

Cherry Chase Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



CHERRY CHASE ELEMENTARY

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.

2025-26 School Contact Information

School Name	Cherry Chase Elementary
Street	1138 Heatherstone Way
City, State, Zip	Sunnyvale
Phone Number	408-522-8241
Principal	Gloria Marchant
Email Address	gloria.marchant@sesd.org
School Website	https://www.sesd.org/Domain/9
Grade Span	
County-District-School (CDS) Code	43696906049167

2025-26 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Gudiel Crosthwaite
Email Address	Gudiel.Crosthwaite@sesd.org
District Website	https://www.sesd.org/

2025-26 School Description and Mission Statement

Cherry Chase Elementary School is a vibrant Transitional Kindergarten through 5th-grade community, serving approximately 608 students. Our school vision “Developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world” guides every aspect of our work. Parents and community partners play an essential role in supporting this vision, collaborating within established structures to help all students thrive. Cherry Chase is a place where students are known, supported, and inspired to reach their full potential.

Our staff is deeply committed to the California Common Core State Standards and to continually refining instructional practices to meet the needs of all learners. We strive for academic excellence while prioritizing the social-emotional well-being of our students. This balanced approach is strengthened by the dedication of our teachers and support staff, as well as by strong family and neighborhood engagement. Together, we foster a caring and respectful school culture where every student feels included and empowered to learn.

Beyond high-quality classroom instruction, Cherry Chase offers a rich array of enrichment opportunities that support the development of the whole child. Programs such as Playworks, SimpliScience, and Starting Arts provide hands-on learning experiences that cultivate leadership, curiosity, creativity, and collaboration. Playworks enhances positive play and student leadership through structured recess activities and Junior Coach training for upper-grade students. Our SimpliScience program, made possible through PTA support, ensures weekly hands-on science experiences for all K–5 students in a dedicated science lab. Meanwhile, Starting Arts provides weekly instruction in dance, music, theatre, and visual arts led by professional teaching artists. These programs reflect our belief that every child deserves access to engaging, well-rounded learning experiences that spark joy and expand their opportunities for growth.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	140
Grade 1	91
Grade 2	93
Grade 3	113
Grade 4	88
Grade 5	97
Total Enrollment	622

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.2
Asian	54
Black or African American	0.5
Filipino	0.6
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.1
White	23.8
English Learners	20.4
Foster Youth	0.2
Socioeconomically Disadvantaged	7.4
Students with Disabilities	10.1

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.

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)	28.1	96.56	276.4	90.51	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	2.72	11953.1	4.28
Unknown/Incomplete/NA	1	3.44	15.6	5.14	15831.9	5.67
Total Teaching Positions	29.1	100	305.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.6	93.46	278.4	93.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.27	6.3	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.2	2.08	11746.9	4.23
Unknown/Incomplete/NA	1	3.27	8.2	2.76	14303.8	5.15
Total Teaching Positions	30.6	100	299.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	26.6	89.86	267.6	89.88	230039.4	100
Intern Credential Holders Properly Assigned	1	3.38	2	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.38	3.2	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.37	12112.8	4.34
Unknown/Incomplete/NA	1	3.38	20.8	6.99	13705.8	4.91
Total Teaching Positions	29.6	100	297.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023 Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th) Currently piloting ELA and ELD for Adoption in 2026	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	0.0
History-Social Science	Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022 Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past	0.0

Health	Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021)	0.0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Cherry Chase Elementary School received an overall “Fair” rating (88.10%) on the 2025–26 Facility Inspection Tool (FIT), which indicates that while the campus remains safe, clean, and functional, several areas require continued attention. The school performed strongly in systems, cleanliness, structural components, and exterior grounds. Findings related to interior conditions, electrical access, and restroom compliance are being addressed through district work orders. The district will continue to monitor and correct these items to maintain a safe and well-operated learning environment. There is a comprehensive modernization project planned for Cherry Chase that is scheduled to start within the next 12 months, which will address many, if not all, of the items listed in the FIT report card.

Year and month of the most recent FIT report

12/17/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	17: 4. CEILING TILE IS BROKEN. 21: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. CARPET IS TORN. 23: 4. CEILING TILE IS LOOSE. WALLPAPER IS PEELING. 24: 4. CEILING TILE IS TORN. (WILLIAMS NOTICE NOT POSTED) 26: 4. CARPET IS TORN. CEILING TILES ARE LOOSE. HOLE IN INTERIOR WALL. 3: 4. FLOOR TILES ARE BROKEN AT ENTRANCE. 4: 4. WALL TILE IS BROKEN. 5: 4. WALL TILE IS BROKEN. 6C: 4. WATER DAMAGE TO WALL. WALL TILE IS BROKEN. 8: 4. CEILING TILES HAVE WATER STAINS. 9: 4. CARPET IS TORN. A: 4. CEILING TILES ARE LOOSE. ADMINISTRATION: 4. FORMICA TRIM IS CHIPPING ON WORK STATION. ASSISTANT PRINCIPAL: 4. CEILING TILES HAVE WATER STAIN. B: 4. CEILING TILES HAVE WATER STAIN. BOYS RESTROOM: 4. CEILING TILES HAVE STAINS. CUSTODIAN: 4. WALL IS DAMAGED. E: 4. COVER IS MISSING IN CEILING. F: 4. COVER IS MISSING IN CEILING. HEALTH: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP.

