

Clearwater Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Clearwater Elementary
Street	1640 Murrieta Street
City, State, Zip	Perris, CA 92571
Phone Number	(951) 423-2016
Principal	Rosa Farfan
Email Address	rfarfan@perrisesd.org
School Website	https://www.perrisesd.org/o/clearwater
Grade Span	K-6
County-District-School (CDS) Code	0133579

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Clearwater Elementary STEAM is one of eight elementary schools in the Perris Elementary School District. Clearwater Elementary STEAM opened in the fall of 2016. 2024-2025 is our ninth year open as a Kindergarten through 6th-grade school. Clearwater's mission, developed through a collaborative process with Clearwater staff and administration is to:

Provide students with engaging and innovative opportunities to learn and develop as contributing members of a global society.

We will do this by:

2024-25 School Description and Mission Statement

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

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

Clearwater's School Motto

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

In order to reach our mission, Clearwater Elementary STEAM's rigorous instructional program focuses on Science, Technology, Engineering, Art and Math integrated across subject matter. Students engage in 21st Century learning where students learn through collaboration, communication, critical thinking, and creativity. Clearwater is an AVID Elementary School where we focus on having students equipped with college/career readiness skills such as organization, writing, inquiry, and collaboration. All classes in grades K-6 take AVID 3-column notes, have organizational tools, and participate in collaborative groups. Our staff at Clearwater have established high expectations for ourselves and our students, both academically and socially. We regularly monitor data such as; CAASPP, Interim Assessment Blocks, Screeners, and grade-level common assessments to ensure students are reaching academic success. We are committed to ensuring that all of our students engage in high levels of learning, leading them to mastery of California State Standards while supporting students and intervening timely both academically and social-emotionally.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	95
Grade 2	98
Grade 3	92
Grade 4	83
Grade 5	99
Grade 6	99
Total Enrollment	650

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Asian	1.2
Black or African American	8.2
Filipino	0.8
Hispanic or Latino	80.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.8
White	4.2
English Learners	34.8
Foster Youth	1.7
Homeless	1.8
Socioeconomically Disadvantaged	81.8
Students with Disabilities	10.2

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	96.67	252.70	94.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.12	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.33	7.50	2.80	15831.90	5.67
Total Teaching Positions	30.00	100.00	267.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	96.53	244.60	92.87	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.47	3.00	1.14	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	2.47	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.20	1.62	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	5.00	1.90	14303.80	5.15
Total Teaching Positions	30	100.00	263.40	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 12, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Wonders (Adopted in 2016) Kinder-6th	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th	Yes	0
Science	Twig Education: Twig Science (Adopted in 2022) Kinder-6th	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-6th	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

11/12/2024 - 11/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Flex Lab: 4: (D) Ceiling tiles have holes or stains Room C100: 4: 1 cracked ceiling tile Room D102: 4: (D) Ceiling tiles have holes or stains Room D113: 4: (D) Ceiling tiles have holes or stains Room F108: 4: (D) Ceiling tiles have holes or stains Room G102: 4: (D) Ceiling tiles have holes or stains Room G107: 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room F105: 5: (D) Light fixtures are NOT working properly
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	39	31	29	46	47
Mathematics (grades 3-8 and 11)	30	25	19	19	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	388	385	99.23	0.77	39.48
Female	186	186	100.00	0.00	43.55
Male	202	199	98.51	1.49	35.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	38	38	100.00	0.00	36.84
Filipino	--	--	--	--	--
Hispanic or Latino	317	314	99.05	0.95	37.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	115	112	97.39	2.61	19.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	334	332	99.40	0.60	39.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	59	100.00	0.00	13.56

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	388	388	100.00	0.00	25.26
Female	186	186	100.00	0.00	22.58
Male	202	202	100.00	0.00	27.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	38	38	100.00	0.00	18.42
Filipino	--	--	--	--	--
Hispanic or Latino	317	317	100.00	0.00	23.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	61.54
English Learners	115	115	100.00	0.00	13.91
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	334	334	100.00	0.00	25.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	59	100.00	0.00	10.17

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.62	18.45	13.62	13.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00	0.00	18.45
Female	54	54	100.00	0.00	18.52
Male	49	49	100.00	0.00	18.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	86	100.00	0.00	15.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	35	35	100.00	0.00	5.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	87	87	100.00	0.00	17.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

