Cloverly Elementary School

5476 Cloverly Ave. • Temple City, CA 91780-3107 • (626) 548-5092 • Grades 4-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Temple City Unified School District
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School Description

Cloverly Elementary School, the companion school to La Rosa Elementary School, serves students in grades 4-6. This unique combination allows staff to focus on the specific needs of upper-grade elementary students. Cloverly's success is due in large part to the outstanding partnerships that exist among its community, parents and teachers. Cloverly is recognized as a California Distinguished School, a Title I Academic Achievement Award recipient, identified as a STEM (science, technology, engineering and mathematics) Honor Roll school for our outstanding student achievement in mathematics and science, placed on the Honor Roll from the California Business for Education Excellence, and has received awards from the Los Angeles County Office of Education for its Support Personnel Accountability Report Card for student guidance and support services. Our focus of "Whole School for the Whole Student" integrates a rigorous academic program, computer science, character education, and fun activities for students and family that build a strong sense of camaraderie, personal worth, and pride in school.

School Mission Statement: Cloverly Elementary School, in partnership with families and the community, will maximize the potential of all students through collaborative, creative learning that is linked to authentic real-life applications.

School Vision Statement: The Cloverly Elementary School community has high expectations, and we have a commitment to action through:
- The collaboration of students, staff, families and community
- The use of best teaching practices
- A responsiveness to diverse needs
- Implementation of educational technologies
- The development of lifelong learning skills

We expect that the students of Cloverly Elementary School will become productive, respectful, responsible, accountable, compassionate citizens.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	132
Grade 5	145
Grade 6	166
Total Enrollment	443

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	63.4
Filipino	2.3
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	0.2
White	5
Two or More Races	3.8
Socioeconomically Disadvantaged	39.7
English Learners	23
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	0.2

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

Teacher Credentials for Cloverly Elementary	18-19	19-20	20-21
With Full Credential	14	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	2

Teacher Credentials for Temple City Unified	18-19	19-20	20-21
With Full Credential	♦	♦	232
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at Cloverly Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	1	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

A representative group of teachers and administrators reviews instructional materials. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a pre-established criteria based on an instructional materials evaluation tool. They are as follows:

1. Compliance with Board Policy and Administrative Regulations 2. California standards alignment

3. Focus on coherence within a grade and across grade levels

4. Rigor and balance

5. Access for all students

6. Assessments for progress monitoring and in support of the California assessments 7. Support for English language learners

8. Support for special populations

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation.

Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education.

Canvas was adopted by the District as a Learning Management System to help with synchronous and asynchronous instruction.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders McGraw Hill 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math Expressions, Houghton Mifflin Harcourt (K-5) 2017 Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science, Houghton Mifflin (K-5) 2007 Earth Science, Houghton Mifflin (6) 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	My World, Houghton Mifflin (K) 2006 School and Family, Houghton Mifflin (1) 2006 Neighborhoods, Houghton Mifflin (2) 2006 Communities, Houghton Mifflin (3) 2006 California Studies, Houghton Mifflin (4) 2006 United States History: Early Years, Houghton Mifflin (5) 2006 World History: Ancient Civilizations, Holt (6) 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cloverly Elementary was established in 1950. There are 20 classrooms on the campus, one of which is considered portable and is utilized as a Makerspace for students and teachers to take part in science, technology, engineering, and math (STEAM) activities. In addition to classrooms, Cloverly includes a media center/ library, a computer lab, a cafeteria and a large athletic field. The Cloverly campus is in good condition as reported on the 2019 FIT Report. There are sufficient classroom, playground and staff spaces to support teaching and learning. Most modernization projects using bond proceeds have been completed and the final projects were wrapped up in summer of 2020.

