SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Cloverly Elementary School
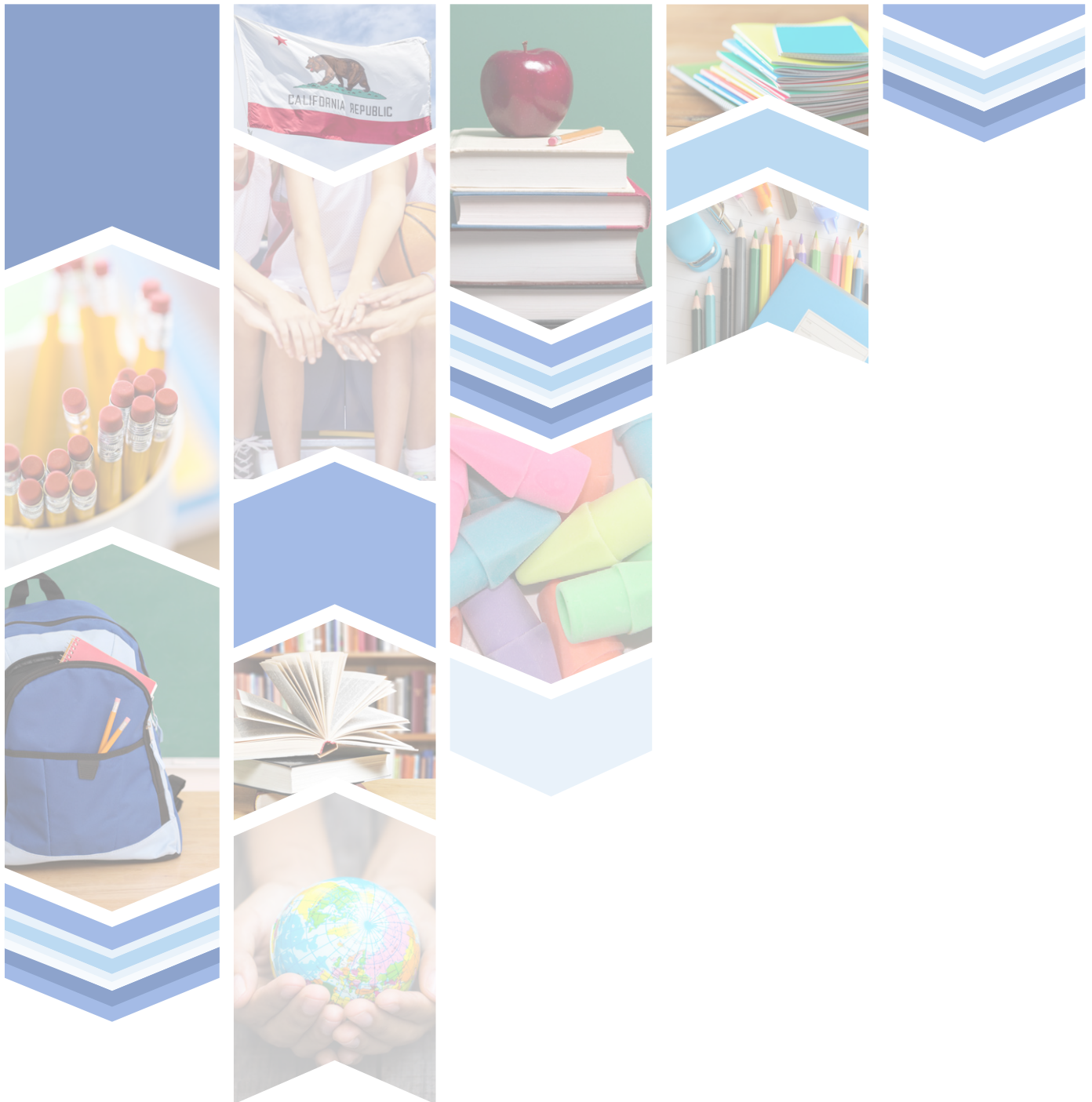
"Home of the Cubs!"

