

Cumberland 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	Cumberland Elementary School
Street	824 Cumberland Drive
City, State, Zip	Sunnyvale, CA 94087
Phone Number	408-522-8255
Principal	Laurie Carlson
Email Address	laurie.carlson@sesd.org
Website	www.sesd.org/cumberland
County-District-School (CDS) Code	43696906049175

Entity	Contact Information
District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Benjamin Picard
Email Address	benjamin.picard@sesd.org
Website	www.sesd.org

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

Cumberland is a place where students and the community truly embrace "Learning and Beyond." Students relate classroom learning to real world events. Home to 780 culturally diverse children, Cumberland has an eager, dedicated staff of professionals, an active parent community and a daycare center. Approximately 65% of the student population represents ethnic minorities, predominately Asian (44%), Hispanic (5%), and Other (13%). The Cumberland students, staff, parents, and community work together to maximize each student's learning potential and self worth by promoting and modeling respect for fellow students, staff, school property and community. All students are expected to meet attendance, performance, homework and behavior standards. Cumberland provides a safe and nurturing environment as well as the necessary tools to support its mission: to develop globally aware learners who are compassionate problem solvers and leaders.

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

Grade Level	Number of Students
Kindergarten	142
Grade 1	144
Grade 2	128
Grade 3	136
Grade 4	125
Grade 5	131
Total Enrollment	806

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.9
Asian	41.7
Filipino	2.1
Hispanic or Latino	3.8
Native Hawaiian or Pacific Islander	0.1
White	37
Two or More Races	13.4
Socioeconomically Disadvantaged	5.8
English Learners	19.4
Students with Disabilities	5.3
Foster Youth	0.1
Homeless	

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	36	36	39	330
Without Full Credential	0	0	0	2
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	0	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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 3rd Grade: Heineman Fountas and Pinnell Classroom Core Curriculum Adopted 2019 4th Grade - 5th Grade: MacMillan/McGraw-Hill California Treasures Core Curriculum Adopted 2010 Leveled Literacy Intervention (LLI) Intervention & Supplemental Materials Heineman 95% Intervention & Supplemental Materials 95 Percent Group	Yes	0.0
Mathematics	Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014 Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015	Yes	0.0
Science	Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007 Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org	Yes	0.0
History-Social Science	Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cumberland Elementary has gone through several phases of modernization over the past few years. As a result, the campus is in excellent condition. It is safe for all occupants and all systems are functioning.

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: 2-26-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Additional cleaning
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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)	83	86	59	59	50	50
Mathematics (grades 3-8 and 11)	85	83	55	54	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	385	373	96.88	3.12	85.79
Male	200	191	95.50	4.50	83.77
Female	185	182	98.38	1.62	87.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	151	145	96.03	3.97	92.41
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	35.71
Native Hawaiian or Pacific Islander					
White	146	142	97.26	2.74	85.21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	59	59	100.00	0.00	91.53
Socioeconomically Disadvantaged	31	30	96.77	3.23	40.00
English Learners	115	104	90.43	9.57	74.04
Students with Disabilities	28	26	92.86	7.14	46.15
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	385	381	98.96	1.04	82.94
Male	200	198	99.00	1.00	83.33
Female	185	183	98.92	1.08	82.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	151	149	98.68	1.32	88.59
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	35.71
Native Hawaiian or Pacific Islander					
White	146	146	100.00	0.00	84.93
Two or More Races	59	59	100.00	0.00	84.75
Socioeconomically Disadvantaged	31	31	100.00	0.00	35.48
English Learners	115	112	97.39	2.61	73.21
Students with Disabilities	28	26	92.86	7.14	46.15
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	17.8	31.8	31.0

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)