School Facility Conditions and Planned Improvements

			<p>LIBRARY: 4. CEILING TILES HAVE WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTER TOP. MPR: 4. WALL IS DAMAGED. STUCCO IS CHIPPING EXPOSING METAL PROGRAM: 4. CEILING TILES HAVE WATER STAIN. STAFF LOUNGE: 4. CEILING TILE IS BROKEN. RUBBER MOULDING IS CHIPPING. STORAGE : 4. WALL IS DAMAGED.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>15: VENT IS DIRTY. BOYS RESTROOM: 5.VENT IS DIRTY.</p>
<p>Electrical</p>		X	<p>14: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 23: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. 25: 7. LIGHT DIFFUSERS ARE BROKEN. 28: 7. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER IS MISSING. 4: 7. SECTION ELECTRICAL CONDUIT IS MISSING. 6C: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9: 7. EXTENSION CORD IS BEING PERMANENTLY USED. ADMINISTRATION: 7. CONDUIT END CAP IS MISSING. BOYS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. BOYS RESTROOM: 7. LIGHT DIFFUSERS ARE MISSING. BOYS STAFF RESTROOM: 7. LIGHT DIFFUSERS ARE MISSING. D: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL ROOM: 7. SWITCH PLATE IS BROKEN. GIRLS RESTROOM: 7. LIGHT DIFFUSERS ARE MISSING. HALLWAY: 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS LOOSE. LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT. MPR: 7. ONE LIGHT FIXTURE IS OUT. STORAGE : 7. ELECTRICAL COVERS ARE MISSING. WOMENS RESTROOM: 7. MULTIPLE LIGHT BULBS ARE OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>11: 9. DRINKING FOUNTAIN HAS NO FLOW. 13: 9. DRINKING FOUNTAIN HAS NO FLOW. 28: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 4: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 5: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 9: 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS RESTROOM: 8. TOILET LEAKS AT FITTING (HANDICAP STALL). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. HEALTH: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>

School Facility Conditions and Planned Improvements

			STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. WOMENS STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.
Safety: Fire Safety, Hazardous Materials	X		19: 10. PLUG IN AIR FRESHENER. 2: 11. PAINT IS PEELING ON EXTERIOR WALL. 21: 11. PAINT IS PEELING ON CEILING. PAINT IS PEELING ON DOOR. 23: 10. MULTIPLE PLUG IN AIR FRESHENERS. 34: 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER. 8:10. PLUG IN CANDLE WARMER. 9: 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED TOO HIGH. C: 10. PLUG IN AIR FRESHENER. CUSTODIAL: 11. PAINT IS PEELING ON INTERIOR WALL. CUSTODIAN: 11. PAINT IS PEELING ON INTERIOR WALL. GIRLS RESTROOM: 11. PAINT IS PEELING ON DOOR. HALLWAY: 11. PAINT IS PEELING ON DOOR FRAME. PAINT IS PEELING ON CEILING. HEALTH: 11. PAINT IS PEELING ON INTERIOR WALL. MPR: 11. PAINT IS PEELING ON INTERIOR WALL.
Structural: Structural Damage, Roofs	X		CUSTODIAN: 12. CRACK IN INTERIOR WALL. GIRLS RESTROOM: 12. CRACK IN INTERIOR WALL.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		5: 14. TRIP HAZARD AT ENTRY. E: 15. DOOR CLOSER COVER IS MISSING. STAFF RESTROOM: 15. DOOR CLOSER COVER IS MISSING WORKROOM: 15. DOOR CLOSER COVER IS MISSING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	81	85	54	55	47	48
Mathematics (grades 3-8 and 11)	82	81	49	52	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	297	282	94.95	5.05	85.46
Female	151	146	96.69	3.31	89.73
Male	146	136	93.15	6.85	80.88
American Indian or Alaska Native	--	--	--	--	--
Asian	169	163	96.45	3.55	90.18
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	29	100.00	0.00	48.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	88.00
White	72	63	87.50	12.50	92.06
English Learners	35	21	60.00	40.00	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	18	85.71	14.29	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	36.36

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	297	296	99.66	0.34	81.42
Female	151	151	100.00	0.00	82.78
Male	146	145	99.32	0.68	80.00
American Indian or Alaska Native	--	--	--	--	--
Asian	169	168	99.41	0.59	88.69
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	29	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	88.00
White	72	72	100.00	0.00	84.72
English Learners	35	35	100.00	0.00	28.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	52.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	27.27

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	76.34	75.53	41.52	48.17	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	96	98.97	1.03	73.96
Female	49	49	100.00	0.00	81.63
Male	48	47	97.92	2.08	65.96
American Indian or Alaska Native	--	--	--	--	--
Asian	54	53	98.15	1.85	86.79
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	62.96
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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

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

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.