Stephen Edo
Principal
sedo@tcusd.net

5476 Cloverly Avenue
Temple City, CA 91780

Grades: 4-6
Phone: (626) 548-5092
www.tcusd.net/cloverly

CDS Code: 19-65052-6022925

Temple City USD

Our Core Values

Commitment . . . to provide a safe learning environment and serve our community by modeling honesty and integrity

Passion . . . for excellence, grounded in the knowledge that all students can succeed and be self-reliant, lifelong learners

Respect . . . the diversity in everyone, through cultural and individual awareness

Principal's Message

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 partnership that exists amongst 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, character education, and fun activities for students and family that build a strong sense of camaraderie, personal worth and pride in school.

Parental Involvement

Cloverly is a school where parents, grandparents, and community members are provided numerous opportunities to be informed, involved and empowered in the education process. Monthly, the school provides a time for family, friends and caregivers to eat lunch on the lawn with their child. On a bimonthly basis, families are invited to our Superstar Breakfast, where students from each classroom are recognized for their outstanding 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.

Our Mission

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

Our Vision

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.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Temple City Unified School District will provide a rigorous comprehensive education in a nurturing environment that embraces the diversity of all students.

District Vision Statement

Working collaboratively to empower students toward their educational goals, creating the model citizens of tomorrow today.
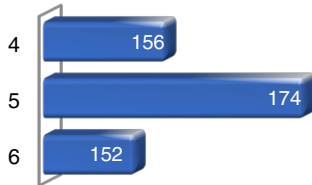
Governing Board

Vinson Bell

George M. Goold

Kenneth Knollenberg

Lawrence A. Marston

John Pomeroy

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

Grade	Enrollment
4	156
5	174
6	152

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Cloverly ES

	13-14	14-15	15-16
Suspension rates	0.2%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

Temple City USD

	13-14	14-15	15-16
Suspension rates	0.5%	0.8%	1.1%
Expulsion rates	0.0%	0.0%	0.0%

California

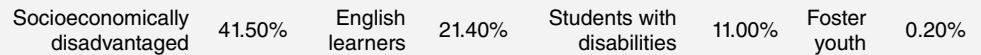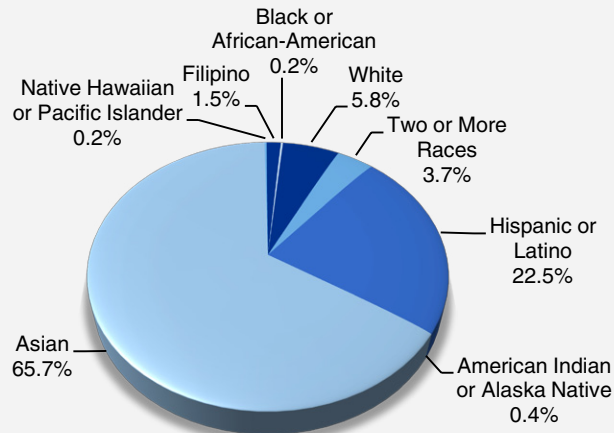|	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 481 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

- Black or African-American 0.2%
- Filipino 1.5%
- White 5.8%
- Native Hawaiian or Pacific Islander 0.2%
- Two or More Races 3.7%
- Hispanic or Latino 22.5%
- Asian 65.7%
- American Indian or Alaska Native 0.4%

Socioeconomically disadvantaged	41.50%	English learners	21.40%	Students with disabilities	11.00%
Foster youth	0.20%				

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms 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.

Average Class Size

Three-Year Data

Legend: ■ 13-14 ■ 14-15 ■ 15-16

Grade	13-14	14-15	15-16
4	30	32	31
5	33	31	34
6	28	28	30
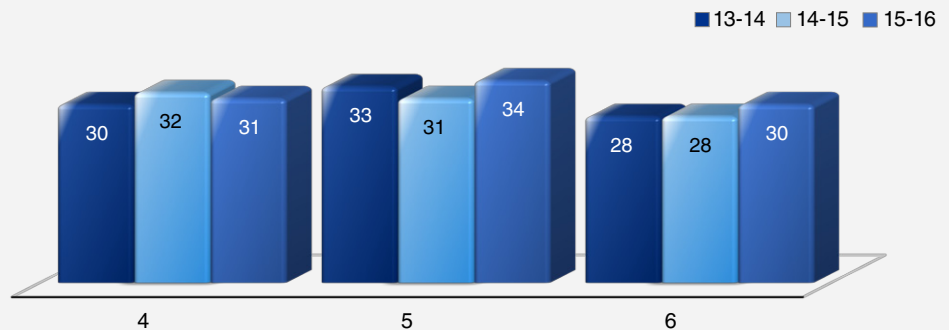
Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
4		5			3	2		5	
5		4			5				5
6	2	5	1		4			5	

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 November 2016.

