School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Manuel F. Cunha Intermediate School	41 68890 6043665	May 7, 2026	June 11, 2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This SPSA addresses the status of Cunha Intermediate as it relates to CAASPP scores, attendance data, and suspension rates.

The Cunha SPSA goals for 2026-2027 are:

Goal 1: Increase ELA and Math scores for all students. In particular, at-Promise students, including EL students through a robust ELD program, while continuing to make progress on reclassification, as well as Hispanic students and Socio-Economically Disadvantaged students

Alignment:

Priority 1: Academic Improvement
Goal 1, College and Career: Improve College and Career awareness, readiness, and attainment for all students
Goal 2, Early Literacy: Expand early literacy efforts for broader academic readiness
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 4, Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child

Goal 2: Increase support for at-promise students by increasing parent communication and engagement

Alignment:

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 3: Whole Child
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 3: Multi-tiered Systems of Support, focused on:
1. Behavior improvement through PBIS (Positive Behavior Interventions and Support and school readiness, Alternatives to Suspension, Restorative Justice, and Bullying Prevention.
2. Social-emotional support for students
3. Supporting educational initiatives for struggling students not otherwise served by special education or English Learner programs.

Alignment:

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 4: Improve Chronic Absenteeism for All Students

Alignment:

Priority 1: Academic Improvement

Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 5, Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Cunha, there is a belief in shared decision-making on issues that impact our school-wide instructional programs and culture. It is our practice to consult with stakeholders and obtain their input on the process of implementing major state, district, and site initiatives. Teachers and Parents are surveyed by the District to update the LCAP. Our PTO surveys staff and parents to find out their needs and the effectiveness of our programs. 7th-grade students are surveyed annually via the California Health Kids Survey (CHKS), a component of our TUPE Tier II consortium grant. The CHKS assesses student health (including drugs, alcohol, and tobacco), safety, and school climate. Parent and staff surveys are associated with this. Through staff meetings, Department Head meetings, and the Cunha Leadership Team meetings, all staff members highly value weekly collaboration. Surveys have shown trends such as a decrease in vaping amongst students, which we have addressed through our Alternatives to Suspension program. Parents want to give material support and professional development to teachers, and teachers appreciate efforts to expand electives and social-emotional support for their students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Cunha's classroom observations consist of formal administrator observations as negotiated with the Cabrillo Unified Teachers Association. This is a part of the evaluation process, with the balance including routine informal walkthroughs in each classroom.

For temporary and Probationary I and II teachers, formal classroom observations are conducted twice a year, with deadlines for producing an Observation Summary, and a follow up meeting with the teacher. For permanent staff, the observation is done once.

The District and Association's negotiated formal classroom observation agreement stipulates that during a lesson, the academic content standards and lesson objectives should be explicitly identified. Further, the instructional activities, assessments, procedures, and planning of the lesson should be aligned to the California Standards for the Teaching Profession. The informal classroom walkthroughs are a standard practice to observe and identify the level of implementation of school-wide adopted instructional strategies. However, there is no formal or established process to collect data to diagnose the level of implementation or fidelity to agreements.

The school-wide agreed-upon common instructional practices consist of reading and writing strategies, previewing the lessons, and research-based effective instructional strategies for English Learners. To ensure students have a clear understanding of the purpose of the lesson, teachers agree to post, clearly communicate, and review with students the lesson's outcome and performance levels expected. In addition, staff agree to frontload and preview daily instructional tasks and model how to use summarizing techniques when appropriate. During the lesson, staff agree to: provide in-class peer assistance via strategic seating of students; ensure that instruction is differentiated to target the various learning modalities and language fluency; make the best use of instructional time by delivering a coherent lesson bell-to-bell; develop students' critical content vocabulary; implement

effective wait time for questions and answers; review and address the needs of students who are below proficiency in their classes. The adopted common literacy strategies include differentiated instruction in order to address the needs of all readers; preview reading assignments with students; providing guided reading instruction of textbook chapters; use of graphic organizers, guided reading exercises, and outlining to improve textbook comprehension; assisting 8th-grade students with the expository writing that is a required component of the science fair project. In addition, certificated staff have been trained on close reading strategies such as textless surveys, spotlighting a picture, and highlighting on the go, among others. Our ultimate goal is to build on current strategies to ensure students develop and extend their strategic thinking across subjects.

