

Executive Summary School Accountability Report Card, 2010–11

For Manuel F. Cunha Intermediate

Address:	600 Church St. Half Moon Bay, CA 94019	Phone:	(650) 712-7190
Principal:	Michael Andrews, Principal	Grade Span:	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Cunha Intermediate School serves grades 6, 7, & 8 in the coastal area of Half Moon Bay, 25 miles south of San Francisco. We have a student population of about 769 students.

Student Enrollment

Group	Enrollment
Number of students	769
Black or African American	1.2%
American Indian or Alaska Native	0.4%
Asian	2.2%
Filipino	2.6%
Hispanic or Latino	45.5%
Native Hawaiian or Pacific Islander	0.3%
White	47.1%
Two or More Races	0.5%
Socioeconomically Disadvantaged	45.6%

English Learners	34.7%
Students with Disabilities	8.2%

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	63%
Mathematics	55%
Science	57%
History-Social Science	60%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	808
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 21
2011–12 Program Improvement Status (PI Year)	Year 5

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Cunha's building structures are in excellent condition.

Repairs Needed

Field is in need of repair.

Corrective Actions Taken or Planned

The District is currently out to bid on a 3 million dollar renovation project.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,689
District	\$5,995
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Manuel F. Cunha Intermediate	District Name	Cabrillo Unified
Street	600 Church St.	Phone Number	(650) 712-7100

City, State, Zip	Half Moon Bay, CA, 94019	Web Site	www.cabrillo.k12.ca.us
Phone Number	(650) 712-7190	Superintendent	Robert Gaskill
Principal	Michael Andrews, Principal	E-mail Address	gaskillr@cabrillo.k12.ca.us
E-mail Address	andrewsm@cabrillo.k12.ca.us	CDS Code	41688906043665

School Description and Mission Statement (School Year 2010–11)

Cunha Intermediate School serves grades 6, 7, & 8 in the coastal area of Half Moon Bay, 25 miles south of San Francisco. We have a student population of about 780 students.

The mission of the Cabrillo Unified School District - an exemplary learning community committed to valuing our distinct cultural identities – is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.

Our mission statement is printed in the student Cub Agenda and our test scores are communicated to every parent group on our monthly newsletter, local paper, and shared with our school board.

Student progress is continuously shared with parents and community members via our Back-to-School Night, Open House, PTA, Bilingual Parent Group (ELAC), School Site Council, school newsletter, School Loop, and the local paper.

Examples of our special programs include:

- English Language Development for English Language Learners
- 0 period English Language Development for Levels 4 and 5 in addition to mainstream Language Arts.
- AVID
- Scholastic Reading Counts
- 8th Grade Science Fair and After School Tutorial
- Read 180
- Math Plus 7 (Supplemental to regular math class)
- Homework Club
- Math and Language Arts after school tutorial
- Rich elective program
- Boys and Girls Club
- Learning Center for Special Education Students
- After School Enrichment Programs

Opportunities for Parental Involvement (School Year 2010–11)

As the only middle school in the district, Cunha receives strong family and community support. The Cunha PTA participates in the production of monthly school newsletters, the annual Book Fair, Science Fair, Field Trips, library inventories, scoliosis/vision/health screening, promotion ceremony reception, staff appreciation, and school dances. They have also been instrumental in providing financial assistance for students and staff. Their fall 2010 Magazine Drive raised over \$50,000, a portion of which was used for school funding. In addition, we have an active School Site Council (SSC), Band Boosters, Athletic Boosters, Ed Fund, an Immersion parent group (SIPA), and a bilingual parent group (ELAC). Both the PTA and SSC generate critical discussion which allows Cunha to both strengthen the curriculum and expand student learning.

Our annual Back-to-School Night and Open House events orient families to school programs, requirements, and procedures as well as showcase student work. Each fall, teachers participate in three days of parent conferencing. In addition, staffings and Student Study Team Conference are held weekly.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	253
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	249	Ungraded Secondary	0
Grade 7	267	Total Enrollment	769

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0.4%
Asian	2.2%
Filipino	2.6%
Hispanic or Latino	45.5%
Native Hawaiian or Pacific Islander	0.3%
White	47.1%
Two or More Races	0.5%
Socioeconomically Disadvantaged	45.6%
English Learners	34.7%
Students with Disabilities	8.2%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.4	1	17	11	27	12	34	14	28.6	6	19	12
Mathematics	30.8	1	6	7	27	5	18	7	27.7	2	15	2
Science	30.7	1	7	7	31	0	12	12	30.2	0	16	1
Social Science	32.2	0	9	7	30	1	16	8	30.3	0	13	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

Cunha believes that student health and safety come first. We are committed to ensuring a safe and secure learning environment where students enter class ready to learn. Certificated and classified personnel are visible on campus in strategic locations before, during and after the school day. In order to secure campus safety, Cunha has implemented a closed campus policy, teachers stand at their classroom doors and in hallways during passing periods, and three campus supervisors patrol the grounds during the school day.