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 initiatives are Cognitive Guidance Instruction for the development of students' mathematical thinking, Silicon Valley Mathematics Initiative, specially designed academic instruction in English, Thinking Maps, Next Generation Science Standards (NGSS), iReady and the UCLA Writing Project. 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.

Professional Development Days			Three-Year Data
	2014-15	**2015-16**	**2016-17**
Cloverly ES	3 days	3 days	3 days

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Cloverly ES	**Temple City USD**
Program Improvement status	In PI	In PI
First year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		80.00%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	23.10%
Five of six standards	32.10%
Six of six standards	27.60%

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 4-6.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Cloverly ES			Temple City USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	76%	84%	83%	79%	81%	79%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	178	175	98.31%	83.43%
Male	96	94	97.92%	89.36%
Female	82	81	98.78%	76.54%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	108	108	100.00%	89.81%
Filipino	❖	❖	❖	❖
Hispanic or Latino	42	40	95.24%	67.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.33%	71.43%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	67	67	100.00%	77.61%
English learners	30	30	100.00%	53.33%
Students with disabilities	18	17	94.44%	52.94%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Cloverly ES		Temple City USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	62%	69%	67%	70%	44%	48%
Mathematics	59%	64%	64%	64%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	158	154	97.50%	64.90%
Male	60	59	98.30%	52.50%
Female	98	95	96.90%	72.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	101	97	96.00%	68.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	53.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	76	74	97.40%	66.20%
English learners	30	26	86.70%	23.10%
Students with disabilities	18	18	100.00%	44.40%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	158	157	99.40%	57.30%
Male	60	60	100.00%	58.30%
Female	98	97	99.00%	56.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	101	100	99.00%	68.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	25.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	76	76	100.00%	57.90%
English learners	30	29	96.70%	37.90%
Students with disabilities	18	18	100.00%	27.80%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 5				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	178	174	97.80%	70.70%
Male	96	95	99.00%	73.70%
Female	82	79	96.30%	67.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	108	106	98.20%	78.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	42	41	97.60%	61.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.30%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	67	66	98.50%	65.20%
English learners	30	28	93.30%	21.40%
Students with disabilities	18	17	94.40%	35.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 5				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	178	176	98.90%	60.80%
Male	96	95	99.00%	69.50%
Female	82	81	98.80%	50.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	108	108	100.00%	75.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	42	41	97.60%	29.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.30%	57.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	67	67	100.00%	46.30%
English learners	30	30	100.00%	20.00%
Students with disabilities	18	17	94.40%	35.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	160	153	95.60%	71.24%
Male	80	78	97.50%	73.08%
Female	80	75	93.80%	69.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	115	109	94.80%	79.82%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	29	96.70%	44.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	70	66	94.30%	63.64%
English learners	28	23	82.10%	21.74%
Students with disabilities	13	13	100.00%	23.08%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	160	158	98.80%	72.78%
Male	80	79	98.80%	79.75%
Female	80	79	98.80%	65.82%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	115	114	99.10%	83.33%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	29	96.70%	27.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	70	70	100.00%	64.29%
English learners	28	28	100.00%	53.57%
Students with disabilities	13	13	100.00%	30.77%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	✧
✧ Not applicable.	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/19/2016

