SARC
School Accountability Report Card 2018-19
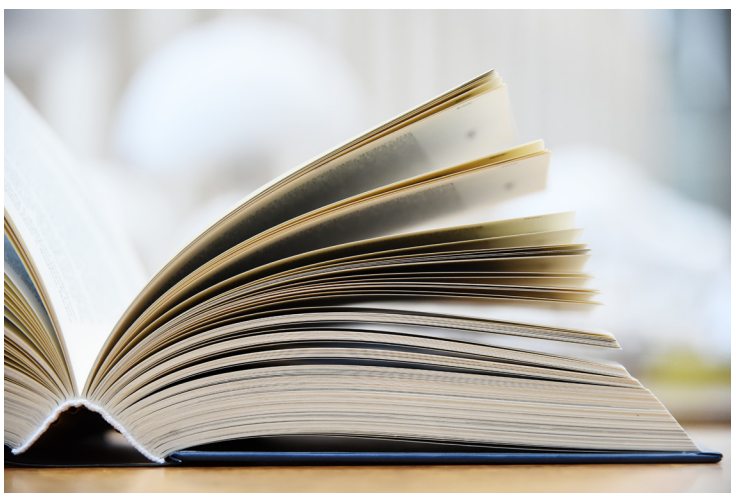Published in 2019-20

Cherrylee School

"Excellence Starts Here"

Grades K-6
CDS Code 19-64501-6013130

Doris Tran
Principal
dtran@emcsd.org

5025 Buffington Road
El Monte, CA 91732
(626) 575-2326

cherrylee.emcsd.org

Para español, visita web.emcsd.org

El Monte City School District

Principal's Message

Cherrylee School has been recognized as a California Distinguished School as of the 2006-07 school year. Additionally, we have received the Honor Roll from Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for the 2018-19 school year. Cherrylee has also received the 2010 National Recognition Bronze Award from the Alliance for a Healthier Generation and the 2016 United States Department of Agriculture Healthier US School Silver Level Award. Furthermore, students engage in LEGO robotics, Musical Theater, Conga Kids and swim classes. Cherrylee is a Leader in Me School, where our belief is that every student is a leader. As leaders, students become active and engaged partners in their own education, resulting in student growth in self-confidence, taking initiative and responsibility for their own learning.

Cherrylee School consists of a family of teachers, administrators, parents, students and community members who all share the same mission: to facilitate through education competent, confident, motivated individuals who will contribute to society as responsible citizens. Our belief is that all students are leaders and can learn and are entitled to a positive, quality program through shared decision-making that meets the diverse educational needs of our students and prepares them for the challenges of a dynamic, democratic society. We are proud of our students, staff and parents who work extremely hard to make Cherrylee School not only a place where one receives a high-quality education, but also a place where one feels valued and cared for as an individual.

Parental Involvement

Some of the opportunities for parents to become involved with our school include the following:

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Parent Lighthouse Team
- Classroom volunteers and tutors
- Parent workshops and training opportunities

We welcome volunteers to help listen to our students read, help in the classrooms, and assist with special events such as Back-to-School Night, Open House and our Jog-a-Thon. For more information on how to become involved, please contact our principal, Mrs. Tran, at (626) 575-2326.

School Safety

Cherrylee School makes every effort to provide a safe, secure environment for learning. Measures to ensure safety of students on campus include such things as before- and after-school supervision duties. Both teachers and supervision assistants provide supervision during morning and lunchtime recesses. Cherrylee School is a closed campus; students are not allowed to leave school during recess or lunchtimes. During the school day, except during periods of arrival and dismissal, all gates are closed and locked.

A district, site and community emergency plan is maintained and annually reviewed, updated and approved by the School Site Council. The plan was most recently reviewed, updated and discussed with school faculty in September 2019.

Fire, earthquake and intruder-alert safety drills are practiced and logged monthly. All staff members are part of the emergency plan, know the roles they are to serve and have copies of the plan posted in their classrooms.

School Accountability Report Card

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

District Mission Statement

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.

School Mission Statement

At Cherrylee, we are developing compassionate leaders, preparing for the 21st Century global community.

We...

