

# Cumberland Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Cumberland Elementary School
<b>Street</b>	824 Cumberland Drive
<b>City, State, Zip</b>	Sunnyvale, CA 94087
<b>Phone Number</b>	408-522-8255
<b>Principal</b>	Shana Riehl
<b>Email Address</b>	shana.riehl@sesd.org
<b>School Website</b>	<a href="https://www.sesd.org/cumberland">https://www.sesd.org/cumberland</a>
<b>Grade Span</b>	TK-5
<b>County-District-School (CDS) Code</b>	43696906049175

## 2025-26 District Contact Information

<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Gudiel Croswaite
<b>Email Address</b>	gudiel.crosthwaite@sesd.org
<b>District Website</b>	www.sesd.org

## 2025-26 School Description and Mission Statement

Sunnyvale School District's promise is that every student is known by name, strength and need, ready to excel in high school and beyond, and to lead a life of joy and purpose. Cumberland's mission, in service of this district promise, is to develop globally aware learners who are compassionate problem solvers and leaders. Cumberland students, parents, staff, and community members 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. Our students relate classroom learning to real-world events as they work to meet or exceed learning standards and develop their social and emotional skills. We have high expectations, asking students to take responsibility for their schoolwork and school citizenship and to recognize how they can use their growing skills to improve the world around them. Cumberland is home to approximately 600 culturally and linguistically diverse children. 55% our students are multilingual learners, representing 21 languages.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	89
Kindergarten	74
Grade 1	81
Grade 2	83
Grade 3	95
Grade 4	77
Grade 5	91
<b>Total Enrollment</b>	<b>560</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.3
Asian	40.4
Black or African American	1
Filipino	1
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	9
White	32.8
English Learners	18.4
Homeless	0.5
Socioeconomically Disadvantaged	10.8
Students with Disabilities	11.9

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.6	87.34	276.4	90.51	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.65	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.16	3	0.98	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8.3	2.72	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3	9.49	15.6	5.14	15831.9	5.67
<b>Total Teaching Positions</b>	31.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.6	100	278.4	93.05	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	6.3	2.11	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6.2	2.08	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	8.2	2.76	14303.8	5.15
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.6	93.24	267.6	89.88	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.67	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3.2	1.08	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4	1.37	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2	6.76	20.8	6.99	13705.8	4.91
<b>Total Teaching Positions</b>	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0	0

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	0	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
<b>Science</b>	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	0.0
<b>History-Social Science</b>	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

<b>Health</b>	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

Cumberland Elementary School received an overall “Good” rating (93.47%) on the 2025–26 Facility Inspection Tool (FIT), reflecting the school’s strong condition and ongoing investment in its facilities. A comprehensive modernization, completed in 2025, significantly improved key building systems, including HVAC upgrades, new lighting, refreshed interior finishes, and exterior painting. These enhancements contributed to high scores across most FIT categories. Remaining minor corrective items are being managed through district work orders to ensure the campus continues to meet safety and operational standards.

**Year and month of the most recent FIT report**

12/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		10: 4. CEILING TILE HAS A WATER STAIN. 11: 4. CEILING TILE HAS WATER STAINS. 18: 4. CEILING TILE HAS A WATER STAIN. 24: 4. FLOOR TILES ARE BROKEN AT ENTRANCE SECTION OF RUBBER MOULDING. 30: 4. FORMICA TRIM IS CHIPPED ON COUNTER TOP. 34: 4. CEILING TILE HAS A WATER STAIN. 4: 4. HOLE IN WALL. 7: 4. CEILING TILE HAS A WATER STAIN. A: 4. CEILING TILE HAS A WATER STAIN. GIRLS RESTROOM: 4. FLOOR TILE IS MISSING. JANITOR: 4. HOLES IN WALL. RUBBER MOULDING IS MISSING. PROGRAM: 4. CEILING TILE HAS A WATER STAIN.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			PROGRAM : 5. ROOM IS CLUTTERED. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
<b>Electrical</b>	X			31: 7. TWO LIGHT PANELS ARE OUT.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	26: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 27: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.

## School Facility Conditions and Planned Improvements

			HEALTH: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		34:10. FIRE EXTINGUISHER IS NOT MOUNTED. 8: 11. IMPROPERLY STORED CLEANING SUPPLIES. 9: 11. IMPROPERLY STORED CLEANING SUPPLIES. BOYS RESTROOM: 11. PAINT IS PEELING ON CEILING. SUPPLY ROOM: 11. PAINT IS PEELING ON INTERIOR WALL.
<b>Structural:</b> Structural Damage, Roofs	X		GIRLS RESTROOM: 12. CRACK IN INTERIOR WALL.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		1: 15. DOOR CLOSER IS BROKEN. 13: 15. DOOR SLAMS SHUT. 14: 15. DOOR SLAMS SHUT.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	80	80	54	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	78	80	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	277	272	98.19	1.81	79.78
Female	122	119	97.54	2.46	87.39
Male	155	153	98.71	1.29	73.86
American Indian or Alaska Native	0	0	0	0	0
Asian	119	118	99.16	0.84	88.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	52.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	29	96.67	3.33	93.10
White	88	86	97.73	2.27	76.74
English Learners	38	33	86.84	13.16	45.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	30	93.75	6.25	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	46.15

