

SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

Cloverland Elementary

Address: 201 East Johnson St. Oakdale, CA 95361-3236
Principal: Larry Bonds, Principal
Phone: (209) 847-4276
Email: lbonds@ojusd.org
Web Site: <http://cloverland.ojusd.org>
CDS Code: 50755646052880

Oakdale Joint Unified

Superintendent: Marc Malone
Phone: (209) 848-4884
Email: mmalone@ojusd.org
Web Site: www.ojusd.org



I DATA AND ACCESS

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

DataQuest

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

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oakdale Joint Unified
 Phone Number: (209) 848-4884
 Superintendent: Marc Malone
 E-mail Address: mmalone@ojusd.org
 Web Site: www.ojusd.org

School Contact Information Most Recent Year

School Name: Cloverland Elementary
 Street: 201 East Johnson St.
 City, State, Zip: Oakdale, CA 95361-3236
 Phone Number: (209) 847-4276
 Principal: Larry Bonds, Principal
 E-mail Address: lbonds@ojusd.org
 Web Site: <http://cloverland.ojusd.org>

County-District-School
(CDS) Code: 50755646052880

School Description and Mission Statement (School Year 2017-18)

Cloverland students receive an academic curriculum which is aligned with the Common Core State Standards. We expect students to show annual growth in reading and math. Students with special needs receive assistance in order to meet their individualized learning goals. Our diverse population requires speech and language services, Title I assistance (federal funds for low-income students), an English Language Development (ELD) program, special education programs, and psychological testing.

All Cloverland students participate in building an atmosphere that fosters and encourages learning; recognizes students, parents, and staff for their accomplishments; and provides ongoing home-school communication. Cloverland has 21 general education classrooms with 21 general education teachers. We use one classroom for our music program (instrumental, classroom music, and choral), and one classroom for our Gifted and Talented Education (GATE) program. We use three classrooms for special education programs: a Resource Specialist Program, an intermediate Special Day Class and a Speech/Language Pathologist.

Major Achievements – Most Recent Year

The major achievements this year we are continuing with the implementation of the Common Core State Standards (CCSS) using Engage New York math. The implementation of the CCSS is going well. Teachers are doing an amazing job of implementation. ENY math is much more familiar to all. We continue the implementation of Instructional Strategies Supporting Student Success (IS4). The Cougar Way continues to be implemented. This is a program where we established new structures to define behavioral expectations and behavioral outcomes for all students. Our goal was to make learning our primary focus while working to provide a safe school environment.

Focus for Improvement – Most Recent Year

Methods to support and enhance student learning was a focal point this year. We spent a great deal of time discussing strategies to support student success. Specifically, we focused on establishing our core values as well as rewriting our vision and mission statements during staff meetings. We continued to place our focus on Instructional Strategies Supporting Student Success (IS4), engage in walk through visits and provide professional development training to support teachers in the use / practice of IS4. Another focus this year was our Targeted Academic Goals in areas where needed improvements were identified. We also used the results from walking through classrooms to identify areas for professional development during staff meetings. We sent approximately 14 staff members to a Google Summit to learn more about the integration of technology in the classroom as we continue the transition to a Google platform within the OJUSD.

Homework – Most Recent Year

Students do homework according to established district guidelines, which were reviewed and approved during the 2014-2015 school year. Students are provided homework assistance through our ELD Bilingual Aide (for targeted students), in the After School Program and through online the OJUSD support portal designed for students/parents in ENY math.

School Schedule – Most Recent Year

The school schedule moved back to having one morning recess for all students in the 2016-2017 school year. As needs change and we started the implementation of Benchmark Advance for our new ELA curriculum, more time is needed in the morning. Staff communicated that they didn't feel that the move to the prior schedule accomplished what they thought it would and that a more balanced schedule was needed prior to lunch.

Student Enrollment by Grade Level (School Year 2016-17)

Student Enrollment by Student Group (School Year 2016-17)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	83
Grade 1	76
Grade 2	50
Grade 3	70
Grade 4	74
Grade 5	88
Grade 6	96
Total Enrollment	537

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.9%
Asian	0.7%
Filipino	0.4%
Hispanic or Latino	48.4%
Native Hawaiian/Pacific Islander	0.2%
White	46%
Two or More Races	2.6%
Socioeconomically Disadvantaged	58.5%
English Learners	16.8%
Students with Disabilities	16.4%
Foster Youth	0%

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

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	22	25	23	225
Without Full Credential	1	0		6
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Leadership – Most Recent Year

The school leadership at Cloverland Elementary School is governed by a principal, a vice-principal and a grade level team that meets monthly. Additionally, it operates with a ten member school site council. The English Language Advisory Committee and the School Advisory Council have both deferred their duties to the School Site Council, so it operates as one body.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: November 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Gr. K-5: Benchmark Advance published by Benchmark Education Company; 2017 Gr. 6-8: Collections California published by Houghton Mifflin Harcourt; 2017	Yes	0%
Mathematics	Eureka Math published by Great Minds: 2016	Yes	0%
Science	K-6: Scott Foresman California Science published by Scott Foresman: 2008	Yes	0%
History-Social Science	Grades K-6: Reflections; Series published by Harcourt School Publishers; 2006	No	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

GATE – Most Recent Year

We identify students for our GATE program using a district test given at the end of the second grade as well as standardized testing results. GATE students have the opportunity to participate in special lessons with the district GATE teacher weekly, along with a variety of other activities, including plays, mock trials, and field trips. Staff has received training in differentiated (individualized) instruction to further support GATE students in the general education classroom.

Special Education – Most Recent Year

Special Education is provided at Cloverland through our Speech & Language Pathologist, our Resource Teacher, our Special Day Class Teacher and our two Severely Handicapped Special Day Class Teachers. Services are provided either in a pull out or push in model, depending on what is most appropriate for the student and their degree of need (with the exception of SDC & SH SDC). Supplemental services are provided through both the Stanislaus County Office of Education and other outside service providers. Students with severe disabilities are served either elsewhere in the OJUSD or through outside service programs.

English Learners – Most Recent Year

All teachers are certified to teach English Learners and have received extensive staff development to help them further support these students. A full-time bilingual instructional aide is available to Spanish-speaking students who are learning English. We encourage the parents of all of our English Learners to join our English Language Advisory Committee, School Site Council, School Advisory Council (SAC), PTC, and to participate in the various workshops and programs at our school.

School Facility Conditions and Planned Improvements

Our school is 60 years old, and overall, our facilities are in good condition. Restrooms and the administrative offices were updated in the summer of 2006. At that same time, almost all wings received new roofing. Moving from a year-round to a traditional calendar in 2005 allowed time for deep cleaning and repairs. Safety measures, such as tree root removal, re-asphalting, adding bark under play structures, and adding lighting, were implemented during the summer. The final classroom wing received new roofing. Modern conveniences include up-to-date heating and air-conditioning, lighting, playground equipment, and technology such as the Internet and cable television. Oakdale Joint Unified School District just completed the building of a new Multi-Purpose Room that functions as a cafeteria, place for performances and assemblies. It is also preparing to convert the old Cafeteria into a Library/Computer Lab in order to provide for a multi-use educational space on campus during the summer of 2017.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: November 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	-	-	✓
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	-	✓	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	-	✓	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	✓	-

Overall Facility Rate

Month and year in which data were collected: November 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

Library – Most Recent Year

The Library occupies its own space and the Computer Lab now has its own dedicated space. The Library and Computer Lab have benefited by having their own respective spaces to hold classes. Each functions individually without the interruption of the other, which had been a problem in the past. Instructors provide their own curriculum unique to their content area. Both spaces now are much quieter learning environments, which provide instructors the opportunity to teach and read to students in a space much more conducive to learning.

Computers – Most Recent Year

The Library occupies its own space and the Computer Lab now has its own dedicated space. The Computer Lab has benefited by having its own space by being able to double the amount of seat time each visiting class is able to spend in the computer lab. The move has resulted in a greater level of computer instructional time, resulting in an increase of student proficiency. As we continue to shift into a more technologically driven society, the position of Computer Education Instructor requires a great deal of knowledge among many platforms and with many devices. A great deal of Direct Instruction takes place using a SMART Board. The instructor utilizes her own private space where she is able to instruct students in the essential skills of computer literacy and robotics with plenty of room and with fewer interruptions.