Collaborate and

Help each other diligently with

Integrity to

Exceed expectations while

Fearlessly taking risks and

Striving for excellence
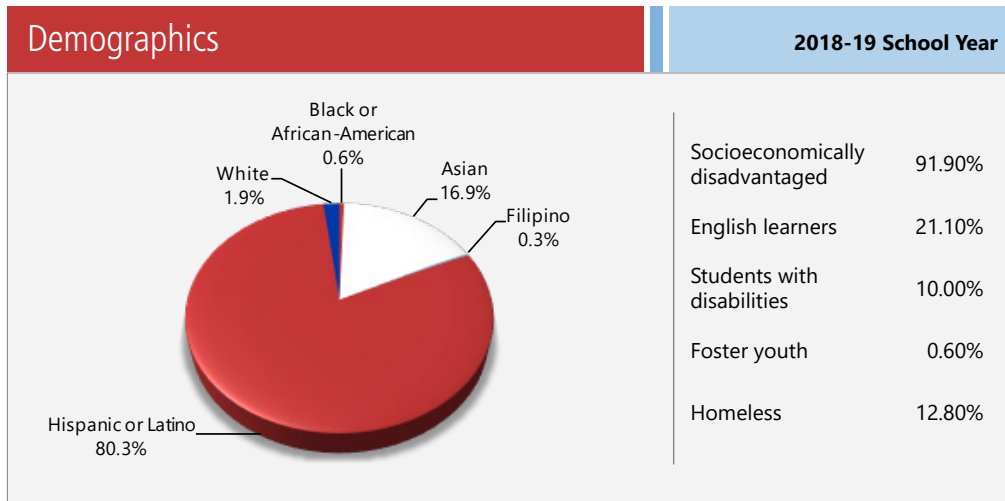
School Board

Jennifer Cobian, President

Elizabeth Rivas, Vice President

Julia Ruedas, Clerk

Lisette Mendez, Member

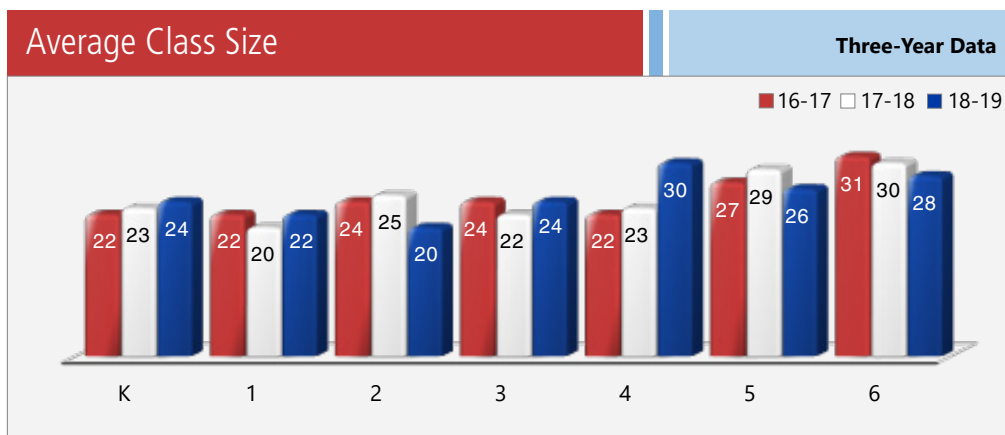David Siegrist, LACSTA Representative

Enrollment by Student Group

The total enrollment at the school was 360 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

- Black or African-American 0.6%
- White 1.9%
- Asian 16.9%
- Filipino 0.3%
- Hispanic or Latino 80.3%

Socioeconomically disadvantaged	91.90%
English learners	21.10%
Students with disabilities	10.00%
Foster youth	0.60%
Homeless	12.80%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

