

# Clifford School

## 2020-21 School Accountability Report Card



Upload of your logo is optional.

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

#### SARC Overview



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

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

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

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Clifford School
<b>Street</b>	225 Clifford Ave.
<b>City, State, Zip</b>	Redwood City, CA 94062
<b>Phone Number</b>	(650) 482-2402
<b>Principal</b>	Jude Noyes
<b>Email Address</b>	jnoyes@rcsdk8.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	41-69005-6044531

## 2021-22 District Contact Information

<b>District Name</b>	Redwood City School District
<b>Phone Number</b>	(650) 482-2200
<b>Superintendent</b>	Dr. John Baker
<b>Email Address</b>	jbaker@rcsdk8.net
<b>District Website Address</b>	www.rcsdk8.net

## 2021-22 School Overview

### School Mission Statement

The Clifford School Community is committed to ensuring all students learn at the highest levels achievable.

Beliefs: All students can learn and achieve...

- in a safe environment.
- when their ideas and involvement are encouraged and respected.
- when adults model high standards.
- when the environment is nurturing and caring.
- when instruction is differentiated.
- when academic language is used as a learning medium.
- when a language-rich curriculum is provided.
- when teachers work collaboratively to enrich learning.
- when effective teaching techniques are evaluated and refined.
- when progress is monitored and results-oriented.
- when all are encouraged to take risks.
- when the whole child is celebrated, supported, and nourished.

Nestled in a quaint neighborhood, Clifford School welcomes students and their families with its beautiful campus and warm family atmosphere. Our strong, talented and dedicated staff works diligently to ensure that all students are engaged in well-planned and intriguing lessons that provide a global perspective to each of our students. At Clifford, we are a family—even a family within a family! Our students feel safe, secure, and protected. Our school provides a stimulating learning environment where all children can thrive. Through social-emotional learning, enrichment opportunities, differentiated instruction in the classrooms, and a focus on physical activities, we plant the SEEDS for success! Clifford’s Watershed Sanctuary, a National Wildlife Federation certified habitat, is a central component in the school’s marine science curriculum. Clifford School has created a number of opportunities to support students in and out of the classroom. Clifford School is the only RCSD school Partnering with Healthy Cities after school tutoring program, which is free for families. Tutors follow the students as they move through their grade levels. Our award-winning STEAM (science, technology, engineering, arts, and mathematics) curriculum provides students an opportunity to dive deeper into these subjects with a hands-on learning approach. Our middle school students thrive in a smaller school setting where teachers have known them throughout their Clifford experience. In addition to

## 2021-22 School Overview

learning core subjects, our middle school students also have the opportunity to explore different topics in an applied learning approach, including art, computer coding, environmental community service, journalism/media, and yearbook. Clifford School flourishes because the entire school community works together to ensure that students are successful.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	79
Grade 2	76
Grade 3	55
Grade 4	63
Grade 5	60
Grade 6	67
Grade 7	66
Grade 8	46
Total Enrollment	608

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1.6
Black or African American	1.2
Filipino	2.1
Hispanic or Latino	45.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	6.4
White	42.3
English Learners	16.6
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	33.6
Students with Disabilities	19.2

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.9	72.4	264.4	71.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	4.5	1.2	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.0	6.9	33.9	9.2	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.0	10.3	30.2	8.2	12115.8	4.4
<b>Unknown</b>	3.0	10.3	35.0	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	28.9	100.0	368.2	100.0	274759.1	100.0

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

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	2.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.0
<b>Local Assignment Options</b>	2.0
<b>Total Out-of-Field Teachers</b>	3.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2021-2022 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2021 District Textbook Audit, in regards to student editions in use at Clifford School during the current school year (2021-2022).

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017  Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015	Yes	0%

	Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008		
<b>Mathematics</b>	<p>Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014</p> <p>Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015</p> <p>CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016</p>	Yes	0%
<b>Science</b>	<p>Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008</p> <p>Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021</p>	Yes	0%
<b>History-Social Science</b>	<p>Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006</p> <p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006</p>	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Clifford School was originally constructed in 1950, and is currently comprised of 37 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play field. The following chart displays the results of the most recent school facilities inspection.