2025-26 Opportunities for Parental Involvement

Cherry Chase Elementary deeply values the partnership we share with our families and community. Our active PTA plays a vital role in supporting school programs, fostering strong home-school connections, and enriching the educational experience for all students. Parents regularly participate in Coffee with the Principal sessions, where they receive information and training on topics such as instructional practices, social-emotional learning, academic data and student support systems, emergency protocols, school safety, school climate, and anti-bias education. Through these opportunities, families gain a deeper understanding of our instructional program and collaborate closely with staff to support student success.

We also actively engage families in meaningful leadership and decision-making roles. Parents of English Learners are invited to attend at least four ELAC meetings annually, where they learn about programs that support multilingual learners and provide input on the School Plan. Five elected parent representatives serve on the School Site Council, collaborating with staff to establish academic goals, review student progress, and oversee the school budget as outlined in the School Plan for Student Achievement. These committees meet regularly throughout the year, ensuring that family voices are part of the continuous improvement process.

Cherry Chase offers numerous opportunities for families to volunteer and participate in school. Parents contribute through classroom support, noon duty assistance, Project Cornerstone ABC reading, and SPARK Art docent work, as well as by helping supervise Playworks activities. Families also play an essential role in organizing and attending community events such as the Back-to-School Picnic, Fall Festival, Diwali and Lunar New Year celebrations, the Walkathon and Auction, and International Night. Additional involvement opportunities include after-school programs—such as band, drama, robotics, Bollywood dancing, cartooning, STEM, soccer, and chess—and in-school experiences like Walk Through California and Walk Through the American Revolution. Many parents also assist in the library and help coordinate the Scholastic Book Fairs.

Other opportunities for family involvement include but are not limited to, volunteering for or just attending the following events and activities:

1. Classroom support for teachers and students
2. Noon duty aides/lunch helpers
3. Project Cornerstone ABC Readers and Fun Zone supervisors
4. Community-building events: Back-to-School Picnic, Fall Festival, Diwali, Lunar New Year Festival, Walkathon and Auction, and International Night
5. Starting Arts-two, twelve week rotations that includes Theater, Movement and Music
6. Playworks- Playworks helps kids to stay active and build valuable social and emotional life skills through the power of play during recess.
7. SPARK Art: Cherry Chase Elementary's parent-led visual arts program. SPARK brings art into every K-5 classroom through six hands-on lessons each year. Over a five-year cycle, students take an art-themed journey, exploring concepts like line, shape, color, and texture while learning about diverse artists and cultures
8. After-school programs such as band, drama, Lego Robotics, Bollywood dancing, Cartooning, Soccer, Science, coding, and Chess Club
9. In-school programs such as Walk Through the American Revolution or Walk Through California
10. Library support and support during the two Scholastic book fairs

Effective communication is central to sustaining strong family engagement. Information about school events, educational programs, and ongoing goals is shared through multiple platforms, including our updated school website, the CCE Quick Guide for Parents, monthly school newsletters, weekly principal updates via Parent Square, Positive Comment Postcards for students, and regular Coffee with the Principal sessions. This comprehensive communication system ensures that all families have access to timely and meaningful information.

Cherry Chase is fortunate to have a highly engaged parent community whose commitment enhances every aspect of school life. We are grateful for their partnership and for the many ways they help create an inclusive, supportive, and enriching environment for all students.

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	639	635	40	6.3
Female	304	303	16	5.3
Male	335	332	24	7.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	346	343	20	5.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	71	10	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	63	63	3	4.8
White	148	148	5	3.4
English Learners	134	134	12	9.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	61	61	9	14.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	74	11	14.9

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.97	2.06	2.1	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

Emergency Preparedness and School Safety

Effective emergency response at Cherry Chase Elementary is supported through comprehensive planning, staff training, and regular drills. Our goal is to ensure that all students and staff are prepared to respond appropriately to a variety of emergency situations.

Comprehensive School Safety Plan (CSSP)

Cherry Chase maintains a Comprehensive School Safety Plan that is reviewed annually by the School Site Council. The plan was approved by the School Site Council on January 14, 2025, and adopted by the Sunnyvale School Board in February 2025.

Key goals include:

- Promoting the social-emotional well-being of students and staff.
- Ensuring classrooms and school spaces are equipped with up-to-date emergency supplies.

Staff Training

All staff receive training in emergency response protocols, including the Incident Command System (ICS), lockdown procedures, and Run-Hide-Defend strategies. On August 13, 2025, first responders conducted comprehensive training for all staff. Parents were provided information about these protocols during a Coffee with the Principal on October 17, 2025.

Emergency Drills

In compliance with Education Code requirements and best practices, Cherry Chase conducts regular drills for fire, earthquake, lockdown, and Run-Hide-Defend scenarios. Following each drill, staff debrief to evaluate effectiveness and identify opportunities for improvement.

Cherry Chase is committed to maintaining a safe school environment and continually refining emergency response practices to ensure the well-being of students and staff.

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.

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	16	3	1	0
1	21	3	2	0
2	21	1	3	0
3	21	1	4	0
4	26	1	6	0
5	27	1	5	0
6	0	0	0	0
Other	15	4	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	22	0	4	0
2	22	1	4	0
3	18	1	4	0
4	25	1	6	0
5	25	1	6	0
6	0	0	0	0
Other	21	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	3	2	
1	21	1	3	
2	23		4	
3	22		5	
4	28		9	
5	32		9	
Other	8	3		

2024-25 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

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,566.19	\$1,898.27	\$ 9,667.92	\$118,702.85
District	N/A	N/A	\$12,138.26	
Percent Difference - School Site and District	N/A	N/A	-200.0	-4.9
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	15.4

Fiscal Year 2024-25 Types of Services Funded

At Cherry Chase Elementary, we provide a variety of academic interventions to support student success. Based on assessment data, classroom teachers deliver targeted instruction, with paraprofessionals providing additional in-class support as needed. The Resource Specialist Program (RSP) offers specialized instruction through in-class and pull-out small-group sessions for students with specific learning needs.

English Learners identified as Newcomers, defined by California as students enrolled in a U.S. school for less than 12 months, receive small-group instruction using a standards-aligned curriculum to build foundational language skills. Paraprofessionals also work with English Learners below proficiency, providing 30-minute sessions four times per week on essential language skills.

In general education classrooms, teachers use assessment data to differentiate instruction for all students, ensuring access to meaningful, standards-based learning experiences that meet individual needs for both intervention and extension. Additionally, social-emotional supports are available to address the whole child's needs, further enhancing our commitment to fostering student success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$61,597
Mid-Range Teacher Salary		\$98,902
Highest Teacher Salary		\$126,340
Average Principal Salary (Elementary)		\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary		\$288,332
Percent of Budget for Teacher Salaries	31.45%	31.29%
Percent of Budget for Administrative Salaries	6.81%	5.38%

Professional Development

In alignment with the Sunnyvale School District Strategic Plan, Cherry Chase Elementary prioritizes professional development (PD) that fosters equity, inclusion, and continuous improvement. This supports our vision of preparing students as critical thinkers and effective communicators. Grade-level teams collaborate in professional learning communities (PLCs) to analyze data and plan lessons that enhance student access and success.

Cherry Chase provides three full PD days annually, eight Teacher Learning Days (TLDs), and weekly collaborative planning: 90 minutes for TK–3 and 120 minutes for grades 4–5. The site leadership team guides PD selection based on student achievement, growth, and school needs. Classified staff participate in district-led sessions on two of the three PD days, supporting a robust culture of professional growth.

During 2024–2025, teachers focused on ELD, reading, writing, math, science, and social studies. Training included site-based PD days, grade-alike meetings, monthly TLDs, and staff meetings to refine instructional practices. Instructional coaches led designated ELD training to strengthen English learner instruction, covering foundational practices, proficiency levels, progress monitoring, and ELPAC. Teachers used this knowledge to plan targeted lessons and provide structured opportunities for language development. Each grade received a half-day for ELD lesson planning with ongoing coaching support.

Training also focused on the Multi-Tiered System of Support (MTSS) and the Panorama platform. Teachers use academic, behavioral, attendance, and social-emotional data to develop MTSS support plans with measurable goals, monitored through one-on-one meetings and guided by the Panorama Playbook. PLC teams analyze current and historical data to adjust instruction, apply evidence-based strategies, and track student progress under instructional coach guidance.

In addition to district PD, teachers have two half-day release periods for grade-level collaboration, supporting implementation of Really Great Reading (K–2) and Illustrative Math (K–5) curricula. These sessions allow teachers to focus on areas specific to new curriculum demands, ensuring effective integration and student support.

All professional development at Cherry Chase is designed to strengthen instructional practices, build teacher capacity, and promote student achievement within a rigorous and responsive curriculum.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18
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