATA 2023: ALL STUDENTS DASHBOARD DATA: • 48.2 points below standard in Math AFRICAN AMERICAN DASHBOARD DATA: • 83.2 points below standard in Math ENGLISH LEARNER DASHBOARD DATA: • 51.9 points below standard in Math STUDENTS WITH DISABILITIES DASHBOARD DATA: • 126.1 points below standard in Math	DASHBOARD DATA 2024: ALL STUDENTS DASHBOARD DATA: • 42 points below standard in Math AFRICAN AMERICAN DASHBOARD DATA: • 56 points below standard in Math ENGLISH LEARNER DASHBOARD DATA: • 43 points below standard in Math STUDENTS WITH DISABILITIES DASHBOARD DATA: • 116 points below standard in Math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will benefit from professional development and collaboration of teachers in the area of Math.

Strategy/Activity

Building Professional Capacity - teachers will participate in professional development, collaboration, and/or attend conferences to gain a deeper understanding of Math instruction to meet the needs of all students, particularly English Learners and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Professional Development Professional Development opportunities to attend conferences to gain a deeper understanding of Math Instruction. CMC Conference Fall 2024.
5400	Title I Part A: Professional Development Contract with RCOE to provide just in time professional development to grade level teams 3 times per year.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental Technology Software

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Supplemental Technology Supplemental technology such as software and apps to support the supplemental instruction of students identified as "at promise" of not meeting grade level standards in Math.(Math Supplemental program such as Zearn or other similar products.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See attached Goal 2 Title I Funded Program Evaluation

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

See attached Goal 2 Title I Funded Program Evaluation

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

See attached Goal 2 Title I Funded Program Evaluation

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

LCAP Goal 3: PESD will provide alls students a high quality, rigorous instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 3

English Learners will show a 16% increase in students meeting proficiency in the 2024 CAASPP Administration in English Language Arts and an 11% increase in Mathematics. This increase in the percentage of students meeting or exceeding standards in ELA and Math will also be reflected in an increase on the California Dashboard.

Identified Need

There is a need for all English Learner students to demonstrate an increase in English language acquisition, ELA proficiency, and Math proficiency. Current ELs are 32 points below standard than the school average in ELA and 19 points below in Math.

We will continue to monitor and seek to close the achievement gap for our ELS by ensuring our teachers are receiving current professional development in research-based instructional practices that support English Learners. Teachers will use effective, research-based instructional strategies in the classroom during the instructional day. Provide additional support to Newcomers and Long-term English Learners through bilingual instructional aide support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	CAASPP Data 2023 - In the 2022/23 school year: • 19% of English Learners in grades 3-6 met or exceeded standards in ELA • 16% of English Learners in grades 3-6 met or exceeded standards in Math	CAASPP Data 2024 • 35% of English Learners in grades 3-6 met or exceeded standards in ELA • 32% of English Learners in grades 3-6 met or exceeded standards in Math
California Dashboard English Learners	ENGLISH LEARNER DASHBOARD DATA:	ENGLISH LEARNER DASHBOARD DATA:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	53.7 below standard in ELA 51.9 points below standard in Math (62.9 current ELS) YELLOW Chronic Absenteeism - 34.6% YELLOW - 51.2% of Els are making progress towards English Language Proficiency	45 below standard in ELA and 43 points below standard in Math Chronic Absenteeism - 10% Move to the GREEN level on English Learner Progress per the California Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences…)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 0702: EL Supplemental Professional Development opportunities to attend conferences to gain a deeper understanding of instructional strategies to support English Language Learners.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Parent Involvement Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 0702: EL Supplemental Provide Parent Education of English Learner students in ways to ensure academic success for their children. 3 workshops a year.
1786	LCFF 0702: EL Supplemental Professional Development opportunities to attend conferences to gain a deeper understanding English Learner needs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Supplemental Technology

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3614	LCFF 0702: EL Supplemental Use technology to support EL students' access to curriculum through the use of technology (chromebook, keyboards, earphones, LCD Projectors, etc.)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture

LEA/LCAP Goal

LCAP GOAL 4: PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where they feel safe and are motivated to come to school; and parents feel welcome and are encourage to actively participate in their child's education.

Goal 4

Create a well rounded instructional program that includes opportunities for STEAM and Physical Education. Support students in the areas of Academic, Social-emotional, and behavioral needs. Create a positive school culture.