The Cloverly campus is maintained and school safety ensured by a district maintenance crew of 10 and by a site janitorial staff of three. Issues and repairs not resolved by the site janitorial crew are completed by the district maintenance crew on a prioritized work-order system. Modernization projects completed in 2016 using bond proceeds have enhanced all classrooms for all students. Improved lighting and technology provide students with computer science opportunities and 21st century learning skills. Cloverly maintains classrooms and grounds as pleasant places to meet and learn.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: September 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Areas of concern will be addressed by 3/15/2021
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	96.81%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	71	N/A	50	N/A
Math	67	N/A	68	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	52	N/A	50	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Parental Involvement:

Cloverly is a school where we provide parents, family, and community members numerous opportunities to be informed, involved and empowered in the education process. Every month the school provides a time for family, friends and caregivers to eat lunch on the lawn with their child. On a bimonthly basis, the school invites families to our Superstar Breakfast, where students from each classroom are recognized for their out-standing role in serving as role models for our Pillars of Character Program. Our School Site Council, which consists of parents and staff members, develops, monitors and assesses our school site plan yearly to ensure that financial accountability and program goals are in compliance with our vision. The Cloverly PTA provides invaluable volunteer and financial assistance for school programs and activities. The PTA sponsors a plethora of family events that promote camaraderie and school pride. Our most popular events are the Mother/Son Bowling Night, Father/Son Laser Tag Night, Mother/Daughter Tea and the Father/Daughter Dance. Cloverly also participates in the Temple City Kiwanis Students of the Month Recognition Program.Quarterly, the principal sends home an informative bulletin and holds evening meetings to update parents on school procedures, activities and academic progress. The Student Success Team provides guidance to teachers, parents, and students with special needs and concerns in social, emotional, and academic areas.

For more information on how to become involved at the school, please contact Judy Call, community liaison, at (626) 548-5096 or jcall@tcusd.net

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.

School Safety Plan (School Year 2020-2021)

School Safety:

- In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Safe School Action Plan. These plans will remain in effect through the school year, are reviewed annually and are available for public view in the school office. Key elements and goals of the Safe School Action Plans are: All students and staff members are provided a safe teaching and learning environment. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities. District programs and approved community resources are made available to students and parents.Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.The school safety plan was last reviewed, updated and discussed with the school faculty in August 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.2	0.6	1.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	443

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.4

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
4	31		5		33			4	32		4	
5	32		5		32		5		33		1	
6	33			5	29	1	1	4	32		3	
Other**	13	1			9	1			12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2

Professional Development:
The staff attends regularly scheduled in-service workshops, conferences and districtwide articulations involving instruction in all academic areas to learn new techniques to upgrade teaching skills. Our current initia-tives are computer science with Code to the Future, Cognitive Guidance Instruction for the development of students' mathematical thinking, specially designed academic instruction in English for our English language learners, Thinking Maps, Next Generation Science Standards (NGSS), iReady and the Character Education. We have also targeted closing the achievement gap for our English language learners and the implementation of Common Core State Standards as instructional focuses. Modified Wednesdays and three staff-development days are utilized to provide necessary staff training in order to maximize engagement and learning for all students. Instructional paraprofessionals and volunteer personnel also attend workshops dealing with the diagnosis, prescription and evaluation of student needs. The Districted provided 10 optional professional development days for certificated staff during the summer of 2020 with a focus on learning Canvas and other instructional technology tools.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,703	$49,782
Mid-Range Teacher Salary	$83,937	$76,851
Highest Teacher Salary	$102,873	$97,722
Average Principal Salary (ES)	$123,360	$121,304
Average Principal Salary (MS)	$130,394	$128,629
Average Principal Salary (HS)	$145,451	$141,235
Superintendent Salary	$235,000	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,790	$1,000	$5,790	$96,679
District	N/A	N/A	$8,630	$87,228
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.4	10.3
School Site/ State	-29.0	19.9

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

Types of Services Funded

Types of services funded include categorical and other special programs, e.g., special education, counseling, Instructional Resource Centers, psychology, child welfare and attendance, Limited English Proficient (LEP) services, and before- and after-school intervention programs for mathematics, language arts and English language learners.

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.