Textbooks and Instructional Materials

Instructional materials are reviewed by a representative group of teachers and administrators. 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.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Reading*, Houghton Mifflin (4-5)	2002
Reading/language arts	*Writing and Grammar*, Prentice Hall Literature (6)	2002
Mathematics	*Math*, Harcourt (4-5)	2008
Mathematics	*Mathematics: Course 1*: Numbers to Algebra, Holt (6)	2008
Science	*California Science*, Houghton Mifflin (4-5)	2007
Science	*Earth Science*, Houghton Mifflin (6)	2007
History/social science	*California Studies*, Houghton Mifflin (4)	2006
History/social science	*United States History: Early Years*, Houghton Mifflin (5)	2006
History/social science	*World History: Ancient Civilizations*, Holt (6)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2016-17 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Note: Textbooks were selected from among the state-approved lists at the time of adoption, and in alignment with the state curriculum frameworks at the time of adoption. Textbook adoptions in the current and coming years will be reflective of current state-approved lists, consistent to recently revised and adopted curriculum frameworks.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			7/8/2016
Date of the most recent completion of the inspection form			7/8/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. All repairs made prior to opening of school in August 2016.

Deficiencies and Repairs	2016-17 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**
Interior	Main office: Cove base is peeling off.
Electrical	Health office: Internet box is open. Phone room: Blocked power panel. Staff RR: Blocked power panel. Field: Blocked power panel.
Restrooms/fountains	RSP room: Drinking fountain pressure is too high. Room 19: Drinking fountain is inoperative.
Safety	Cafeteria: Lift is being used for storage. Playground: Swing seat needs replacing. Playground: Crack on play structure and the play surface needs repair.
Structural	Kitchen: Driveway damage.
External	IRC room: Door closer sprung. South gate: Gate is out of adjustment.

School Facilities

Cloverly Elementary was established in 1950. There are 20 classrooms on the campus, one of which is considered portable. In addition to classrooms, Cloverly includes a media center/library, a computer lab, a cafetorium and a large athletic field. The Cloverly campus is in good condition as reported on the 2016 FIT Report.

There are sufficient classroom, playground and staff spaces to support teaching and learning. There are modernization projects underway using bond proceeds.

Students are kept safe on school grounds before, during and after school through routine inspection of facilities by the janitorial and administrative staff. Cloverly administration and the school site council annually update the school safety plan, and the district works with sites on the development and implementation of school emergency plans. Before, during and after school Cloverly students are continually monitored by certificated and classified staff. Policies and procedures are in place directly related to student safety.

The Cloverly campus is maintained and school safety ensured by a district maintenance crew of ten 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. Our custodians are outstanding, and our teachers maintain excellent classroom management.

Cloverly makes sure the school is an important part of the community. We host many community groups on our campus and participate in city events such as the Woman's Club of Temple City, Kiwanis Club of Temple City and the annual Camellia Festival parade.

Cloverly creates and maintains a caring and connected school climate in which students take pride and ownership of their school.

Cloverly has continued to improve the safety and well-being of all students by updating and replenishing classroom and schoolwide emergency supplies.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Temple City USD	Cloverly ES		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	257	18	18	14
Without a full credential	4	0	0	0
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Cloverly ES		
Teachers	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Cloverly ES	100.00%	0.00%
All schools in district	98.54%	1.46%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	98.36%	1.64%

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.50
Career development counselor	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.65
Resource specialist (nonteaching)	1.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Temple City USD	Similar Sized District
Beginning teacher salary	$41,229	$43,821
Midrange teacher salary	$75,719	$69,131
Highest teacher salary	$92,801	$89,259
Average elementary school principal salary	$108,870	$108,566
Average middle school principal salary	$122,568	$115,375
Average high school principal salary	$130,476	$125,650
Superintendent salary	$180,000	$198,772
Teacher salaries: percentage of budget	42%	37%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cloverly ES	$4,608	$80,386
Temple City USD	$8,813	$77,825
California	$5,677	$71,517
School and district: percentage difference	-47.7%	+3.3%
School and California: percentage difference	-18.8%	+12.4%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$4,978
Expenditures per pupil from restricted sources	$370
Expenditures per pupil from unrestricted sources	$4,608
Annual average teacher salary	$80,386

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, and Limited English Proficient (LEP) services, and before- and after-school intervention programs for mathematics, language arts and English language learners.

Cloverly Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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