The school was modernized in 1993, and further renovated in 2001 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by February 2002 and included the addition of 18 new classrooms, two reclaimed classrooms, a new library/media center and cafeteria/multipurpose room, and a reclaimed administrative support area. Measure B projects have been completed at variable times over the past three years and have included/will include:

- Construction of a new playfield
- Remodel of the administrative office building
- Renovation of all restrooms in older buildings
- Roofing replacements
- Installation of fencing and a concrete retaining wall
- Installation of energy efficient lighting in older buildings
- Resurfacing of the front parking lot and playground
- Replacing of window coverings
- Campus-wide American Disabilities Act

Year and month of the most recent FIT report

06/03/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Rm 1: High storage (WO# 89926) Rm 5: High Storage (WO# 89928) Staff Room: High Storage (WO# 89930) Staff Kitchen: APPLIANCES STACKED (WO# 89935)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rm 187 Faucet doesn't work (WO# 89931)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Rm 31- Blocked Vent (W)# 89932)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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



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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	356	NT	NT	NT	NT
<b>Female</b>	169	NT	NT	NT	NT
<b>Male</b>	187	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	180	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	21	NT	NT	NT	NT
<b>White</b>	134	NT	NT	NT	NT
<b>English Learners</b>	70	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	137	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	82	NT	NT	NT	NT

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	NT	NT	NT	NT
Female	169	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	180	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	134	NT	NT	NT	NT
English Learners	70	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	NT	NT	NT	NT

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

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

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	358	315	88%	12%	56%
Female	170	150	88%	12%	60%
Male	187	165	88%	12%	52%
Asian	29	27	93%	7%	67%
Black or African American	8	*	*	*	*

<b>Hispanic or Latino</b>	180	150	83%	17%	40%
<b>Native Hawaiian or Pacific Islander</b>	5	*	*	*	*
<b>White</b>	136	126	93%	7%	73%
<b>English Learners</b>	70	61	87%	13%	20%
<b>Students with Disabilities</b>	85	66	78%	22%	27%

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

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

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

<b>iREADY Student Groups</b>	<b>iREADY Total Enrollment</b>	<b>iREADY Number Tested</b>	<b>iREADY Percent Tested</b>	<b>iREADY Percent Not Tested</b>	<b>iREADY Percent At or Above Grade Level</b>
<b>All Students</b>	358	344	96%	4%	47%
<b>Female</b>	170	165	97%	3%	48%
<b>Male</b>	187	179	96%	4%	47%
<b>Asian</b>	29	28	97%	3%	75%
<b>Black or African American</b>	7	*	*	*	*
<b>Hispanic or Latino</b>	180	171	95%	5%	30%
<b>Native Hawaiian or Pacific Islander</b>	5	*	*	*	*
<b>White</b>	136	132	97%	3%	64%
<b>English Learners</b>	70	65	93%	7%	18%
<b>Students with Disabilities</b>	85	69	81%	19%	22%

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

## CAASPP Test Results in Science for All Students

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	NT	NT	NT	NT
Female	48	NT	NT		
Male	61	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	59	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	40	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

##### Parent & Community Involvement

Parents play an important role at Clifford School through active participation and involvement in the School Site Council, Parent/Teacher Organization (PTO), English Learner Advisory Committee (ELAC), Art in Action, Project Cornerstone, Yard Supervision, Classroom Helpers, Chaperones, Tour Guides, and Traffic Safety. Parents and community members are encouraged to participate in school-sponsored committees and activities as well as volunteer in the classroom.

##### Contact Information

Parents who wish to participate in Clifford's leadership teams, school committees, school activities, or become a volunteer may contact the school at (650) 482-2402. Clifford School's website, <http://www.rcsdk8.net/clifford>, provides a variety of resources and information for parents, staff, students, and community members.

