

Manuel F. Cunha Intermediate School Accountability Report Card Reported Using Data from the 2013-14 School Year Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Manuel F. Cunha Intermediate
Street	600 Church Street
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7190
Principal	Jarrett Dooley
E-mail Address	dooleyj@cabrillo.k12.ca.us
Web Site	
CDS Code	41688906043665

District Contact Information	
District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Tony Roehrick
E-mail Address	roehrickt@cabrillo.k12.ca.us
Web Site	www.cabrillo.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Cunha Intermediate School is part of the Cabrillo Unified School District located in Half Moon Bay, California, a city of approximately 13,000. We are 25 miles south of San Francisco, 40 miles east of San Jose and 48 miles north of Santa Cruz. Our school has an enrollment of approximately 727 students with 30 teachers instructing grades six, seven, and eight. Please note that the information included in this report for Manuel F. Cunha Intermediate is for the 2013-14 school year.

The majority of our students come from the following elementary schools: Alvin S. Hatch, Farallone View, El Granada, and Kings Mountain.

Mission Statement:

Our mission is to meet the individual academic needs of each student and prepare them academically and socially for the transition into high school.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	248
Grade 7	226
Grade 8	257
Total Enrollment	731

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.1
Asian	1.5
Filipino	1.5
Hispanic or Latino	48.4
Native Hawaiian or Pacific Islander	0.0
White	46.2
Two or More Races	1.0
Socioeconomically Disadvantaged	46.1
English Learners	22.0
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	28	28	29	136
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.47	0.53
High-Poverty Schools in District	98.61	1.39
Low-Poverty Schools in District	99.67	0.33

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 2014/December

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) 6-8: Great Source - All Write Grade(s) 6-8: Hampton-Brown - High Point Grade(s) 6-8: Holt, Rinehart & Winston - Holt Literature and Language Arts, 2003 Grade(s) 6-8: Houghton Mifflin - Spelling & Vocabulary Grade(s) 6-8: Sopris West - LANGUAGE! Holt, Rinehart & Winston Holt Literature and Language Arts, 2003	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Grade(s) 6-8: Prentice Hall - Algebra 1, California Edition Grade 6: Glencoe McGraw-Hill - CA Mathematics Concepts, Skills and Problem Solving 2008 Grade 7 Glencoe McGraw-Hill - CA Mathematics Concepts, Skills and Problem Solving 2008 Grade 8 Glencoe McGraw-Hill - CA Algebra 1 Concepts, Skills and Problem Solving 2008	Yes	0
Science	Grade 6: Prentice Hall - Science Explorer Focus on Earth Grade 7: Prentice Hall - Science Explorer Focus on Life Grade 8: Prentice Hall - Science Explorer Focus on Physical	Yes	0
History-Social Science	Grade(s) 6-8: Teachers Curriculum Institute - History Alive! Grade(s) 6-8: Globe Fearon - Pacemaker World History	Yes	0
Foreign Language	Grade(s) 6-8: Houghton Mifflin - Sanmaniego, Mundo 21, 3rd ed. (Immersion)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School renovations were completed in 2012. Roofs on the Kelly Street side of the D Building and the gym roof should be redone within 2-3 years. Issues with the fire alarm panel and the dedicated phones need to be reviewed for operation.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2013-2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	Exemplary
Interior: Interior Surfaces	[]	[]	[]	Exemplary
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	Exemplary
Electrical: Electrical	[]	[]	[]	Exemplary
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	Exemplary
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	Exemplary
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2013-2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	Exemplary

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	66	62	63	56	58	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	63
Male	63
Female	63
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	14
Students with Disabilities	41
Students Receiving Migrant Education Services	50

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63	67	58	57	60	56	54	56	55
Mathematics	55	55	54	52	52	52	49	50	50
History-Social Science	60	62	56	60	58	55	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	6
Similar Schools	3	5	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	19	7	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	7	-20
Native Hawaiian/Pacific Islander			
White	15	7	-19
Two or More Races			
Socioeconomically Disadvantaged	40	2	-27
English Learners	-1	7	2
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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.1	26.2	43.5

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

As the only middle school in the district, Cunha receives strong family and community support. Parents participate in the events and organizations listed below:

- Music Boosters
- Athletic Boosters
- PTO
- School Site Council
- ELAC
- CEF
- Back to School Night
- Open House
- Parent Conferences

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.3	6.5	4.4	5.7	4.4	3.6	5.7	5.1	4.4
Expulsions	0.0	0.3	0.0	0.0	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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. .

While our school's main building was constructed in 1939, the site remains an integral part of the local community. Classrooms are clean and well maintained. Class rules, curricular content, and student work are displayed. The school is used after hours by adult education and Boys and Girls Club. We are very much a part of this community and we do everything within our means to keep the campus maintained and beautiful (Beautification Committee, Campus Beautification, Community Service cleanups, etc). 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.9	5	29	6	26	10	25	6	27	6	24	8
Mathematics	27.2	2	12	5	29	1	13	4	27	4	10	5
Science	30.2	0	11	6	31		9	7	32		7	8
Social Science	31.9	0	9	8	30	1	13	4	32		9	7

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	389
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.8	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist	2.0	---
Other	.2	---

Note: Cells with "----" 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,439	\$5,182	\$4,256	\$63,819
District	---	---	\$4,814	\$65,239
Percent Difference: School Site and District	---	---	-11.6	-2.2
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	-9.3	1.2

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- Homework Club
- 8th Grade After School Science Fair Tutorial
- English Learner Support
- Boys and Girls Club After School Tutorial
- 0 period Dual Immersion
- Read 180
- Math+ Intervention
- Community Liaison
- Achieve 3000
- Brain Pop

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,294	\$38,920
Mid-Range Teacher Salary	\$63,026	\$59,803
Highest Teacher Salary	\$78,752	\$78,096
Average Principal Salary (Elementary)	\$96,274	\$95,836
Average Principal Salary (Middle)	\$103,852	\$99,849
Average Principal Salary (High)	\$118,546	\$107,599
Superintendent Salary	\$167,000	\$151,912
Percent of Budget for Teacher Salaries	35	37
Percent of Budget for Administrative Salaries	7	6

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

Professional Development

We believe that 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 Cunha staff 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, Professional Learning Community Training, training for Department Collaboration to develop common assessment, and training to support the school wide campaign of respect. 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 and off site. 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.

Teachers participate in professional development throughout the school, district, county, and state. Cunha weekly staff bulletins consistently include a list of available workshops. Principal Jarrett Dooley models participation in professional development through his active involvement in training provided by the Association of School Administrators of California. Numerous teachers, administrators, and counselors have attended the AVID Summer Institute the past two years. Our Math Department has participated in the annual Asilomar Conference of the California Math Council North Section, Agile Mind training, as well as participating in the Silicon Valley Math Initiative. Language Arts teachers have participated in the Young Adult Literature conference, Common Core State Standards (CCSS) workshops, etc. In addition, there are two Teachers on Special Assignment (TOSA), one in Language Arts and one in Math, that have one release period per day. TOSAs meet regularly with their department members to discuss continued implementation of CCSS as well as instructional strategies that are best teaching practices.

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.