Identified Need

There is a need to increase attendance rates at Clearwater Elementary School. Currently, we have 34.8% of students who are Chronically Absent. There is a need for continued support to foster a positive climate and culture, positive attendance rates and social emotional learning. Students and families continue to benefit from school counselor support and services in these areas. We will seek to close the achievement gap by ensuring our teachers are guided through the understanding of best decision making practices through social emotional learning. Teachers will use effective, research-based instructional strategies in the classroom during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data Chronic Absenteeism Rate	YELLOW Chronic Absenteeism - 34.8% All Students 25% Students with Disabilities	Decrease the Chronic Absenteeism rate of all students from 54.5% to 30% in academic year 23/24 as measured by the Dashboard Data
California Dashboard Data Suspension Rate	ORANGE Suspension Rate - 1.4% suspended at least one day	Maintain "Very Low Suspension Rate", as measured by the California Dashboard for all student groups.
Panorama Data	PANORAMA DATA: Students are surveyed two times a year, once in the fall and spring. This data is used to identify the social-emotional needs of students.	90% of 6th-grade students felt supported by their relationships with friends, family, and adults at school. 95% of 3rd-5th-grade students felt supported by their

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	87% of 6th-grade students felt supported by their relationships with friends, family, and adults at school. 91% of 3rd-5th-grade students felt supported by their relationships with friends, family, and adults at school.	relationships with friends, family, and adults at school. 48% of 3rd and 5th graders required additional support with Emotional Regulation.
Title I Survey	2024 -TITLE 1 SURVEY: 90% of parents/families rated positively the quality of home/school communication regarding ways to help their child do well at school or with home learning activities. Additionally, 93% of parents and families rated positively the content and effectiveness of parent training regarding ways to help you assist your child in doing well at school or with home learning activities. Elementary School District Title I Parent Survey for Clearwater Elementary was completed in the Spring of 2024.	Increase to 95% of parents rating positively the quality of home/school communication. Increase to 95% of parents and families rated positively the content and effectiveness of parent trainings regarding ways to help you assist your child in doing well at school or with home learning activities.
MTSS (PBIS) Survey	PARENT MTSS SURVEY: 90.9% responded their children had positive feelings about school, 100% responded that their child had received a recognition at the time of the survey, 90% responded that they [parents] felt welcomed at school STUDENT MTSS SURVEY: 88% responded they had positive feelings about school,	Parent MTSS Responses: Increase to 95% of children's positive feelings about school. Student MTSS Responses: Increase to 95% of students having positive feelings about school. Increase to 95% of student receiving a recognition at the time of survey (in class, trimester awards; individual/class recognitions). Increase to 90% of students having an adult on campus they feel comfortable speaking to.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	93% responded they had received a recognition at the time of the survey, 77.8% responded there was an adult on campus that they felt comfortable talking to if they felt something was bothering them.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Building Professional Capacity MTSS / SEL/PBL, STEAM (i.e. Professional Development/ Collaboration Conferences…)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1802	LCFF 0707: Supplemental Concentration Professional Development/ Collaboration Conferences
1000	LCFF 0707: Supplemental Concentration Extra Duty Collaboration - MTSS / SEL/PBL,PLTW, STEAM

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID Elementary -Alignment of instruction and content standards will be Implemented through the integration of AVID- WICOR (Writing, Inquiry, collaboration, organization and reading) to support the development of students academic skills and competency.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 0707: Supplemental Concentration AVID Summer Institute_ AVID Trainings
20000	LCFF 0707: Supplemental Concentration Materials, supplies, signage

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Enrichment (STEAM, PBL, GATE, Enrichment)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 0707: Supplemental Concentration Materials and supplies including Science boards, student events Science Olympiad, Student Olympics, GATE, STEAM, PBLs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MTSS Student Supports (PBIS)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1000	LCFF 0707: Supplemental Concentration Building Professional Capacity Conferences, Extra Duty Certificated and Classified Staff - MTSS Student Supports Meetings.
3000	LCFF 0707: Supplemental Concentration Materials and Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Art and PE Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1900	LCFF 0707: Supplemental Concentration Art Supplies and materials
1900	LCFF 0707: Supplemental Concentration Physical Education Program

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Technology

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19067	LCFF 0707: Supplemental Concentration