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	645	625	61	9.8
Female	289	281	23	8.2
Male	356	344	38	11.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	11	0	0.0
Black or African American	8	8	1	12.5
Filipino	15	15	0	0.0
Hispanic or Latino	293	288	49	17.0
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	41	39	1	2.6
White	270	259	9	3.5
English Learners	128	127	23	18.1
Foster Youth	4	4	2	50.0
Homeless	7	7	0	0.0
Socioeconomically Disadvantaged	218	214	39	18.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	138	18	13.0

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.84	0.31	1.63	0.07	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.49	1.92	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0.00
Female	0.00	0.00
Male	0.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.74	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

The School Site Safety Plan is evaluated and revised annually in the fall by members of the Safety Team Committee. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include earthquake survival kits and a community plan with specific staff assignments. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake, and lockdown drills are held once a month on a rotating basis.

The safety of students and staff is a primary concern of Clifford School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks while administrators and yard supervise students during lunch. All visitors to the school must sign in and out at the office and must have prior authorization for classroom visits. Additionally, the school has security fencing around its perimeter. The classrooms are all updated with quick locking features, which allows staff to lock the door from the inside of the room rather than exiting to lock the door with the key.

## D. Other SARC Information

### Information Required in the SARC

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



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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	19	1	1	
2	16	3	3	
3	16	2	2	
4	18	3	2	
5	15	3	2	
6	25	1	12	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6	3	
1	17	1	3	
2	15	3	2	
3	12	4	3	
4	19	1	2	
5	14	3	2	
6	20	6	12	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	3	
1	12	5	3	
2	11	5	3	
3	15	3	2	
4	10	6	1	
5	14	3	2	
6	19	9	7	5

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13,955	\$4,907	\$9,048	\$88,532
<b>District</b>	N/A	N/A	\$8,336	\$84,874
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.2	4.2
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.9	3.1

## 2020-21 Types of Services Funded

Federal Funding:  
 Title I: Migrant Education  
 Special Education  
 Title II: Part A Teacher Quality  
 Title III: Limited English Proficiency  
 Medi-Cal Billing Option

State Funding:  
 Lottery: Instructional Materials  
 Special Education

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,140	\$52,060
<b>Mid-Range Teacher Salary</b>	\$81,301	\$84,043
<b>Highest Teacher Salary</b>	\$103,420	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$139,760	\$133,582
<b>Average Principal Salary (Middle)</b>	\$139,760	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$226,071	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	29%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

### 2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving “Student Learner” profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through “Lead Learner” structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

### 2020-21

The focus for PD during a school year in which the majority of instruction took place virtually, was on providing excellent distance learning opportunities for all students, regardless of grade level. All students were provided with the necessary devices and hot spots to be able to participate in daily synchronous and asynchronous instruction. Teachers received 5 days of training at the beginning of the school year in a variety of online tools and applications. Throughout the year, Doug Fisher, of Corwin Press, presented key aspects of designing high quality distance learning lessons: clarity, engaging, feedback, and supporting the students as drivers of their own learning.

National Urban Alliance (NUA) mentors and coaches worked with teachers in grades 4-8 across the district to develop rigorous, student-centered instruction through opportunities for collaboration, creativity, communication, and critical thinking.

### 2019-20

In the beginning of the 2019-20 school year, school staff were trained in the implementation of the Multi-Tiered System of Supports (MTSS) framework, accompanied by Positive Behavior Interventions and Support. Each school developed an MTSS Leadership Team, designed to develop leveled supports for students in the academics, behavior, and social-emotional domains. While this work began during this school year, it was interrupted in 2020-21 by the pandemic, but has been renewed in 2021-22.

The Sobrato Early Academic Language (SEAL) initiative continued for part of this school year (interrupted by the pandemic). The focus of this training was to promote language and literacy development through integrated units of study.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	6	4