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

Family nights for English Language Arts, Math, Science, Homework, AVID Program, Science, Technology, special performances, and volunteer opportunities are held throughout the school year. Parents and community members are included in our programs' planning, implementation, and evaluation through our different parent committees. The School Site Council and English Language Advisory Committee comprise staff and parents, working collaboratively with staff to determine the best way to utilize funds to provide additional materials, programs, and staff development to enhance our academic program. Parents of English learners are vital stakeholders in our English Language Advisory Committee and to our outreach efforts on behalf of new families. Title 1 meetings are held at least twice yearly to collect information and feedback from parents and families. This information is utilized to plan the use of our funds for different programs more effectively to optimize student achievement.

The Clearwater community newsletter highlights success, programs, and parent involvement opportunities. Clearwater's school plan is accessible on our site website to keep stakeholders informed of the school program. This is another way for our families and community to be informed and maintain positive involvement. Parents will be notified of district and school program status in English and Spanish through letters of notification. Clearwater's Community and Families have the opportunity to join our School Site Council, which works with the principal to help make school program and financial decisions. Classroom parents organize parent volunteers to help with special projects in the classroom, parent committees, workshops, and chaperones on

2024-25 Opportunities for Parental Involvement

field trips. We encourage all families to attend Back-to-School Night in the fall and Open House in the spring. Our various family nights throughout the year; STEAM Night, Science, Math, and Reading Night, engage families in relevant content activities. Coffee with the Principal sessions serve as an opportunity to maintain parents and the community of school program highlights, successes, and school program updates. We urge parents to contact the office for information on how to get involved in these activities or visit our school website for information. Our school shares messages through Parent Square for events schoolwide.

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

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

Volunteer to Help

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

Join Leadership Groups

- Family Involvement Action Team (FIAT)
- District English Learner Advisory Council (DELAC)
- African American Parent Advisory Council (AAPAC)
- English Learner Advisory Council (ELAC)
- School Site Council (SSC)

Special Events & Activities

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	726	698	196	28.1
Female	348	337	109	32.3
Male	378	361	87	24.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	63	60	21	35.0
Filipino	--	--	--	--
Hispanic or Latino	594	572	164	28.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	4	33.3
White	29	27	3	11.1
English Learners	248	242	72	29.8
Foster Youth	17	17	6	35.3
Homeless	15	15	7	46.7
Socioeconomically Disadvantaged	617	594	167	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	93	31	33.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.42	1.36	1.24	2.27	2.1	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.24	0.00
Female	0.00	0.00
Male	2.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.45	0.00
English Learners	1.21	0.00
Foster Youth	5.88	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Clearwater Elementary School is a model facility, reflecting that our highest priority is the safety and welfare of our students. Clearwater provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. All site staff, administrators, teachers, and supervision aides monitor the school campus to ensure a safe learning environment for

2024-25 School Safety Plan

our students. The campus is a closed campus, with access through the front office reception area; all guests, visitors, and vendors are required to check-in in at the front office, where they are logged in through the Raptor System before gaining authorized access to the campus.

The Comprehensive School Site Safety Plan was developed for Clearwater Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Clearwater Elementary's most recent school safety plan was reviewed, updated, and approved by the school safety committee and discussed with school staff.

Our school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS Emergency System. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability, following a disaster. Clearwater reviews and updates the comprehensive school safety plan every year in early winter. In addition, we have state-of-the-art intrusion and fire alarm systems and we routinely conduct a variety of safety drills, to ensure that our students and staff are well prepared to respond in the event of an emergency. In the event of a true emergency, our site utilizes the district's communication system (Parent Square) to notify parents.