	Purchase of a poster maker and materials. Replacement of LCD Projectors and additional costs associated to wiring and labor.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance Improvement Plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF 0707: Supplemental Concentration RAWEE Attendance Monitoring System
1100	LCFF 0707: Supplemental Concentration Below 5 - Materials and supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Parent Involvement Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 0707: Supplemental Concentration To bridge a home to school connection including student populations, such as SWD, Low Income, Foster Youth and other student groups. (i.e. ATTENDANCE, PBIS, AVID, STEM, STEAM, Art night, PE night, etc.)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$60,731
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$60,731

Other Federal State and Local Funds
List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of **additional Federal Funds** included for this school: $77,669

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $77,669

Total of federal, state, and/or local funds for this school: $138,400

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Total Title I Part A Allocation Amount Specified in Form C	60,731	0
Title I Part A: Parent Involvement	1050	0.00
Title I Part A: Professional Development		
LCFF 0707: Supplemental Concentration	66,269	0.00
LCFF 0702: EL Supplemental	11,400	0.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF 0702: EL Supplemental	11,400.00
LCFF 0707: Supplemental Concentration	66,269.00
Title I Part A: Collaboration	35,345.00
Title I Part A: Parent Involvement	1,050.00
Title I Part A: Professional Development	5,400.00
Title I Part A: Supplemental Materials and Supplies	6,000.00
Title I Part A: Supplemental Technology	12,936.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Centralized Services	287,866.00

Total Title I Part A Allocation	
Funding Source	**Total Amount Expended**
Title I Part A : Parent Involvement	1,050.00
Title I Part A : Professional Development	5,400.00
Title I Part A : Intervention	
Title Part A : Collaboration	35,345.00
Title I Part A : Supplemental Technology	12,936.00
Title I Part A: Supplemental Materials and Supplies	6,000.00
Total Title I Part A : Allocation (Expended)	60,731
Total Title I Part A Allocation Amount Specified in Form	60,731

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Rosa Farfan	Principal
Santiago Ceja	Other School Staff
Oscar Martinez	Classroom Teacher
Paige Roth	Classroom Teacher
Summer Dobson	Classroom Teacher
Norma Garcia	Parent or Community Member
Gabriela Lopez	Parent or Community Member
Margarita V. Hernandez	Parent or Community Member
Victoria Rosas	Parent or Community Member
Jeremy Bryan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 5, 2024.

Attested:

	Principal, Rosa Farfan on December 5, 2024
	SSC Chairperson, Victoria Rosas on December 5, 2024

Monitoring and Evaluation

Goal #	Budgeted Amount		Actions	Metric(s)	Who is responsible for	Expenditures to Date		Monitoring	Evaluation
SPSA Goal	Title I	LCFF	Actions being funded.	List the evidence that will be collected to monitor the implementation and impact of each action. These metrics should be as close to the action as possible. For example, to measure the impact of after school tutoring the team would not use CAASPP scores, rather, they could collect attendance, observation data when walking through after school tutoring classrooms, pre- and post- test scores connected to the skill(s) being remediated, and growth on iReady for those receiving tutoring compared to those that aren't.	Teachers Paraeducators Counselors Assitant Principal Parent Liaison	Title I	LCFF	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
1	$6,636.00		Activity 1-Building Professional Capacity - teachers will participate in professional development, collaboration, and/or attend conferences to gain a deeper understanding of English Language Arts instruction to meet the needs of all students, particularly English Learners and Students with Disabilities.	2 Extra Duty Opportunities were offered to Grade Level Teams to measure ES Data/CFA to measure growth from the previous. Students are making progress in multiple essential standards. Many grade levels are meeting the goals set.!	Principal	$6,636.00		Grade-level teams have embedded collaboration 3 times per week for 50 minutes within the instructional day, limiting the need for grade levels to collaborate after hours. (2) Extra duty opportunities were added to grade-level collaboration. Various grade levels take advantage of this opportunity. Teachers are receptive to all professional development and attempt to implement strategies learned.	This action will continue until the end of the 24/25 Academic year. Collaboration will be offered to ensure best first instruction and best practices. Throughout the school year, these professional development opportunities are made available to classified, certificated, and administrative staff through collaboration. This collaboration action will include extra duty and substitute pay.
1	$0.00		Activity 2-After School Intervention Program will be made available to students in need of intervention.	Grades 1,2, and 3 provide afterschool tutoring for the grade level. 65 students participated in tutoring for trimester 1. All students showed some progress.	Principal	ELOP		Teacher collaborate and identify these students. Students are added each trimester and groups are adjusted as needed.	This action will continue until the end of the 24/25 Academic year. Afterschool intervention program will continue to be paid out of ELOP. Will be removed from SPSA.
1	$2,700.00		Activity 3-Supplemental Technology (Software/Apps)	4 Teachers in Kindergarten use ESGI. Teachers log on to the platform multiple times per week. 65% of students in K have mastered Letter Names and Sounds.	Principal	$2,310.00		Teachers in K use this program regularly. It monitors and helps teachers identify and track essential K skills.	This action will continue until the end of the 24/25Academic year. The amount will be decreased to purchase ESGI.
1	$113,212.00		Activity 4-Supplemental Technology	All students use technology to access intervention programs Lexia and Dreambox daily. Additionally, students in intensive intervention use the program daily as part of the program. Students require the use of headphones to access a whole class environment.	Principal	$15,059.42		Headphones for the remainder of the academic year have been purchased. A order for over 200 student devices will be put in the following weeks.	Supplemental Technology will be replaced at the district level. This action will be removed from SPSA.
1	$4,000.00		Activity 5-Parent Involvement	Dive Into Reading, Title I Meeting, Friday Flag, PBL Showcase grades K-6, Christmas Play, Thanksgiving Feast. All parent events are well attended. Our biggest parent attendance event is Back to School Night and our Dive Into Reading Events.	Principal/Assistant Principal	$4,000.00		Parent Involvement events have been plan and taken place for the remainder of the year. None of these events have a cost to bring to our families.	This action will continue until the end of the 24/25 Academic year. The amount will be decreased to $1100. All Parent Involement focused on ELA will be through an AVID lens. 0707 funds will be used for this purpose.
2	$10,000.00		Activity 1 - Building Professional Capacity - teachers will participate in professional development, collaboration, and/or attend conferences to gain a deeper understanding of Math instruction to meet the needs of all students, particularly English Learners and Students with Disabilities.	Teachers participated in 1 (2) hour professional development with RCOE Math Consultant. Teachers have had 2 opportunities to colloborate and plan with the consultant around current and upcoming instruction. CFA data in grades 3-6 show a slight increase in math scores from previous year.	Principal	$10,000.00		Grade-level teams have embedded collaboration 3 times per week for 50 minutes within the instructional day, limiting the need for grade levels to collaborate after hours. (2) Extra duty opportunities were added to grade-level collaboration. Various grade levels take advantage of this opportunity. Teachers are receptive to all professional development and attempt to implement strategies learned.	This action will continue until the end of the 24/25 Academic year.
2	$0.00		Activity 2 - A School Intervention Program will be made available to students in need of intervention.	Grades 1,2, 3 and 5 provide afterschool tutoring for the grade level. 80 students participated in tutoring for trimester 1. All students showed some progress. Math IAB Scores increased significantly from IAB 1 to IAB 2.	Principal	ELOP		Grades 1,2, 3, and 5 provide afterschool tutoring for the grade level. Teachers collaborate and identify these students.	Afterschool intervention program will continue to be paid out of ELOP. Will be removed from SPSA.
2	$2,000.00		Activity 3 - Parent Involvement	Parent Involvement in Math was added with the budget revision. Parents expressed the need for math Support /training for parents.	Assistant Principal	$2,000.00		Parent Involvement events have been plan and taken place for the remainder of the year. SSC asked to provide additional training for parents in Math. Clearwater is currently researching programs that meet this focus.	This action will continue until the end of the 24/25 Academic year. The amount will be decreased to $1100. All Parent Involement focused on Math will be through an AVID lens. 0707 funds will be used for this purpose.

¿Qué es un acuerdo entre la escuela y los padres?

Un Pacto Escuela-Padre para el éxito es un acuerdo que padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o excedan los estándares del nivel de grado.
Conexión con las metas del plan de mejoramiento escolar

- Enfoque en las habilidades de aprendizaje del estudiante
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades usando instrucción de alta calidad
- Compartir estrategias que los padres pueden usar en casa
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases

Desarrollado conjuntamente

Los padres, estudiantes y personal de la escuela Clearwater desarrollaron este Pacto Escuela-Padres para el éxito. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas para hacerlas más específicas, y los estudiantes nos dijeron lo que les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el pacto y hacer cambios basados en las necesidades de los estudiantes.

Construyendo Alianzas

- Noche de Regreso Escuela 8/22/24 @ 5:30 pm
- Orientación de Kínder 8/14/24 @1:30 pm
- Titulo 1 Junta 8/30/24
- Noche STEAM 9/26/24
- Trunk or Treat 10/25/24
- Conferencias de padres y maestros 11/18 - 11/22/24
- Holiday Sock Trot 12/13/24
- Programa de invierno 12/17/24
- Pintar con un ser querido 1/30/25
- Informacion del proyecto de ciencia
- Noche de familia matematicas 2/13/25
- Noche de familia de l ectura 3/6/25
- Casa abierta 3/27/25 @ 5:30 p.m.
- Baile de familia 5/8/25
- Día de la profesión 5/23/25
- Olimpiadas de Clearwater 6/9 -6/13/25

Regularly Scheduled Events

- Asambleas de Bandera at 8:00 a.m.
- Dive Into Reading/ Matemáticas Sesiones de Padres
- Juntas de Comité de ELAC
- Juntas de Concilio Escolar
- (3) Talleres CABE
- Asambleas de Premios Académicos cada trimestre
- Reconocimientos Académicos cada trimestre
- Sesiones de Respondiendo Como Padres Positivos
- Presentaciones de Comunidad de Proyectos
- Juntas de Comité de Involucración de Familias
- Almuerzo con su estudiante

Comunicación sobre el aprendizaje de los alumnos

La escuela Clearwater se compromete a mantener una comunicación frecuente y bidireccional con las familias sobre el aprendizaje de los niños. Algunas de las formas en las que puede esperar que nos comuniquemos con usted son:

- AVID Agenda
- Plataforma de comunicación - Apptegy
- Sitio de Red
- Portal de padres
- Conferencias de Padres y Maestros
- Boletin semanal de Clearwater

¿Tiene preguntas sobre el progreso de su hijo? Comuníquese con el maestro de su hijo por teléfono al **(951)423-2016.**

Clearwater Elementary School
CASA DE LOS DELFINES

Pacto escuela-padres de familia para el éxito

Clearwater Elementary School
https://www.perris.k12.ca.us/Domain/316
(951) 423-2016

Ms. Rosa Farfan, Principal

Nuestras Metas para el Logro Estudiantil

Metas de Distrito Escolar de Perris Elementary

El 2024-2025 año escolar demostrará incremento de mínimo de 3 puntos en Artes de Lenguaje y Matemáticas por medio de California Dashboard.

Clearwater Elementary School Goals El 2024-25, Clearwater Elementary demostrará incremento de 3 puntos en Artes de Lenguaje , Matemáticas, Estudiantes de Aprendices de Ingles en cada grado y incremento positivo en Cultura de Escuela en la encuesta de Titulo 1.

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito estudiantil en la escuela y en la vida.

Compromiso del personal

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un currículo e instrucción de alta calidad.
- Esforzarme para motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso del estudiante.
- Proporcionar tareas diarias significativas para reforzar y extender el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar consistentemente con las familias y mis colegas de la escuela para hacer la escuela accesible y acogedora para las familias que ayudan a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, a los estudiantes, al personal y a las familias.

Miembro del personal_____

Compromiso de los padres de familia

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un lugar y un momento tranquilo para hacer la tarea y controle el tiempo que pasa frente a la pantalla.
- Leerle a mi hijo o animarle a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tenga alguna inquietud.
- Asegurarme de que mi hijo asista a la escuela a tiempo todos los días y que sea recojido en la tarde.
- Asegurarme de que mi hijo duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Participar en la escuela en actividades tales como tomar decisiones en la escuela, ser voluntario y/o asistir a conferencias de padres y maestros, la Noche de regreso a clases, la Casa abierta y las noches familiares.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar al personal de la escuela, a los estudiantes y a las familias.

Firma del padre/ tutor _____

Compromiso del Estudiante

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Vengan a la escuela listos para aprender y trabajar duro.
- Traiga los materiales necesarios, las tareas completadas y la tarea.
- Conocer y seguir las expectativas de la escuela y del aula.
- Pedir ayuda cuando la necesite.
- Comunicarme regularmente con mis padres y maestros sobre las experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Limitar mi tiempo frente a la pantalla y en su lugar estudiar o leer todos los días después de la escuela.
- Respetar a mi escuela, a mis compañeros, a los profesores y al resto del personal.

