

# Cloverly Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Cloverly Elementary School
<b>Street</b>	5476 Cloverly Ave.
<b>City, State, Zip</b>	Temple City, CA 91780-3107
<b>Phone Number</b>	(626) 548-5092
<b>Principal</b>	Julia Johnson
<b>Email Address</b>	cloverly@tcusd.net
<b>School Website</b>	<a href="https://cloverly.tcusd.net/">https://cloverly.tcusd.net/</a>
<b>Grade Span</b>	4-6
<b>County-District-School (CDS) Code</b>	19 65052 6022925

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

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, 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

## 2024-25 School Description and Mission Statement

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, and compassionate citizens.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	138
Grade 5	153
Grade 6	164
<b>Total Enrollment</b>	<b>455</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Asian	68
Black or African American	0.5
Filipino	2.3
Hispanic or Latino	22.7
Two or More Races	3.2
White	2.9
English Learners	21.8
Homeless	0.7
Socioeconomically Disadvantaged	45.7
Students with Disabilities	9

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.40	100.00	209.40	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.90	2.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.60	1.63	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	6.40	2.88	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.50	88.46	213.00	92.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	3.85	2.60	1.13	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.90	3.02	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	7.69	7.80	3.42	15831.90	5.67
<b>Total Teaching Positions</b>	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.50	93.55	203.40	93.26	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.45	4.50	2.09	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.00	2.31	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.10	2.34	14303.80	5.15
<b>Total Teaching Positions</b>	15.50	100.00	218.10	100.00	277698.00	100.00

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.50	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.50	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	7.6	6.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders McGraw Hill 2019	Yes	0
<b>Mathematics</b>	Math Expressions, Houghton Mifflin Harcourt (K-5) 2017 Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008	Yes	0
<b>Science</b>	TWIG Science (K-5) 2024 Lab-Aids (6) 2024	Yes	0
<b>History-Social Science</b>	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	Yes	0

United States History: Early Years, Houghton Mifflin (5) 2006  
 World History: Ancient Civilizations, Holt (6) 2006

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

## 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 VAPA for students and teachers to take part in Visual and Performing Arts 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 2024 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

10/16/2024

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	73	70	70	46	47
<b>Mathematics</b> (grades 3-8 and 11)	71	70	65	65	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	457	431	94.31	5.69	73.32
Female	216	207	95.83	4.17	77.29
Male	241	224	92.95	7.05	69.64
American Indian or Alaska Native	0	0	0	0	0
Asian	312	290	92.95	7.05	77.59
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	105	102	97.14	2.86	55.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	93.33
White	12	11	91.67	8.33	81.82
English Learners	90	67	74.44	25.56	19.40
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	199	95.22	4.78	62.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	19.51

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	457	451	98.69	1.31	69.84
<b>Female</b>	216	214	99.07	0.93	68.69
<b>Male</b>	241	237	98.34	1.66	70.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	312	310	99.36	0.64	80.32
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	72.73
<b>Hispanic or Latino</b>	105	102	97.14	2.86	36.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100.00	0.00	86.67
<b>White</b>	12	11	91.67	8.33	54.55
<b>English Learners</b>	90	88	97.78	2.22	32.95
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	209	205	98.09	1.91	59.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	12.20

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	64.47	55.63	54.57	51.82	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	153	98.71	1.29	55.56
Female	76	75	98.68	1.32	57.33
Male	79	78	98.73	1.27	53.85
American Indian or Alaska Native	0	0	0	0	0
Asian	103	102	99.03	0.97	60.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	32.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	1.32	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	11.76

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2024-25 Opportunities for Parental Involvement

##### 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 monthly basis, the school invites families to our Spirit Rallies, 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. A couple of favorites are Cloverly's Fun Run, Camp Cloverly, and Kid's Night Out. Cloverly also participates in the Temple City Kiwanis Students of the Month Recognition Program. Weekly, the principal sends home an informative bulletin and holds monthly Coffee with the Principal events 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 Kelly Morrison, at (626) 548-5096 or [kmorrison@tcusd.net](mailto:kmorrison@tcusd.net)

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	466	29	6.2
Female	221	219	13	5.9
Male	247	247	16	6.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	319	318	8	2.5
Black or African American	--	--	--	--
Filipino	11	11	0	0.0
Hispanic or Latino	106	106	20	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	0	0.0
White	15	14	1	7.1
English Learners	117	117	6	5.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	218	218	19	8.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	43	8	18.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.49	0.22	1.07	0.84	1.49	1.41	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.17	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0.00
Female	0.00	0.00
Male	2.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.63	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	0.00
English Learners	1.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.98	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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



## 2024-25 School Safety Plan

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 2024.

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average 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		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	33		1	
5	31		5	
6	30		5	
Other	7	1		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	34			3
5	29		5	
6	31		5	
Other	11	1		

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	444

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,790	\$1,000	\$5,790	\$96,679
District	N/A	N/A	\$8,630	\$105,185
Percent Difference - School Site and District	N/A	N/A	-39.4	-8.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-60.2	9.8

## Fiscal Year 2023-24 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,523	\$54,930
Mid-Range Teacher Salary	\$100,134	\$85,386
Highest Teacher Salary	\$122,724	\$111,172
Average Principal Salary (Elementary)	\$147,301	\$136,564
Average Principal Salary (Middle)	\$155,700	\$141,339
Average Principal Salary (High)	\$173,679	\$153,241
Superintendent Salary	\$261,000	\$224,537
Percent of Budget for Teacher Salaries	33.14	28.69
Percent of Budget for Administrative Salaries	5.87	5.55

## Professional Development

Professional Development:

The staff regularly attends 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, PBIS, and 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 two staff-development days are utilized to

## Professional Development

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 2024 with a focus on Literacy.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	2