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	24		4	
2	27		3	
3	22		4	
4	33			
5	24	1	2	
6	23	1	4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		4	
1	24		4	
2	25		4	
3	23		4	
4	28		3	
5	25	1	2	
6	25	1	3	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	601

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.111
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.111
Nurse	.333
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15822	4897	10925	109792
District	N/A	N/A	11483	\$107,828
Percent Difference - School Site and District	N/A	N/A	-5.0	1.8
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	1.4	15.4

Fiscal Year 2023-24 Types of Services Funded

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

Core offerings included at Clearwater Elementary are the following:

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

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

Fiscal Year 2023-24 Types of Services Funded

- * Targeted Intervention- Walk to Read: The instructional day consists of Targeted Intervention instructional time. Students learn in leveled re-engagement instruction that is targeted to specific English Language Arts or Math standards. During Intervention time, teachers work with small groups of students on targeted prerequisite skills as determined by student needs, as identified through data analysis, and teacher recommendation.
- * Bilingual Instructional Aide Support: Bilingual Instructional Aides support students in the classroom. The aides support English Learner students, with the highest need, and as identified through our school plan. The goal is to provide support to our English Learner students throughout the day and across all content areas.
- * Academic Coach: The Academic Coach is a certificated teacher who plans lessons, collaborative coaching, and training to support classroom teachers. The Academic Coach provides Professional Development to teachers throughout the year and provides additional assistance as informed by assessment data.
- * After-school Tutoring: After-school tutoring is offered in the areas of Language Arts, Math, and Computer skills. Clearwater After-School Tutoring is an academic program focusing on the rigor of California Academic Anchor Standards for College and Career Readiness with a particular concentration on reading, writing, and math.
- * After-school Enrichment: Clearwater offers a variety of after-school Enrichment opportunities in STEAM-related areas such as Technology (3D Printing, School News Program,), Science/Engineering (Science Olympiad, STEAM Club, GATE Academy), Art, and physical education.
- * STEAM Enrichment Opportunities/Instructional Day: Clearwater's STEAM enrichment program offers students the opportunity to build strong academic performance. Sessions encourage students to analyze, create, and use higher-level thinking skills. Students engage in 21st Century learning (4C's) critical thinking, collaboration, communication, and creativity. Enrichment sessions are held throughout the school year and facilitated by Clearwater staff.
- * STEAM Saturday Academy: Program focuses on California Academic Standards using science, technology, engineering, art, and math through a real-world application as a tool for learning.
- * School Counselor: Clearwater Elementary has a full-time on-site counselor to support students with academic, character, leadership, and social and emotional needs. The counselor providing students with counseling services for a range of scenarios. Throughout the year, the counselor visits all classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skills that assist them in developing positive social skills such as empathy, making friends and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration, or a family.
- *Wellness TOSA and SOSA: Clearwater has a part-time Wellness Teacher on Special Assignment to support teachers in working with students with academic, character, leadership, and social and emotional needs. In collaboration with the Wellness TOSA, two SOSAs, classified staff on special assignment, work with students to teach social and emotional learning in the classroom as needed.
- * TIP After School Program: TIP services are offered to academically high need students. TIP After School Program offers additional intervention to meet ELA or Math standards. Selection is based on academic needs and a parent application process.
- * ELEVO After School Program: ELEVO After School program is held Monday through Friday. Students who attend the ELEVO after-school program engage in homework assistance and enrichment opportunities. Our ELEVO program is a free expanded learning program provided after school on-site. ELEVO services students in grade K through sixth grade. ELEVO program takes place from the dismissal of school through 6:00 pm each day that school is in session.

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,329	\$57,839
Mid-Range Teacher Salary	\$104,696	\$90,040
Highest Teacher Salary	\$135,215	\$118,647
Average Principal Salary (Elementary)	\$155,244	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$300,575	\$229,986
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

Using statewide and district data, the Clearwater MTSS Academic Team/ MTSS Student Supports (PBIS/SEL) analyzed the areas of strengths and the area of need at the school level and grade level. Instructional support tools and an implementation plan is developed by the team. In recent years, Clearwater implemented a plan to increase teachers' capacity and cause learning in relation to the California Academic Standards. Professional Development on the integration of technology, PBL, STEAM, Social Emotional Learning, AVID, Writing, Reading, Conceptual Math, 21st Century Skills, additional instructional techniques to increase student collaboration, communication, and critical thinking continues to be at the core of the instructional action plan. Teachers engage each year in professional development to improve their teaching skills and to extend their knowledge of the subjects they teach. Site administration conducts a needs assessment of teachers' professional development needs. Current data analysis has demonstrated a need to provide professional development in the area of Mathematic Instruction.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	16