Administrative supervisory personnel are in contact with the office administration via radios. We also have a strict anti-gang policy.

Cunha holds monthly fire drills and the school safety plan outlines procedures for any emergency that may arise. This plan is updated annually and includes evacuation routes, which are posted in every classroom.

There are many programs in place at Cunha, which promote healthy student behaviors. All science and Physical Education (P.E.) classes implement an integrated health curriculum each year. P.E. offers instruction in nutrition and physical activity while science offers instruction in drug, alcohol, and tobacco prevention, HIV/AIDS, STD and teenage pregnancy. Issues regarding student health are discussed at monthly faculty meetings. Students are required to take three years of P.E. In addition, strategies are put in place to protect the health and safety of all each year. Students are screened free of charge for scoliosis, vision and hearing each year.

As a school we recognize that in order for a child to be able to learn their physical, social, and emotional need must be met. We know that it is both the curriculum and the culture of the school that will ensure high quality, effective educational services. To that end we provide professional development about positive student engagement and respect to our staff; we offer counseling and support services to children in need of extra social or emotional support program.

All school policies and classroom instruction promote positive social behavior. Student expectations are shared at school and in the community. Programs are in place to teach students how to deal with conflict in a positive manner. Every student signs an annual ethical use agreement to use school computer/equipment in an ethical and safe manner.

As a part of our relationship with the city, a juvenile liaison officer divides his assignment between Cunha and the high school. He and other past officers are regular visitors on campus and hold a strong rapport with the students. The Coastside Collaborative, a group of law enforcement officers, county health officials, administrators and businessmen meet once a month to discuss adolescent needs on the Coastside. This program has provided an outreach to our Hispanic community. It facilitates communication and social services for Spanish speaking students and families.

While our school's main building was constructed in 1939, the site remains an integral part of the local

community. New school construction began in 2009 and the completion date is June 2012. Classrooms are clean and well maintained. Class rules, curricular content, and student work are displayed. We are very much a part of this community and we do everything within our means to keep the campus maintained and beautiful. School and community funds ensure our custodial staff maintain school grounds, eliminate litter, remove hazards, and allow for repairs on equipment on a continual basis. Any signs of graffiti are removed before students begin the school day.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	10.0	24.9	20.98	9.4	12.7	13.8
Expulsions	0	0	1	0.1	0.1	.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Renovation of Cunha Field

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X		
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	29	37	35	167
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.00%	1.00%

High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	385
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1.0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.4	
Resource Specialist (non-teaching)	.6	
Other	1.0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum	Textbooks and instructional	From most	Percent students
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Area	materials/year of adoption	recent adoption?	lacking own assigned copy
Reading/Language Arts	California Holt Literature and Language Arts - August 2002	Yes	0
Mathematics	CA Mathematics Concepts, Skills and Problem Solving 2008	Yes	0
Science	Prentice Hall, Science Explorer	Yes	0
History-Social Science	TCI (Teachers' Curriculum Institute) – History Alive! - 2007	Yes	0
Foreign Language	Heinle & Heinle, Ya Veras! Heinle & Heinle, Ya Veras! Tercer Nivel	Yes	0
Health	Prentice Hall, Focus on Life Science 2007	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,427	\$2,738	\$5,689	\$64,117
District			\$5,995	\$63,285
Percent Difference – School Site and District			5.2	1.3
State			\$5,455	\$63,062
Percent Difference – School Site and State			4.2	1.7

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries

for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

- Homework Club
- Beginning Teacher support
- English Learner Support
- Staff Professional Development
- 8th Grade After School Science Fair Project Tutorial
- 0 period ELD support

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$39,074
Mid-Range Teacher Salary	\$63,026	\$60,172
Highest Teacher Salary	\$78,752	\$78,468
Average Principal Salary (Elementary)	\$96,274	\$95,926
Average Principal Salary (Middle)	\$103,852	\$99,356
Average Principal Salary (High)	\$118,546	\$107,041
Superintendent Salary	\$186,721	\$148,555
Percent of Budget for Teacher Salaries	37.00%	38.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

