Clifford School

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

EST. 1950
CLIFFORD SCHOOL

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	Clifford School
Street	225 Clifford Avenue
City, State, Zip	Redwood City, CA 94062
Phone Number	(650) 482-2402
Principal	Kristy Jackson
Email Address	kjackson@rcsdk8.net
School Website	https://clifford.rcsdk8.net
Grade Span	K-8
County-District-School (CDS) Code	41-69005-6044531

2024-25 District Contact Information

District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker, Ed.D.
Email Address	jbaker@rcsdk8.net
District Website	www.rcsdk8.net

2024-25 School Description and Mission Statement

Clifford School, a California Gold Ribbon 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.

2024-25 School Description and Mission Statement

Clifford School educates the whole child from TK-8. 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 School flourishes because the entire school community works together to ensure that students are successful.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	77
Grade 2	99
Grade 3	64
Grade 4	65
Grade 5	62
Grade 6	63
Grade 7	80
Grade 8	58
Total Enrollment	673

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.1
Asian	4
Black or African American	0.7
Filipino	2.2
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.6
White	37
English Learners	21.5
Foster Youth	0.6
Homeless	2.1
Socioeconomically Disadvantaged	43.2
Students with Disabilities	18.9

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)	20.90	72.40	264.40	71.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	1.25	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.90	33.90	9.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	10.35	30.20	8.20	12115.80	4.41
Unknown/Incomplete/NA	3.00	10.35	35.00	9.51	18854.30	6.86
Total Teaching Positions	28.90	100.00	368.20	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)	22.10	73.56	267.90	71.82	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.40	2.80	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	4.99	39.00	10.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	3.96	20.70	5.56	11953.10	4.28
Unknown/Incomplete/NA	5.20	17.46	34.90	9.36	15831.90	5.67
Total Teaching Positions	30.00	100.00	373.10	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)	19.00	63.53	217.60	63.75	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	6.20	1.83	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	11.77	67.70	19.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	5.00	14.70	4.31	11746.90	4.23
Unknown/Incomplete/NA	5.90	19.67	35.00	10.27	14303.80	5.15
Total Teaching Positions	30.00	100.00	341.40	100.00	277698.00	100.00

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	2.00	1.50	2.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	1.50	3.5

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	1.00	0.00	0.5
Local Assignment Options	2.00	1.10	1
Total Out-of-Field Teachers	3.00	1.10	1.5

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)	3.50	5.6	13.1
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	5.1

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

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.

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 2024-2025 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 2024 District Textbook Audit, in regards to student editions in use at Clifford School during the current school year (2024-2025).

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008	Yes	0%
Mathematics	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023	Yes	0%

	CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016		
Science	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008 Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%

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

School Facility Conditions and Planned Improvements

Clifford School was originally constructed in 1950, and is currently comprised of 37 classrooms, one Family Center, 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	12/12/2024

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			WO#110124 STALL DOOR LOOSE; WO# 110123 DOOR SWEEP

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		WO#110098 FLICKERING LIGHT; WO#110125 LOOSE PLUG
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		WO#110000 SINK IS CLOGGED; WO#110122 FOUNTAIN LOW PRESSURE;
Safety: Fire Safety, Hazardous Materials	X		WO#110126 HIGH STORAGE
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)	50	50	44	42	46	47
Mathematics (grades 3-8 and 11)	44	45	35	35	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	396	387	97.73	2.27	49.87
Female	183	178	97.27	2.73	56.74
Male	213	209	98.12	1.88	44.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	209	97.21	2.79	30.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	82.76
White	131	129	98.47	1.53	72.87
English Learners	76	71	93.42	6.58	7.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	199	196	98.49	1.51	26.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	97	98.98	1.02	10.31

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	396	392	98.99	1.01	45.15
Female	183	180	98.36	1.64	44.44
Male	213	212	99.53	0.47	45.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	214	99.53	0.47	28.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	68.97
White	131	129	98.47	1.53	64.34
English Learners	76	76	100.00	0.00	14.47
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	199	197	98.99	1.01	25.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	97	98.98	1.02	14.43

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)	33.33	30.58	34.22	31.17	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	123	121	98.37	1.63	30.58
Female	55	53	96.36	3.64	28.30
Male	68	68	100.00	0.00	32.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	75	98.68	1.32	16.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	57.58
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	10.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	5.56

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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	98%	75%	82%	100%	100%
Grade 7	95%	95%	96%	92%	90%

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

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, and school activities, or become a volunteer may contact the school at (650) 482-2402 or email the school administration. Clifford School's website, https://clifford.rcsdk8.net/, provides a variety of resources and information for parents,

2024-25 Opportunities for Parental Involvement

staff, students, and community members. Volunteer and participation opportunities are regularly posted in our newsletter, the Dolphin Digest.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate							7.8	8.2	8.9
Graduation Rate							87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	722	709	147	20.7
Female	344	339	65	19.2
Male	378	370	82	22.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	7	23.3
Black or African American	--	--	--	--
Filipino	16	16	2	12.5
Hispanic or Latino	355	345	103	29.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	53	5	9.4
White	256	254	27	10.6
English Learners	170	162	50	30.9
Foster Youth	--	--	--	--
Homeless	18	16	7	43.8
Socioeconomically Disadvantaged	318	311	105	33.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	152	44	28.9

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
3.09	4.94	1.39	3.02	3.39	2.52	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	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.39	0.00
Female	0.58	0.00
Male	2.12	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.39	0.00
English Learners	2.35	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	2.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.60	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

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

2024-25 School Safety Plan

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 secure campus 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, administrators, and yard duty staff supervise students before and after school and during breaks while administrators and yard duty 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 allow 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.

2021-22 Elementary Average Course Size and Course 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 Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	11	8	5	
1	12	6	3	
2	10	6	3	
3	11	5	2	
4	13	4	2	
5	13	4	2	
6	15	15	11	

2022-23 Elementary Average Course Size and Course 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 Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	13	7	3	
1	12	6	4	
2	15	4	4	
3	13	4	2	
4	12	4	2	
5	13	4	2	
6	20	12	10	

2023-24 Elementary Average Course Size and Course 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 Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	12	5	3	
1	12	5	3	
2	11	8	3	
3	9	7	2	
4	11	5	2	
5	10	5	2	
6	12	29	11	1

2021-22 Secondary Average Course Size and Course 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	7	4		
Mathematics	20	3	2	2
Science	26	1	2	2
Social Science	26	1	2	2

2022-23 Secondary Average Course Size and Course 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	7	2		
Mathematics	17	7	1	2
Science	22	2	2	2
Social Science	22	2	2	2

2023-24 Secondary Average Course Size and Course 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	12	12	2	2
Mathematics	18	6	2	1
Science	23	2	2	2
Social Science	23	2	2	2

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	0

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.75
Resource Specialist (non-teaching)	
Other	3.5214

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	$18,184	$8,194	9,990	$97,033
District	N/A	N/A	$11,482	$95,778
Percent Difference - School Site and District	N/A	N/A	-13.9	1.3
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-7.5	0.7

Fiscal Year 2023-24 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

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	$60,926	$58,553
Mid-Range Teacher Salary	$93,211	$93,924
Highest Teacher Salary	$118,571	$119,489
Average Principal Salary (Elementary)	$169,852	$149,898
Average Principal Salary (Middle)	$162,335	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$259,190	$270,432
Percent of Budget for Teacher Salaries	26.68	31.93
Percent of Budget for Administrative Salaries	8.51	5.62

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

2024-2025
The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have

Professional Development

received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The MTSS focus is to create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

2023-2024
The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2022-23
The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

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.

Professional Development

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).

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	5	5	5