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	37%	30%	47%	46%	48%	48%
Mathematics (grades 3-8 and 11)	28%	29%	31%	33%	36%	37%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	314	94.01%	30.25%
Male	175	165	94.29%	23.03%
Female	159	149	93.71%	38.26%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	157	153	97.45%	24.18%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	139	91.45%	35.25%
Two or More Races	11	9	81.82%	33.33%
Socioeconomically Disadvantaged	200	192	96.00%	21.35%
English Learners	70	69	98.57%	18.84%
Students with Disabilities	56	55	98.21%	5.45%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 CAAs divided by the total number of students who participated in both assessments.

NOTE: 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.

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 in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	316	94.61%	28.80%
Male	175	165	94.29%	27.88%
Female	159	151	94.97%	29.80%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	157	154	98.09%	25.97%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	139	91.45%	29.50%
Two or More Races	11	10	90.91%	30.00%
Socioeconomically Disadvantaged	200	193	96.50%	23.83%
English Learners	70	70	100.00%	18.57%
Students with Disabilities	56	55	98.21%	10.91%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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.

NOTE: 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.

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 in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	56%	70%	62%	59%	56%	54%

Other Measures of Student Achievement – Most Recent Year

Mid-Module Assessments, End of Module Assessments, Common Formative Assessments, Quick Checks Interim Assessments and Writing Prompts are all other measures which are used to monitor and evaluate student achievement throughout the year. Teachers write SMART Goals at the beginning of each year in grade levels and then use the above assessments to monitor student progress toward them. Teachers also hold discussions, in grade levels, to see how their students compare to other students taking the same assessments. Grade level discussions center around what can be learned from the assessments and one another through the process. Additionally, teachers monitor progress daily in class through quizzes, exit tickets, tests and various projects used to authentically assess learning.

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.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.80%	21.10%	14.70%

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.

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 2017-18)

Our School Site Council and English Language Advisory Committee, which include parent members, develop our school's annual plan. Our PTC represents many parents who volunteer on a regular basis to help in classrooms and on field trips, manage and participate in special events, raise funds, and help implement an extensive visual arts program for kindergarten through sixth grade students. Cloverland's parents are highly organized and raise tens of thousands of dollars annually. Parents are always welcome and can contact the classroom teacher or the school office to volunteer. Parents participate in our Family Reading Night, Santa's Workshop, Book Fairs, Family Movie Night, Family Fun Night and attend Back-to-School Night as well as Open House. Lastly, we hold our Annual Art Show at the end of each year, which is sponsored by our Art Corps parent volunteers and features the art products produced throughout the year from students in all grades at Cloverland.

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

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	14.57	4.75	6.38	9.96	4.51	5.48	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.23	0.17	0.29	0.09	0.09	0.09

Discipline – Most Recent Year

Discipline is administered by both our Vice-Principal and Principal. The primary source of discipline is administered through the Vice-Principal's Office. Using the "Cloverland Way" and the Oakdale Joint Unified Discipline Handbook, students are held to high standards of behavior. Additionally, we utilize the support of our Student Assistance Program (SAP) for the regular counseling component of meeting the needs of students struggling with peer and or adult relations.

The (SAP) operates two days per week on campus through a contract with the Center for Human Services. This program focuses on addressing the changing needs of our student population through providing counseling services to students who have been referred to the program. Students with additional needs are referred out to other programs for additional support.

School Safety Plan – Most Recent Year

Our school and grounds are very safe. Cloverland has a comprehensive Safe Schools Plan, which our staff updates and reviews annually. The staff also reviews safety procedures with students regularly and holds emergency fire, lockdown, and earthquake drills. All visitors to Cloverland Elementary School must enter through the front entrance, sign in and out, and carry a visitor's badge (that expires within 24 hours) while on campus. Staff members monitor our playground and campus before school, during recess, and after school. Our strict discipline policies curtail fighting, harassment and bullying. Our playground equipment is up to current safety standards and is inspected regularly. One outdated play structure was updated in 2016. The campus is locked each morning at the start of the school day, unlocked for kindergarten dismissal, locked again, and then unlocked for the dismissal of grades one through six at the end of each school day. We routinely review playground safety rules with students, and we practice fire drills monthly and earthquake drills quarterly. There are four cameras on campus that are monitored by both secretaries, administrators, and our After School Program Manager. Cameras were updated this year (some replaced and some new). Bus evacuation drills are practiced at the beginning of each school year. Our staff safety patrol assists students, parents and others with crossing the street at the school's crosswalks each day during the school year. We provide an aide in front of our school each day during peak times to keep students safe and keep traffic moving. We updated all of our portable radio units in 2015 from analog to digital. Updating radios provided for clearer communication to the front office and among those working on the yard during duty.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9	6	2		22		3		18	1	2	
1	22		3		23		2		23		3	
2	20	1	2		22		3		22		2	
3	22		4		23		3		22		3	
4	27		3		30		3		32		2	
5	27		3		30		3		28		3	
6	25	1	3		25	1	3		31	0	3	
Other									18	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	1.0	N/A
Other		N/A

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

* 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.

Specialized Program/Staff – Most Recent Year

Five Title I instructional aides help struggling students, along with a full-time bilingual instructional aide. Our bilingual resource aide provides support to our English Language Learner population. Support is provided as they transition from their primary language to English as their second language. This support is provided both in the classroom and in a pull-out setting. Our Title 1 Aides provide assistance to struggling students in grades k-3. Support is also provided in classrooms (by aides) under the direction of the teacher for whom they work.

Our After School Education and Safety (ASES) intervention program contains academic intervention and enrichment programs. Our ASES program provides after school enrichment opportunities to our student population. Participating students provide input on the types of classes that they would like to see offered annually. Classes are offered in the areas of cooking, computers, sporting games, hygiene, arts and crafts, dance and other areas that are periodically developed.

We also have a health technician, who is on site 6 hours per day, and a district nurse is on campus one day per week. We have a library/computer lab program, a portable computer lab, vocal and instrumental music programs, and health services.

Our Student Study Team discusses student needs. Team members include the site administrator, the school psychologist, special education staff, the speech/language pathologist, and classroom teachers. Cloverland also contracts with the Center for Human Services to strategically place a counselor on campus two days per week. The counselor operates our Student Assistance Program (SAP). The program functions to offer social and emotional support for struggling students. The SAP provides student support through a regular counseling component on campus. They do this by working towards meeting the needs of students who are struggling with peer and or adult relationships at home and or at school. Students needing help beyond this program are referred out to other agencies for additional support services within the local area.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$74303
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$6574	\$69649
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

Our hardworking PTC raised funds through an annual jog-a-thon, a book fair, candy sales and through other means. These funds support exciting field trips, educational assemblies, purchase of library books, and countless projects throughout the year. Several grants from the Oakdale Education Foundation were awarded to teachers this year for special classroom projects. Donations from local businesses and private citizens enhance community relations and provide opportunities for student learning.

An After School Education and Safety (ASES) program grant helps fund enrichment programs as well as student remediation for students who are below grade level, according to district benchmarks and/or standardized test scores. Title I monies were used to pay for five classroom aides, to replace technology, to provide for teacher collaboration time, provide supplemental materials, copies and to assist with providing supplies for individual classrooms.

State and Federal monies fund a full-time bilingual instructional aide to support our English Language Learners.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44163	\$44144
Mid-Range Teacher Salary	\$70955	\$69119
Highest Teacher Salary	\$91467	\$86005
Average Principal Salary (Elementary)	\$111621	\$106785
Average Principal Salary (Middle)	\$115433	\$111569
Average Principal Salary (High)	\$119788	\$121395
Superintendent Salary	\$208605	\$178104
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

We offer training throughout the year to our staff members. Each month all of our teachers meet together and in grade-level groups to review student progress, plan instruction, and discuss instructional strategies. In addition, staff members have options to attend workshops or conferences on a variety of topics, from classroom management, grade alike trainings, classroom visitations, to teaching skills and strategies for specific subjects. Recent staff trainings include higher order questioning strategies, vision/mission revision, meaningful engagement, technology training, Dynamic Instruction and IS4 review training. Teachers collaborate with one another to identify areas of need and design student intervention(s) and targeted goals using the professional learning communities model.

Evaluation/Improving Teachers – Most Recent Year

Teachers are evaluated on a regular cycle as established by California Education Code and adhered to by the Oakdale Unified School District. Credentialed Administrators observe and evaluate temporary, probationary and permanent teachers.

Substitute Teachers – Most Recent Year

Substitute teachers are screened and approved through the OJUSD prior to their employment on our campus. Many of them are the same individuals we employ as substitutes from year to year. Substitute teachers have been difficult to secure, at times, due to a teacher shortage and the amount of training / collaboration meetings in Oakdale Joint Unified School District.