Firma del Estudiante: _____

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards. It contains the following:

- A link to goals of the school improvement plan
- A focus on student learning skills
- Describes how teachers will help students develop those skills using high-quality instruction
- Shares strategies parents can use at home
- Explains how teachers and parents will communicate about student progress
- Describes opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Clearwater Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Building Partnerships

- Back to School Night 8/22/24 5:30 p.m.
- Kindergarten Orientation 8/14/24 @1:30 p.m.
- Title I Meeting 8/30/24
- STEAM Night 9/26/24
- Trunk or Treat 10/25/24
- Parent Conferences 11/18 – 11/22/24
- Holiday Sock Trot 12/13/24
- Winter Program 12/17/24
- Paint with a Loved One 1/30/25
- Science Fair Information Night TBD
- Math Night 2/13/25
- Family Literacy Night 3/6/25
- Open House 3/27/25
- Family Dance 5/8/25
- Career Day 3/23/25
- Clearwater Olympics 6/9 – 6/13/25

Regularly Scheduled Events

- Friday Flag Assemblies at 8:00 a.m.
- Dive Into Reading/Math Parent Workshops
- CABE Workshops 3 per year
- English Learner Advisory Committee Meetings
- School Site Council Meetings
- Academic Awards Assemblies each Trimester
- Attendance Recognitions each Trimester
- Positive Parenting Counselor Trainings
- Project Base Learning Community Showcases
- Lunch with your Student

Communication about Student Learning

Clearwater Elementary School is committed to frequent two- way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- AVID Student Planner
- Parent Communication - Apptegy
- Updates on the school web site
- Parent Portal (online/app)
- Parent-Teacher Conferences
- Clearwater Weekly Newsletter

Do you have questions about your child's progress? Contact your child's teacher by phone at **(951)423-2016.**

Clearwater Elementary School
HOME OF THE DOLPHINS

School–Parent Compact for Achievement

Clearwater Elementary School
https://www.perris.k12.ca.us/Domain/316
(951) 423-2016
Ms. Rosa Farfan, Principal

Our Goals for Student Achievement

Perris Elementary School District Goals

2024/25 school year demonstrated increase at a minimum of 3 points in ELA and Math as measured by the California Dashboard.

Clearwater Elementary School Goals By 2024/25, Clearwater Elementary will demonstrate academic growth in English Language Arts, Math, and English Language Learners in each grade level by 3 points as measured by California Dashboard and increase in positive School Climate Culture as per results on Title 1 Survey.

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

🍎 Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in collaborative decision making
- Consistently work with families and my school colleagues to make school accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Staff Member_____

🏠 Family Parent Pledge

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read to me every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school on time every day and is picked up at the end of the day.
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences, Back to School Night, Open House, and Family Nights.
- Communicate the importance of education and learning to my child.
- Respect the school staff, students, and families.

Parent/Guardian Signature_____

Student Pledge

I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and classroom expectations.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time and instead study or read every day after school.
- Respect my school, fellow students, teachers and other staff.

Student Signature _____

Clearwater Elementary School

2024-2025

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de ESSA.

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.
- Revisaremos las metas anuales sobre la participación familiar del LCAP

Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente escolar.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).

El director de la escuela o la persona que éste designe convocará reuniones anuales para informar a las familias sobre:

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en el atardecer (ESSA Sección 1116[c][2]).

- El director de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).

El director de la escuela:

- Invitar al Comité asesor del aprendiz del inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Proporcionar a las familias la oportunidad de hacer aportes a través de la Encuesta título I sobre la Póliza de participación familiar de la escuela, las reuniones anuales del Título I y las reuniones del Equipo de acción para la participación de familias (FIAT).
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurara de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

La escuela proporciona a los padres de los estudiantes de Título I, Parte A, información oportuna sobre los programas de Título I, Parte A (ESSA Sección 1116[c](4][A]).

El director de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en anuncio electrónico afuera de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

La escuela proporciona a los padres de los estudiantes de Título I, Parte A con una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan (ESSA Sección 1116[c][4][B]).

Los métodos para compartir esto incluirán:

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela
- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)

- Reuniones/talleres del Equipo de acción para la participación de familias (FIAT)

Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal en el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales (ESSA Sección 1116[e][3]).

Con la ayuda del distrito, la escuela logrará esto por medio de:

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

La escuela coordina e integra el Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116[e][4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Diseminar recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas de padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).

El director de la escuela se asegurará de desarrollar y diseminar información crítica de la escuela y del estudiante a las familias.