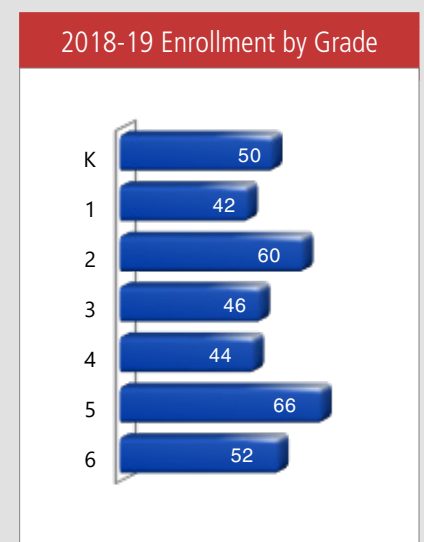| Grade	Enrollment
K	50
1	42
2	60
3	46
4	44
5	66
6	52

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data

Legend: ■ 16-17 □ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	22	23	24
1	22	20	22
2	24	25	20
3	24	22	24
4	22	23	30
5	27	29	26
6	31	30	28

Suspensions and Expulsions

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

Suspension and Expulsion Rates

Cherrylee School			
	16-17	17-18	18-19
Suspension rates	2.2%	0.5%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

El Monte City SD			
	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
Expulsion rates	0.0%	0.0%	0.0%

California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			2			2	
1		2			3			2	
2		2			2			3	
3		3			2			2	
4		2			3			1	
4-5 combo								1	
5		3			2			1	
6		2			2			2	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Cherrylee School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data	
	Cherrylee School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	56%	49%	51%	51%	50%	51%
Mathematics	47%	41%	38%	40%	38%	40%

California Physical Fitness Test

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

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

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

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Cherrylee School
	Grade 5
Four of six standards	20.0%
Five of six standards	23.1%
Six of six standards	12.3%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

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

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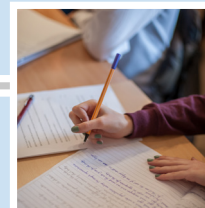
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	212	209	98.58%	1.42%	49.28%
Male	102	101	99.02%	0.98%	47.52%
Female	110	108	98.18%	1.82%	50.93%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	32	31	96.88%	3.12%	67.74%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	176	175	99.43%	0.57%	46.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	205	202	98.54%	1.46%	48.02%
English learners	69	67	97.10%	2.90%	35.82%
Students with disabilities	23	22	95.65%	4.35%	13.64%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	25	25	100.00%	0.00%	40.00%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
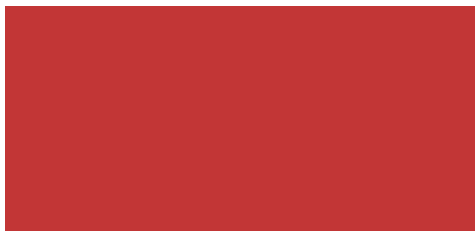
CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	212	211	99.53%	0.47%	41.23%
Male	102	101	99.02%	0.98%	42.57%
Female	110	110	100.00%	0.00%	40.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	32	32	100.00%	0.00%	75.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	176	176	100.00%	0.00%	35.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	205	204	99.51%	0.49%	39.71%
English learners	69	69	100.00%	0.00%	40.58%
Students with disabilities	23	22	95.65%	4.35%	4.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	25	25	100.00%	0.00%	40.00%

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

Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCSD instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017
Mathematics	Math Expressions, Houghton Mifflin (K-5)	2015
Mathematics	Go Math!, Houghton Mifflin Harcourt (6-8)	2015
Science	California Science, Pearson Scott Foresman (K-5)	2007
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007
History/social science	My World, Pearson (K-5)	2018
History/social science	Impact, McGraw-Hill (6-8)	2018

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Quality of Textbooks

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

Quality of Textbooks	2019-20 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

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

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/9/2019

Public Internet Access

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

✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	8/22/2019
Date of the most recent completion of the inspection form	8/22/2019

School Facilities

Cherrylee School's original buildings were constructed in 1939. Since then, several other classrooms and a new building have been added. In 1992-93, all permanent classrooms were part of a school wide modernization program, and all interiors received new lighting, electrical updating and remodeling. Measures K and J, as well as the E-rate program, provided Cherrylee with 27 new and refurbished classrooms; a new state-of-the art library/computer lab; and separate primary-, middle- and upper-grade restroom facilities.