Parent/guardian involvement opportunities are a strength at Cumberland. There are opportunities for all parents/guardians to be actively involved in their child's education through a range of volunteer activities. We continue to strive to meet the needs of the parents/guardians of English language learners and to ensure that all opportunities are broad-based and inclusive. This goal is shared by the PTA, School Site Council, and our English Learner Advisory Committee. Additional opportunities for involvement include: District English Learner Advisory Committee, Technology Team, Environmental Volunteer Program, Cumberland Community Garden, Read Naturally tutoring support, Kindergarten Motor Perception and Movement Exploration, FAME, Clay Docents, Family Math and Science Night, Project Cornerstone, and a variety of parent education classes offered through PTA and the district. We also offer events throughout the year, including the International Fair, a Variety Show, Walk and Roll to School, Primary and Upper Grade Science Fairs, the Book Fair, field trips, and Field Day. Additionally, our fourth and fifth grade students are offered 3 sessions of Content Cluster Classes towards the end of the school year. Parents and teachers also help coordinate and lead a multitude of after school enrichment programs such as Math Olympiad, Coding Classes, Foreign Language Classes, Young Rembrandts Arts program, Band, and more.

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	0.0	0.0	1.6	1.2	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cumberland has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The goals outlined in the plan are:

- I. Deepen schoolwide integration of Social Emotional Learning for behavior and academics
- II. Refine disaster preparedness protocols and communication

Staff and parents have been instrumental in formulating this plan, which was last reviewed November 2019. Ongoing monitoring occurs through the Drill Effectiveness feedback via Incident Command For Schools Consultant.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	5		24		6		24		6	
1	24		5		24		5		24		6	
2	24		6		21	1	5		24		5	
3	23		6		23		6		21	1	6	
4	27		4		29		4		31		4	
5	27	1	4		29		4		32		4	
Other**					10	1			4	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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	3.5

*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	\$11,465.64	\$3,363.71	\$8,101.93	\$83,357.32
District	N/A	N/A	\$8,872.49	\$88,001.00
Percent Difference - School Site and District	N/A	N/A	-9.1	3.9

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	12.8	3.0

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)

Cumberland provides a wide variety of school programs to support student success. Students identified for targeted extra support may be invited to attend various intervention offerings. These include: Read Naturally, working one on one with a parent volunteer tutor, joining as a guest to various resource groups, and participating in intervention groups for such topics as phonics, math, writing, and social skills. Enrichment opportunities include a multitude of arts activities such as grade level performances, FAME, clay, and Starting Arts. Afterschool programs have included such sessions as computer programming, Lego and Robotics, foreign language, Math Olympiad, and the Girls on the Run leadership program, to name a few.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,063	\$45,741
Mid-Range Teacher Salary	\$88,460	\$81,840
Highest Teacher Salary	\$114,701	\$102,065
Average Principal Salary (Elementary)	\$146,857	\$129,221
Average Principal Salary (Middle)	\$161,707	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$322,760	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	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	17	26	17

Three Professional Development days are offered including trainings and workshops. Teachers engage in understanding the Common Core State Standards (CCSS) and learning how to incorporate technology meaningfully and effectively. The district provides eight early release days linked to the District and Site Strategic Plans. The focus for these Teacher Learning Days is to deepen English Language Arts and Math CCSS content understanding and to refine instructional strategies as well as promote collaboration. In addition, the district holds 3 after school district grade level meetings throughout the year with PD focused on English Language Arts, Math and English Language Development. Teachers schedule weekly meetings (Professional Learning Communities) to analyze student work and collaboratively plan differentiated lessons to meet the needs of all students.

Professional Development Topics:

2017-18

Sept: Words Their Way (Word Study/Spelling Curriculum) & ELA Articulation/Rtl

Oct: PBL/Depth of Knowledge (DOK) & Makerspace

Jan: Emotional Intelligence & Guided Reading/Literature Circles Planning

2018-19

Sept: Special Ed & MTSS; Understanding Functions of Behavior and ABC

Oct: Understanding Science Curriculum - Amplify Science

Jan: Mathematical Practices & Mathematical Mindset PD

Additional Topics: Makerspace, Incident Command, LLI, Instructional Coaching, Social Thinking, Jo Boaler Mindset Mathematics, Early Literacy

2019-20

Sept: Fountas & Pinnell Classroom, Literacy Continuum, and Benchmark Assessment System (BAS)

Oct: SEL Second Step; K-3 Fountas & Pinnell Classroom; 4/5 Balanced Literacy

Jan: Social Emotional Learning; K-3 Fountas & Pinnell Classroom; 4/5 Balanced Literacy

Additional Topics: Universal Design for Learning