

Cherryland Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Cherryland Elementary School
Street	456 Laurel Ave.
City, State, Zip	Hayward, CA 94541-2424
Phone Number	(510) 723-3810
Principal	Heidi Andrews
Email Address	hhaavik@husd.k12.ca.us
School Website	https://cherryland.husd.us/
County-District-School (CDS) Code	01611926000913

2023-24 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2023-24 School Description and Mission Statement

Expectations: Be Responsible, Be Respectful, Be Safe

Current Research & Practice: Cherryland is engaged in collaborative effort to create focus standards and school wide best instructional practices in order to create systemic sustainable academic growth and promote deeper learning. Cherryland is a relationship centered school and implementing Positive Behavior Intervention Systems (PBIS) in order to create a positive supportive school climate and culture and has a robust three tiered Response to Intervention (RTI) system. Cherryland has targeted strategic interventions in place for underachieving students in 3 target areas, ELL's, English Only students, and Resource students.

As a part of our commitment to service excellence, we work to support collaboration among all segments of the school community: Through SBDM, PBIS, SSC, ELAC, PTO and our Parent Engagement Center we engage all stake holders in the school community in decision making, all Certificated & Classified Employees, parents, students, and community members. In addition to the aforementioned teams, the Principal has Coffee with the Principal for collaboration and communication with parents and the community. We have a Padres Unidos "Cafe" meeting monthly for parents to regularly come together to discuss issues regarding the school community.

Cherryland School Mission: Cherryland provides a rigorous, multicultural education in a respectful, responsible, safe and inclusive environment. We endeavor to meet the academic, social, and emotional needs of all children. Students utilize Integrated Learning and the Six Elements of Social Justice to become critical thinkers, problem solvers, and passionate lifelong learners.

Cherryland School Vision: With the support of families and community, Cherryland staff is committed to:

- Creating clear and rigorous expectations for behavioral and academic growth.
- Nurturing a learning environment that promotes culturally responsive instruction that values and connects students' learning to their identities.
- Presenting clear learning objectives and differentiating instruction for all students to guarantee educational equity and excellence.
- Providing multi-modality opportunities for students to work collaboratively while applying the principles of Social Justice.
- Including creative lessons that promote student engagement and mastery of common core standards.

2023-24 School Description and Mission Statement

- Facilitating opportunities for students to develop empathy, problem solve, and work as allies to maintain a safe and inclusive school.
- Fostering community partnerships to meet the physical, emotional, and socio-economic needs of students and families.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	141
Grade 1	113
Grade 2	104
Grade 3	148
Grade 4	120
Grade 5	143
Grade 6	134
Total Enrollment	903

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
Asian	3%
Black or African American	5.4%
Filipino	2.7%
Hispanic or Latino	81.8%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	3.8%
White	1.6%
English Learners	52.9%
Foster Youth	0.4%
Homeless	1.9%
Migrant	1.9%
Socioeconomically Disadvantaged	80%
Students with Disabilities	9.4%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	88.62	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.85	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	8.54	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.60	3.38	12115.80	4.41
Unknown	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	35.10	100.00	994.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.40	94.36	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.82	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.82	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown	0.00	0.00	58.30	5.79	15831.90	5.67
Total Teaching Positions	35.40	100.00	1007.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	2.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve	Yes	0

	Creating Effective Systems for English Learners (English) c2018		
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0

School Facility Conditions and Planned Improvements

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 the 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: The new Cherryland Campus was constructed in 2019. This school has forty-two (42) regular classrooms, a multipurpose room, a locker room, a library, and an administration building. In addition to the main building, there are three (3) portable classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

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.

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 Facilities, Maintenance, Operations and Transportation (FMOT) Department 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: Since 2019, local bond funds (Measure H) are being used to complete various Modernization and Infrastructure projects throughout HUSD. No projects have been scheduled to be completed for Cherryland campus due to recent construction of the new campus.

Year and month of the most recent FIT report

February 2023

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	24	36	35	47	46
Mathematics (grades 3-8 and 11)	11	14	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	547	530	96.89	3.11	24.34
Female	287	276	96.17	3.83	25.00
Male	260	254	97.69	2.31	23.62
American Indian or Alaska Native	0	0	0	0	0
Asian	18	16	88.89	11.11	6.25
Black or African American	36	36	100.00	0.00	19.44
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	432	417	96.53	3.47	23.74
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	0.00
Two or More Races	24	24	100.00	0.00	33.33
White	--	--	--	--	--
English Learners	245	231	94.29	5.71	8.23
Foster Youth	--	--	--	--	--
Homeless	23	17	73.91	26.09	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	451	437	96.90	3.10	23.34
Students Receiving Migrant Education Services	13	13	100.00	0.00	38.46
Students with Disabilities	62	61	98.39	1.61	11.48

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	547	540	98.72	1.28	14.44
Female	287	282	98.26	1.74	11.35
Male	260	258	99.23	0.77	17.83
American Indian or Alaska Native	0	0	0	0	0
Asian	18	16	88.89	11.11	6.25
Black or African American	36	36	100.00	0.00	8.33
Filipino	17	17	100.00	0.00	23.53
Hispanic or Latino	432	428	99.07	0.93	14.49
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
Two or More Races	24	24	100.00	0.00	25.00
White	--	--	--	--	--
English Learners	245	243	99.18	0.82	7.00
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35
Military	--	--	--	--	--
Socioeconomically Disadvantaged	451	444	98.45	1.55	14.41
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	62	61	98.39	1.61	8.20

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.49	7.75	17.77	16.99	29.47	30.29

2022-23 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	145	142	97.93	2.07	7.75
Female	78	75	96.15	3.85	9.33
Male	67	67	100.00	0.00	5.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	7.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	67	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	128	97.71	2.29	7.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	18	94.74	5.26	5.56

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	97	97	97

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.

