

Cloverly Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

| | |
|--|---|
| School Name | Cloverly Elementary School |
| Street | 5476 Cloverly Ave. |
| City, State, Zip | Temple City, CA 91780-3107 |
| Phone Number | (626) 548-5092 |
| Principal | Stephen Edo |
| Email Address | cloverly@tcusd.net |
| School Website | https://cloverly.tcusd.net/ |
| County-District-School (CDS) Code | 19 65052 6022925 |

2022-23 District Contact Information

| | |
|---------------------------------|-------------------------------------|
| District Name | Temple City Unified School District |
| Phone Number | (626) 548-5000 |
| Superintendent | Dr. Art Cunha |
| Email Address | acunha@tcusd.net |
| District Website Address | www.tcusd.net |

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 4 | 122 |
| Grade 5 | 119 |
| Grade 6 | 113 |
| Total Enrollment | 354 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.5 |
| Male | 52.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 62.1 |
| Black or African American | 0.3 |
| Filipino | 3.1 |
| Hispanic or Latino | 25.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 3.7 |
| White | 4.8 |
| English Learners | 20.6 |
| Foster Youth | 0.3 |
| Homeless | 0.3 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 35.6 |
| Students with Disabilities | 10.2 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.40 | 100.00 | 209.40 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 5.90 | 2.63 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 3.60 | 1.63 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 6.40 | 2.88 | 18854.30 | 6.86 |
| Total Teaching Positions | 14.40 | 100.00 | 225.50 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 11.50 | 88.46 | 213.00 | 92.43 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 3.85 | 2.60 | 1.13 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 6.90 | 3.02 | 11953.10 | 4.28 |
| Unknown | 1.00 | 7.69 | 7.80 | 3.42 | 15831.90 | 5.67 |
| Total Teaching Positions | 13.00 | 100.00 | 230.50 | 100.00 | 279044.80 | 100.00 |

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.50 |

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.60 | 7.60 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

September 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Wonders McGraw Hill 2019 | Yes | 0 |
| Mathematics | Math Expressions, Houghton Mifflin Harcourt (K-5) 2017 Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008 | Yes | 0 |
| Science | California Science, Houghton Mifflin (K-5) 2007 Earth Science, Houghton Mifflin (6) 2007 | Yes | 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 | Yes | 0 |

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

01/05/2023

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 73 | N/A | 71 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 66 | N/A | 64 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 396 | 387 | 97.73 | 2.27 | 73.39 |
| Female | 183 | 182 | 99.45 | 0.55 | 77.47 |
| Male | 213 | 205 | 96.24 | 3.76 | 69.76 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 254 | 248 | 97.64 | 2.36 | 83.47 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 11 | 11 | 100.00 | 0.00 | 81.82 |
| Hispanic or Latino | 98 | 96 | 97.96 | 2.04 | 41.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 15 | 14 | 93.33 | 6.67 | 100.00 |
| White | 17 | 17 | 100.00 | 0.00 | 76.47 |
| English Learners | 79 | 74 | 93.67 | 6.33 | 32.43 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 144 | 141 | 97.92 | 2.08 | 58.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 39 | 35 | 89.74 | 10.26 | 25.71 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 396 | 389 | 98.23 | 1.77 | 66.07 |
| Female | 183 | 183 | 100.00 | 0.00 | 61.20 |
| Male | 213 | 206 | 96.71 | 3.29 | 70.39 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 254 | 251 | 98.82 | 1.18 | 83.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 11 | 11 | 100.00 | 0.00 | 81.82 |
| Hispanic or Latino | 98 | 95 | 96.94 | 3.06 | 17.89 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 15 | 14 | 93.33 | 6.67 | 64.29 |
| White | 17 | 17 | 100.00 | 0.00 | 64.71 |
| English Learners | 79 | 77 | 97.47 | 2.53 | 44.16 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 144 | 142 | 98.61 | 1.39 | 54.23 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 39 | 35 | 89.74 | 10.26 | 20.00 |

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 53.08 | NT | 53.09 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 134 | 130 | 97.01 | 2.99 | 53.08 |
| Female | 63 | 63 | 100 | 0 | 49.21 |
| Male | 71 | 67 | 94.37 | 5.63 | 56.72 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 80 | 78 | 97.5 | 2.5 | 65.38 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 36 | 97.3 | 2.7 | 27.78 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 24 | 23 | 95.83 | 4.17 | 4.35 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 50 | 98.04 | 1.96 | 34 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 14 | 82.35 | 17.65 | 35.71 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 94.7 |

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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 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. (Unfortunately, due to the COVID 19 Pandemic, most of these activities have been placed on hold until further notice, PTA and SST meetings have been conducted virtually).

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

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 408 | 400 | 44 | 11.0 |
| Female | 191 | 186 | 22 | 11.8 |
| Male | 217 | 214 | 22 | 10.3 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 261 | 256 | 11 | 4.3 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 11 | 11 | 0 | 0.0 |
| Hispanic or Latino | 103 | 100 | 29 | 29.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 14 | 14 | 1 | 7.1 |
| White | 17 | 17 | 2 | 11.8 |
| English Learners | 92 | 89 | 9 | 10.1 |
| Foster Youth | 2 | 2 | 2 | 100.0 |
| Homeless | 1 | 1 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 149 | 148 | 29 | 19.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 45 | 44 | 10 | 22.7 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 0.55 | 2.45 |
| Expulsions | 0.00 | 0.02 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.49 | 0.11 | 0.84 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.02 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.49 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.92 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.94 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 1.09 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.67 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.44 | 0.00 |

2022-23 School Safety Plan

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 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 4 | 32 | | 4 | |
| 5 | 33 | | 1 | |
| 6 | 32 | | 3 | |
| Other | 12 | 2 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 4 | 28 | | 5 | |
| 5 | 32 | | 3 | |
| 6 | 33 | | 2 | |
| Other | 11 | 2 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 4 | 30 | | 4 | |
| 5 | 29 | | 4 | |
| 6 | 27 | | 4 | |
| Other | 9 | 1 | | |

2021-22 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 354 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | .33 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,790 | \$1,000 | \$5,790 | \$96,679 |
| District | N/A | N/A | \$8,630 | \$89,130 |
| Percent Difference - School Site and District | N/A | N/A | -39.4 | 8.1 |
| State | N/A | N/A | \$6,594 | \$83,102 |
| Percent Difference - School Site and State | N/A | N/A | -13.0 | 15.1 |

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,432 | \$52,478 |
| Mid-Range Teacher Salary | \$87,111 | \$80,810 |
| Highest Teacher Salary | \$106,763 | \$101,276 |
| Average Principal Salary (Elementary) | \$128,143 | \$127,080 |
| Average Principal Salary (Middle) | \$135,450 | \$134,264 |
| Average Principal Salary (High) | \$151,091 | \$147,200 |
| Superintendent Salary | \$243,680 | \$242,351 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

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 computer science, 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 District provided optional professional development days for certificated staff during the summer of 2022 with a focus on learning Canvas and other instructional technology tools.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |