Cherrywood Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cherrywood Elementary School
Street	2550 Greengate Drive
City, State, Zip	San Jose, CA 95132
Phone Number	408-923-1915
Principal	Tina Tong Choy
Email Address	tchoy@busd.net
Website	www.cherrywood.berryessa.k12.ca.us
County-District-School (CDS) Code	43693776089288

Entity	Contact Information
District Name	Berryessa Union Elementary School District
Phone Number	408.923.1880
Superintendent	Roxane Fuentes, Ed.D
Email Address	rfuentes@busd.net
Website	www.berryessa.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Cherrywood Elementary School is part of the Berryessa Union School District and is located in the heart of Silicon Valley, nestled against the northeast foothills of San Jose, California. Cherrywood is centrally located within the district's borders. It made its debut in a shopping center variety store, and in its early days was sometimes referred to as the "Ben Franklin Store School." The Berryessa Union School District grew at a rapid pace during the 1970's. During the accelerated growth period, two district schools were temporarily housed in this Ben Franklin Store. The current school site was officially opened and dedicated in August 1974. This school's main building has 18 regular classrooms, a multipurpose room, a library, cafeteria, a kid's kitchen, a loft area, and an administration building. In addition to the main building, there are eight portable classrooms, and a daycare center that have been added to accommodate class size reduction. Currently, the school serves about 340 students in SpEd Preschool and grades Kindergarten through fifth grade on a traditional calendar schedule. This year, with the launch of the district's very first Mandarin dual immersion program, two kindergarten Mandarin immersion classes and one first grade Mandarin immersion class was added to the school. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators make it a priority to develop a student-centered school community where learning for a lifetime happens!

Our mission is that Cherrywood students will develop their love of learning, social/emotional skills, and a sense of their global and community responsibilities while meeting or exceeding grade level academic standards. Cherrywood Elementary will be recognized for educational excellence in a safe, innovative and inclusive student-centered learning environment, inspiring students, staff and the community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	99
Grade 1	76
Grade 2	50
Grade 3	46
Grade 4	60
Grade 5	60
Total Enrollment	391

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.6
Asian	53.5
Filipino	10.7
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.5
White	4.1
Two or More Races	8.2
Socioeconomically Disadvantaged	31.5
English Learners	39.1
Students with Disabilities	8.4
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	18	21	291
Without Full Credential	0.8	2	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: February 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK - 5 Benchmark Education ©2017 Benchmark Advance (BUSD 5/8/17)	Yes	0
Mathematics	K - 2 Houghton Mifflin Harcourt © 2015 GO Math! (BUSD 04-11-15) 3 - 5 Scott Foresman-Addison Wesley © 2015 enVisionMath (BUSD 04-11-15)	Yes	0
Science	K-5: Houghton Mifflin: California Science - 5/15/07	Yes	0
History-Social Science	K-5: Pearson Scott Foresman - 6/13/06	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Cherrywood was opened in 1974. This school has 23 regular classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are eight portable classrooms that have been added to accommodate class size reduction and instructional programs for the Santa Clara County Office of Education. Before and After School Daycare services are also available on campus.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order. This site also had interior and exterior lighting upgrades completed through the Energy Conservation Assistance Act in identified areas throughout the campus.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the maintenance supervisor works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: During the 2018/2019 school year and 2019 summer period local bond funds (Measure L) were used for the construction of a Flexible Instructional Space and repairs to exterior siding of building. Work described will be completed by the start of the 19/20 school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 7/9/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	All Deficiencies have been put in our work order system and have been completed or are work in progress.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	All Deficiencies have been put in our work order system and have been completed or are work in progress.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	62	63	65	50	50
Mathematics (grades 3-8 and 11)	54	60	57	58	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	165	98.80	1.20	61.82
Male	83	83	100.00	0.00	60.24
Female	84	82	97.62	2.38	63.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	73	72	98.63	1.37	81.94
Filipino	21	21	100.00	0.00	47.62
Hispanic or Latino	39	38	97.44	2.56	36.84
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	75.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	62	61	98.39	1.61	44.26
English Learners	76	76	100.00	0.00	73.68
Students with Disabilities	15	15	100.00	0.00	26.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	165	98.80	1.20	60.00
Male	83	83	100.00	0.00	67.47
Female	84	82	97.62	2.38	52.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	73	72	98.63	1.37	81.94
Filipino	21	21	100.00	0.00	47.62
Hispanic or Latino	39	38	97.44	2.56	31.58
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	75.00
Two or More Races	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	62	61	98.39	1.61	45.90
English Learners	76	76	100.00	0.00	68.42
Students with Disabilities	15	15	100.00	0.00	20.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.3	25.0	33.3

Note: 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are given many opportunities to be involved at the site. Parent involvement is a district and site priority. The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. The team, which is comprised of parents, community members, staff members and the site principal, work collaboratively to develop a school plan that has measurable objectives.

These objectives are based on the school budget and seek to improve the needs of the total school population.