2023-24 Opportunities for Parental Involvement

The involvement of parents and community members are an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Parents are involved in planning and implementing a number of parent engagement nights ranging from family involvement nights, to our winter concert, Black Family Expo Night, our annual spring health fair and the 6th grade graduation breakfast, and graduation itself. We have a monthly Coffee with the Principal. Cherryland features a robust Parent Education Program featuring parenting and healthy eating workshops, as well as partnerships with Cherryland PTO and Padres Unidos de Cherryland. We also have a parent member on our Site Based Decision Making (SBDM) teams as well as the regular SSC and ELAC parent groups. A team of parents, teachers, and administrators developed the following school/parent involvement policy:

Parental involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning, receive grade level standards, monitor and discuss schoolwork at home, and receive information on how to work with their child at home. It also means that parents are encouraged to be actively involved in their child's education at school including, but not limited to participating in Student Study Team meetings (SST), IEP meetings and in meetings for behavioral and/or educational needs. It also means that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child (for example, parent conferences, SSC, ELAC, and Title 1 parent meetings).

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	978	954	440	46.1
Female	479	470	219	46.6
Male	499	484	221	45.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	29	29	9	31.0
Black or African American	50	49	20	40.8
Filipino	25	25	6	24.0
Hispanic or Latino	800	781	367	47.0
Native Hawaiian or Pacific Islander	17	17	14	82.4
Two or More Races	34	34	12	35.3
White	21	17	10	58.8
English Learners	575	560	255	45.5
Foster Youth	4	4	2	50.0
Homeless	43	39	17	43.6
Socioeconomically Disadvantaged	798	787	371	47.1
Students Receiving Migrant Education Services	19	19	4	21.1
Students with Disabilities	118	114	60	52.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.73	1.84	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.84	0
Female	1.46	0
Male	2.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	8	0
Filipino	4	0
Hispanic or Latino	1.25	0
Native Hawaiian or Pacific Islander	5.88	0
Two or More Races	2.94	0
White	4.76	0
English Learners	1.39	0
Foster Youth	0	0
Homeless	4.65	0
Socioeconomically Disadvantaged	2.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.39	0

2023-24 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to Cherryland staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, Shelter-in-Place, and Lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other staff members including noon supervisors. There are designated areas for student drop-off and pick up.

The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. The Comprehensive School Safety Plan (CSSP) was reviewed by the Safety team as well as SSC during the 2023-2024 school year. This plan met all of the district guidelines and protocols in regards to keeping all students, families, and staff safe while on campus.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	2	
1	20	3	2	
2	23		4	
3	24		4	
4	27		4	
5	32		2	1
6	31		3	
Other	20	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6		
1	21	2	2	
2	21	3	2	
3	16	4	2	
4	30		3	
5	22	1	3	
6	29		3	
Other	21	2	2	

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
K	24	0	6	0
1	19	1	5	0
2	21	2	3	0
3	21	2	5	0
4	30	0	4	0
5	30	0	4	0
6	24	1	4	0
Other	19	1	1	0

2022-23 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	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$14,856	\$6,916	\$7,940	\$100,828
District	N/A	N/A	\$8,143	\$107,231
Percent Difference - School Site and District	N/A	N/A	-2.5	0.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-55.1	19.8

Fiscal Year 2022-23 Types of Services Funded

Our Supplemental and Concentration funds go primarily to human costs, direct supports for students, and professional development for Staff. We currently have two ELL Specialists who works directly with ELL students. We also funded a Bilingual Para Educators to support EL students to reach grade level proficiency. In addition, we have used funding to support our need to conduct IEPs, SSTs, and 504 Plan Meetings. We have also used funding to purchase on site technology with Chromebook carts and blended learning platforms. We have the students engaged in online programs such as IXL, Epic, Brainpop, Flocabulary, Lexia, and RAZ Kids. We have also used funding for VAPA supplies and materials to support our Ingrated Arts Program. Finally, we have used funding to expand our leveled reading program, purchasing guided reading sets and leveled libraries for teachers, both in English and Spanish.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$74,517	\$55,550
Mid-Range Teacher Salary	\$104,084	\$84,645
Highest Teacher Salary	\$124,131	\$111,284
Average Principal Salary (Elementary)	\$158,307	\$139,860
Average Principal Salary (Middle)	\$172,464	\$146,440
Average Principal Salary (High)	\$183,511	\$158,447
Superintendent Salary	\$314,081	\$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

Professional Development

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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days during the 2023-2024 School Year. The Professional development focus of the current school year are Anti Bias and Anti Racist (AB/ AR), Literacy Screener through Fastbridge and the Science of Reading training. Our School Site Staff also participated in Trauma Informed Training to support the needs of the students in our classrooms. Some of our Bilingual teachers participated in Dr. Medina Coaching Sessions and trainings.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3