We have more than 200 networked computers at our site with two computer labs available to students. Projection systems have been added to thirteen classrooms. The cafeteria was repainted, and new flooring was added. A new sound system and overhead projector with a screen was added to the cafeteria.

Cherrylee School has a safe, well-maintained campus. Students, staff and parents take pride in our standards-based instruction. Our campus and El Monte City School District (EMCSD) maintenance staff also take pride in keeping the grounds, buildings and restrooms well maintained.

The condition of Cherrylee School impacts how students are kept safe on school grounds before, during and after school. Various components as provided and implemented by EMCSD support students' safety:

- Injury and illness prevention plan
- Supervision schedule
- Hazard communication program
- Blood-borne pathogen exposure control plan
- Fire-prevention program
- Office procedures for identification of staff personnel and visitors
- Disaster and emergency information plan

Cherrylee School has two custodians, one who works full-time and one half-time. Their schedules overlap on Mondays, Wednesdays and Fridays to provide services from early morning to night. The custodians periodically meet with the district supervisor and principal to establish and maintain a schedule that ensures the cleanliness and safety of the campus.

School facility improvement: The school was modernized in 2006-07.
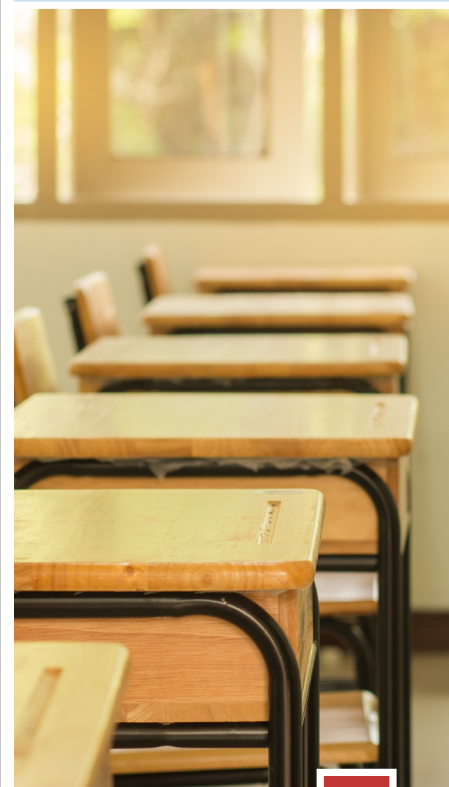
Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education

Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	El Monte City SD	Cherrylee School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	18	17	16
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Cherrylee School		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"Cherrylee is a Leader in Me School, where our belief is that every student is a leader."

Professional Development

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.4
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	0.0

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2017-18 Fiscal Year	
	El Monte City SD	Similar Sized District
Beginning teacher salary	$49,761	$45,741
Midrange teacher salary	$82,647	$81,840
Highest teacher salary	$102,998	$102,065
Average elementary school principal salary	$128,179	$129,221
Superintendent salary	$222,018	$224,581
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

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

| Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cherrylee School	$4,484	$94,002
El Monte City SD	$4,767	$88,846
California	$7,507	$82,663
School and district: percentage difference	-5.9%	+5.8%
School and California: percentage difference	-40.3%	+13.7%

School Financial Data

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

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,438
Expenditures per pupil from restricted sources	$2,954
Expenditures per pupil from unrestricted sources	$4,484
Annual average teacher salary	$94,002
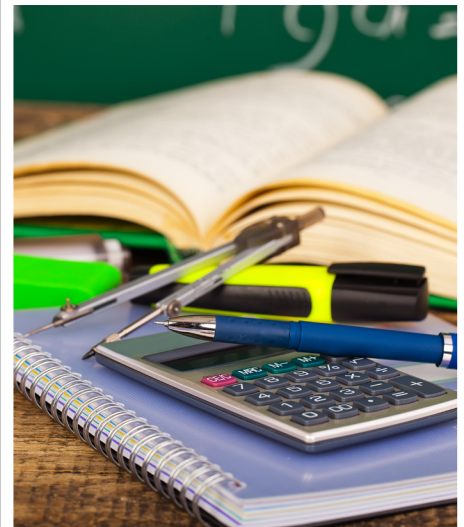
Expenditures Per Pupil

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