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
  - Póliza de participación familiar en la escuela
  - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos
  - Todas las notificaciones requeridas a los padres/familias

La escuela proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.

- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela provee oportunidades para la participación de todos los padres del Título I, Parte A, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entiendan (Sección 1116[f] de ESSA).

- Noche de Regreso Escuela 8/22/24 @ 5:30 pm
- Orientación de Kínder 8/14/24 @ 1:30 pm
- Titulo 1 Junta 8/30/24
- Noche STEAM 9/26/24
- Trunk or Treat 10/25/24
- Turkey Trot 12/17/24
- Conferencias de padres y maestros 11/18 - 11/22/24
- Programa de invierno 12/17/24
- Pintar Con ser querido 1/30/25
- Informacion del proyecto de ciencia
- Noche de familia matematicas 2/13/25
- Noche de familia de lectura 3/6/25
- Casa abierta 4/17/25 @ 5:30 pm
- Family Dance 5/8/25
- Día de la profesión 5/23/25
- Olimpiadas de Clearwater 6/9 -6/13/25

Regularly Scheduled Events

- Asambleas de Bandera at 8:00 a.m.
- Dive Into Reading/Math Sesiones de Padres
- CABE Project 2 Inspire 3 Talleres
- Juntas de Comité de ELAC
- Juntas de Concilio Escolar
- Asambleas de Premios Académicos cada trimestre
- Reconocimientos Académicos cada trimestre
- Presentaciones de Comunidad de Proyectos
- Almuerzo con su estudiante

Por favor, adjunte el Pacto de padres de familia escolar a este documento.

Esta póliza fue adoptada por Clearwatere Elementary STEAM el dia 9 de mayo de 2024 y estará en efecto durante el período: 15 de agosto del 2024 al 17 de junio de 2025.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa del Título I, Parte A en, o antes: 31 de agosto del 2024.

Rosa Farfan, Directora
Signature of Authorized Official

9 de mayo 2024

4

Departamento de Educación de California
Julio de 2018

Clearwater Elementary School

2024 - 2025

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

- We will jointly develop with families, and distribute to families, a school Family Engagement Policy that the school and families agree.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.
- We will review the annual LCAP Family Engagement goals.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1])

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

> *The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).*

The school principal will:

- Invite input on the school plan from English Learner Advisory Committee and the School Site Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Family Involvement Action Team (FIAT) Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

> *The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4][A]).*

The school principal will provide information about Title I programs to families in a timely manner by:

- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Sending messages through the automated messaging system.

> *The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).*

Methods of sharing this will include:

- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Family Involvement Action Team (FIAT) Meetings/Workshops

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

With assistance from the district, the school site will accomplish this by:

- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The school principal will form partnerships with community-based organizations and other public agencies to:

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide trainings and workshops throughout the year for families.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school principal will ensure to develop and disseminate critical school and student information to families:

- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
  - o Family Engagement Policy
  - o Inform parents of English learners how they can be involved in the education of their children
  - o All required parent/family notifications

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).
- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Back to School Night 8/22/24 5:30 p.m.
- Kindergarten Orientation 8/14/24 @1:30 p.m.
- Title I Meeting 8/30/24
- STEAM Night 9/26/24
- Trunk or Treat 10/25/24
- Holiday Sock Trot 12/13/24
- Parent Conferences 11/18 – 11/22/24
- Winter Program 12/17/24
- Paint with a Loved One 1/30/25
- Science Fair Information Night TBD
- Math Night 2/13/25
- Family Literacy Night 3/6/25
- Open House 3/27/25
- Family Dance 5/8/25
- Career Day 5/23/25
- Clearwater Olympics 6/9 – 6/13/25

Regularly Scheduled Events

- Friday Flag Assemblies at 8:00 a.m.
- Dive Into Reading/Math Parent Workshops
- CABE Project 2 Inspire Workshops 3per year
- English Learner Advisory Committee Meetings
- School Site Council Meetings
- Academic Awards Assemblies each Trimester
- Attendance Recognitions each Trimester
- Project Base Learning Community Showcases
- Lunch with your Student

Please attach the School-Parent Compact to this document.

This policy was adopted by Clearwater Elementary STEAM on May 9, 2024 and will be in effect for the period of August 15, 2024 - June 17, 2024.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 31. 2024.

Rosa Farfan, Principal
Signature of Authorized Official

May 9, 2024