## 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
<b>All Students</b>	277	276	99.64	0.36	80.07
<b>Female</b>	122	121	99.18	0.82	83.47
<b>Male</b>	155	155	100.00	0.00	77.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	119	119	100.00	0.00	89.08
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	37	37	100.00	0.00	54.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	30	30	100.00	0.00	93.33
<b>White</b>	88	87	98.86	1.14	75.86
<b>English Learners</b>	38	37	97.37	2.63	54.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	46.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	39	97.50	2.50	48.72

## 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
<b>Science</b> (grades 5, 8 and high school)	70.97	76.24	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	101	101	100.00	0.00	76.24
Female	44	44	100.00	0.00	81.82
Male	57	57	100.00	0.00	71.93
American Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	81.25
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	61.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	84.62
White	26	26	100.00	0.00	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	46.15

### 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

## 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.

#### 2025-26 Opportunities for Parental Involvement

Family involvement is a strength at Cumberland! There are many opportunities for parents/guardians to be actively involved in their child's education through a range of events, committees, and volunteer activities. Teachers regularly communicate with families about class events and instruction through frequent newsletters, phone calls, emails, and individual conversations. Family conferences are held for all students in September, and more frequent conferences happen throughout the year to support students with IEPs, 504s, or additional needs. Families are encouraged to express concerns and ideas with teachers and administrators.

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. We work to actively listen to our parents and seek out voices that have been historically underrepresented.

Additional opportunities for involvement include field trips, classroom and/or site volunteering, Cumberland Community Garden, FAME, Clay Docents, Family Math and Science Night, Project Cornerstone, and a variety of parent education classes offered through PTA, the school site, and the district. We also host many events throughout the year, including the International Fair, a student talent show, grade level performances, Walk and Roll to School, Primary and Upper Grade Science Fairs, Walkathon, and Field Day. Additionally, our fourth and fifth grade students participate in 3 sessions of Content Cluster Classes towards the end of the school year led by parents and staff with passions/expertise in particular areas. The PTA also helps coordinate a multitude of after-school enrichment programs such as math enrichment, coding classes, sports activities, cooking classes, Lego classes, band, drama, and more.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	595	20	3.4
Female	280	275	8	2.9
Male	322	320	12	3.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	244	239	2	0.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	91	11	12.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	53	3	5.7
White	194	194	3	1.5
English Learners	113	113	4	3.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	74	74	10	13.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	8	8.8

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	0.83	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	0.83	0.00
Female	0.00	0.00
Male	1.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.82	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.49	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

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

1. Continue work to deepen school wide integration of Social Emotional Learning and to elevate Culturally/Linguistically Responsive practices
2. To provide a safe and orderly environment by continuing to refine disaster preparedness protocols and communication to all stakeholders. All students, staff and families will know the site's emergency preparedness and disaster plan protocols. The school participates in monthly safety drills including fire, earthquake and lockdown. On August 13, 2025 all Cumberland staff were trained by Sunnyvale Department of Public Safety on Run, Hide, Fight in order to be equipped to handle active shooters and other school emergencies. There is an Incident Command System which outlines protocols in the event of a major emergency or disaster.

The plan was last reviewed by the Cumberland School Site Council in November 2024. The next safety plan review is scheduled for January 12, 2026 with the Cumberland School Site Council.

## 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	20	4	0	0
1	20	4	0	0
2	26	1	2	1
3	22	1	4	0
4	25	0	8	0
5	27	0	8	0
6	0	0	0	0
Other	14	4	0	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	20	3	1	0
1	20	4	1	0
2	21	1	3	0
3	19	5	0	0
4	26	0	8	0
5	31	0	6	0
6	0	0	0	0
Other	7	2	0	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	20	4		
1	20	2	2	
2	19	5		
3	20	3	1	
4	24	2	10	
5	24	3	9	
Other	16	3	1	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$12,015.82	\$1,918.36	\$10,097.46	\$120,233.59
<b>District</b>	N/A	N/A	\$12,138.26	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-18.4	-4.1
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.9	16.7

## Fiscal Year 2024-25 Types of Services Funded

Cumberland supports students through Multi-tiered Systems of Support (MTSS.) Teachers provide in class interventions to students who are identified as below grade level, paraeducators push into all K-5 classrooms to provide additional support. Our Instructional Coach works with teachers on data driven coaching cycles in order to improve outcomes for students. Students can receive social emotional support through counseling from the School Social Worker and through the direct lessons in the classroom provided by the classroom teacher. Our Behavior Specialist works with general education students who need behavior supports and social skills instruction.

In addition, Cumberland offers a variety of programs and services to support students academic and social emotional needs. These include Lunch Bunch on Friday, YMCA afterschool program, PlayWorks, Junior Coaches and a variety of after school enrichment opportunities.

## 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/cs/>.

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

## Professional Development

All professional development opportunities are tied to school goals. The District Professional Development focus for 2024-2025 is on Schoolwide Intervention, Data Teams and supporting English Learners. Our Site Professional Development focus will continue to be on applying principles of Universal Design For Learning and Culturally Responsive Teaching Practices. Monthly Teacher Learning Days and three Staff Development days are offered throughout the year to provide additional professional development in the areas of Math, Multi-Tiered Systems of Support, Meaningful and Dignified Inclusion and English Language Development (ELD).

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	24	25