Note: For detailed information on salaries, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	59%	59%	63%	54%	56%	57%	49%	52%	54%
Mathematics	52%	54%	55%	50%	51%	52%	46%	48%	50%
Science	63%	48%	57%	58%	54%	57%	50%	54%	57%
History-Social Science	52%	44%	60%	48%	51%	60%	41%	44%	48%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced
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	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	52%	57%	60%
All Students at the School	63%	55%	57%	60%
Male	58%	54%	53%	59%
Female	68%	55%	61%	61%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	94%	94%	0%	0%
Filipino	70%	60%	0%	0%
Hispanic or Latino	39%	32%	31%	37%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	85%	75%	80%	79%
Two or More Races	71%	71%	0%	0%
Socioeconomically Disadvantaged	40%	33%	30%	38%
English Learners	12%	10%	10%	13%
Students with Disabilities	25%	27%	8%	15%
Students Receiving Migrant Education Services	45%	36%	36%	41%

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

5	0.00%	0.00%	0.00%
7	18.40%	21.70%	30.30%
9	0.00%	0.00%	0.00%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	7	6
Similar Schools	4	4	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	21	-7	19
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino	29	-6	18
Native Hawaiian or Pacific Islander			
White	15	6	15
Two or More Races	N/D		
Socioeconomically Disadvantaged	30	-14	40
English Learners	20	0	-1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	758	808	2,454	796	4,683,676	778
Black or African American	6		19	729	317,856	696
American Indian or Alaska Native	3		4		33,774	733
Asian	15	965	58	903	398,869	898
Filipino	20	876	49	876	123,245	859
Hispanic or Latino	345	695	1,143	692	2,406,749	729
Native Hawaiian or Pacific Islander	2		6		26,953	764
White	350	907	1,099	886	1,258,831	845

Two or More Races	4		24	933	76,766	836
Socioeconomically Disadvantaged	324	702	1,068	691	2,731,843	726
English Learners	265	641	953	659	1,521,844	707
Students with Disabilities	59	521	251	539	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year

that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation-N/A

XII. Instructional Planning and Scheduling

Professional Development

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

Administrative and staff participation in professional growth activities are essential for professional excellence and student success in achieving standards. Cunha is committed to routine individual and collective professional growth. Representatives from each school sit on the district staff development committee, which meets regularly to determine professional development for staff in-services. Assessment data, school improvement plans, teacher surveys, curriculum and student needs determine yearly activities. On-going staff development includes developing Academic Vocabulary and best practices by Ragar Consulting, Professional Learning Community Training, training for Department Collaboration to develop common assessment, and training to support the school wide campaign of respect. A vital component of our student's success is the success of our first and second year teachers. The district enrolls all new teachers in the Beginning Teacher Support and Assessment Program (BTSA), which offers one full-time advisor. The district enrolls appropriate teachers in the Pre-Intern and Intern Program that is specifically designed to assist teachers in fulfilling credentialing requirements. New teacher activities are designed to meet the California Standards for the Teaching Profession (CSTP). Cunha also pairs all first year teachers with veteran teachers for mentoring.

Cunha also offers numerous opportunities for all teachers to collaborate with other teachers, broaden their knowledge, provide mentoring and other leadership activities, as well as participate in the decision making process. For example, release time is provided for all teachers to observe peers/programs on the off site. All district administrators and teachers have received formal in-service on the CSTP. The district is currently in the process of aligning our formal evaluation system with new CSTP standards.

Each year our staff develops professional consensus on curriculum, instruction, discipline and school operation via the School Improvement Plan. Our faculty, departments, subject grade levels, and department chairpersons meet monthly for planning and collaboration. All members of our staff are essential components in fostering student achievement. Administrators recognize outstanding teachers and students at our annual Back-to-School Night and Open House events, in our local community newspaper, monthly parent newsletter, School Loop, during Rotary luncheons, school board meetings, and in our local community newspaper.

Teachers participate in professional development throughout the school, district, county, and state. Cunha weekly staff bulletins consistently include a list of available workshops. Principal Michael Andrews models participation in professional development through his active involvement in the County Middle Grades Study Group. Our counselors have attended the AVID Summer Institute. Our Math Department has participated in the annual Asilomar Conference of the California Math Council North Section. The culture of the school is one of constant growth and academic excellence. This is achieved by staff

participation in collaboration with peers and staff development.

Manuel F. Cunha Intermediate School Accountability Report Card, 2010-2011

Cabrillo Unified

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