The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC recommends our plan to the Berryessa Union School District Board for approval. The English Learner Advisory Committee (ELAC) is comprised of school staff and members of the parent community. The ELAC committee helps develop and implement the plan for English Learners. With information from the principal, the committee learns about the needs of English learners in our school and ensures the EL Master Plan addresses those needs.

The school also has at least one representative who participates at the district level in DELAC, the District English Learner Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. With the launch of our Mandarin dual immersion program, we have a Mandarin Immersion Parent Advisory Committee (MIPAC) so parents can meet monthly to give their input about the program and help develop the master plan for our program. They also help sponsor our schoolwide Lunar New Year celebration. Our Home and School Club which has a parent elected board, sponsors monthly family nights for Cherrywood families such as Family Movie Night, Family Reading Night, Family Dance Night, and Family Holiday Craft Night.

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.6	0.2	2.1	1.9	1.9	3.6	3.5	3.5
Expulsions	0.0	0.3	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cherrywood has an extensive school safety plan that has been approved by the school board. We do various monthly safety drills in the form of fire, earthquake and school lockdowns. The school ensures that all students and staff know what to do in case of an emergency.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		21	1	2		23	2	2	
1	24		2		22		2		24		3	
2	26		2		23		2		25		2	
3	24		3		24		2		23		2	
4	25		2		28		2		30		2	
5	32		2		30		2		30		2	
Other**									11	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11941	3556	8142	92671
District	N/A	N/A	8218	$85,386.00
Percent Difference - School Site and District	N/A	N/A	-0.9	8.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	8.1	11.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Individual school sites offer Supplemental Instruction (SI) to students who are below grade level. It is up to each individual school sit e to identify the students who need extra support based upon district benchmarks or teacher recommendations. Each school site selects certificated and classified staff to teach these SI classes, usually after school (1 – 3 days a week). Each school also identifies the curriculum that will be used. The majority of the school sites select computer- based programs w here students can work independently at their current academic level. Some schools provide this time to receive help on their homework.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57,780	$45,741
Mid-Range Teacher Salary	$82,047	$81,840
Highest Teacher Salary	$107,330	$102,065
Average Principal Salary (Elementary)	$153,095	$129,221
Average Principal Salary (Middle)	$151,468	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$205,000	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	8%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	33	61

Professional Development this school year occurred on many different levels – before school started (summer of 2019) and ongoing throughout the 2019 – 2020 school year. The district office working with our site principals and curriculum leadership teams developed the scope/sequence of the professional development. Leadership teams reviewed student data produced from benchmark tests, ELPAC, and SBAC data, as well as staff feedback when developing the scope and sequence.

At the beginning of the school year, all certificated and classified staff participated in two days of professional development aligned to their instructional role and needs. TK-5 teachers received training on providing effective Tier 1 instruction in math and ELA. Special education staff, social workers and psychologists received training on topics pertinent to their needs such as All Learning is Social Emotional, TCI De-Escalation, Instructional Scaffolding to Assist and Support Student , and Data Collection and Behavior Management. Middle school staff received specialized training related to the content they teach, that focused on the social emotional element of learning as well as recently adopted curriculum. All middle school teachers participated in a workshop on understanding gender. Training for new teachers focused on introducing the district's curriculum and assessment programs.   Classified staff participated in some sessions with their certificated colleagues in order to have the opportunity to collaborate while learning. They also attended other sessions designed to meet their specific professional needs.

During the school year middle school, science teachers were released up to three days to collaborate on implementation of the new science program. Middle school math and writing teachers scored and/or analyze student benchmarks during release days for each grade. 7th grade science teachers were released for 1-2 days for training on the district's comprehensive sexuality program. Additional training was offered on release day for special education teachers to support implementation of our dyslexia curriculum as well as special education components of our ELA programs.

Throughout the school year, we offered monthly professional development sessions in which all teachers participated (1.5 hours on 10 early release Thursday afternoons). Principals and district office administrators chose the topics for the 2019-2020 school year in alignment with the District focus on developing a multi-tiered system of support.

The Sobrato Early Academic Language (SEAL) program was implemented at six of our ten elementary schools in grades TK-3. The schools included were Cherrywood, Laneview, Summerdale, Brooktree, Toyon and Vinci Park. Teachers in the first two years of implementation received three two-day training modules each followed by a day of unit planning. Teachers in the third and fourth year of implementation participated in three days of unit planning. Contracted SEAL experts provided the module training sessions and three district instructional coaches facilitated the follow up planning PD sessions. Teachers were released from their classrooms for all of these PD days.

Four instructional coaches provided BTSA induction training for all teachers who qualified to receive BTSA training and support. Additionally, BUSD teachers provide PAR assistance to teachers who are in need of additional assistance. All teachers have access to an instructional coach so that they can receive follow up support on implementing new learning attended through professional development.

An MTSS committee and Differentiated Assistance Team received 3-5 days of training on change management facilitated by WestEd and the Santa Clara County Office of Education. Some members also participated in 3 training sessions of equity. Team members then trained principals during monthly professional development meetings. The focus of both teams aligned with the district goal of developing multi-tiered systems of support at each site.