Additionally, there is a focus on schoolwide access to the research-based methodologies and instructional practices of our curriculum providers and community partners, as evidenced by an increasing number of staff members attending training and professional development sessions. A number of years of work with Common Core specialists assisted each department in developing curriculum and instructional strategies in accordance with CCSS.

Student behavior in and out of class is always a major factor in teaching and learning success. Teaching standards include classroom management, and observations speak to this. Staff has focused on students' behavior by adopting PBIS, and folding that into the larger framework of MTSS. Teachers have embraced restorative justice in solving behavioral issues between students and students and teachers. Both certificated and classified staff have received training in restorative practices. Both community building, and restorative circles have been behavior management tools that have been implemented.

The current process allows administrators to perform walkthroughs and identify common strategies being consistently implemented across subject areas. Based on perception data gathered during informal walkthroughs, it is evident that students are experiencing positive changes in the classroom, and curriculum based on CCSS and AVID instructional strategies are being implemented. Learning goals or objectives are consistently posted. communicated to students in most classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As a common practice, the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) results have been utilized to monitor student performance. This data is used to modify our instructional program. The department chairs, and administration receive reports, and all teachers are able to access PowerSchool and California School Dashboard information.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Cunha department heads, the leadership team, and administration make use of ELPAC and CAASPP (Delta Math and CAASPP Interim Assessment) data to monitor student progress. We will be looking at the creation of diagnostic assessments of student reading and math skills in order to refer students to intervention. Data has also driven changes in the ELD pathway toward reclassification and in special education instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2025-26 school year, Cunha teachers are appropriately assigned and credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Cunha employs highly qualified teachers and staff. Our professional development plan is aligned with our agreed-upon areas of focus, which are: increased support for English Learners and Special Education students; early identification of and deeper support for At-Promise students, behavioral support to improve school climate, and social-emotional support for students. To ensure our teachers are prepared to do the work, some staff have attended training for Restorative Justice, I-Ready reading intervention training, Amplify Science training, McGraw Hill Math training, and PowerSchool and Schoology training. We believe that the best way to continue improving our practice and meeting our student's academic and social needs is through professional collaboration and continued analysis of our practice.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff development plan for 2026-27 focuses on PBIS, school climate, and CAASPP Scores. Cunha has adopted Multi-Tiered Systems of Support to improve academic, social-emotional, and behavioral outcomes.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Department Heads are content and instructional delivery experts. As such, they provide support and guidance to their colleagues in an ongoing capacity. Department heads lead collaboration meetings with their teams a minimum of once per week. The district provides a coach for all our new teachers on an on-going basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Cunha has weekly teacher collaboration time built into the school schedule, at least one hour per week, based on the Professional Learning Community model. Teachers meet in same-course teams or departments. In addition to same-course teams, collaboration also allows for interdisciplinary, grade-level and vertical articulation, as well as quarterly professional development.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

There's a clear alignment between instruction, materials and assessment to CCSS, CAASPP assessments, and the California Standardized Test in Science. The Mathematics Department uses the California-approved program called McGraw Hill Math; the ELD Department has aligned curriculum and classes with the district ELD Master Plan.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Cunha meets California's annual instructional minutes' requirement for middle schools and special populations. For example some, English Learners are enrolled in two English courses for a total of 100 minutes and students have access to math classes for 240 minutes weekly.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule allows flexibility for us to offer intervention courses. For example, teachers are able to start their day earlier or teach additional assignments to offer intervention or enrichment courses to students. ELD, Electives, Reading Intervention, etc. are offered at various periods of the day to allow all students to enroll in such classes regardless of schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All Cunha students (100%) have access to standard-aligned materials. The Curriculum Adoption Committee works with departments to ensure appropriate and up-to-date instructional materials are adopted and puchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Cunha students (100%) have access to the State Board of Education adopted standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers are trained in an ongoing capacity and consistently implement effective instructional strategies to ensure all learners can access the content.

Evidence-based educational practices to raise student achievement

Our adopted research-based educational practices to increase student achievement and successfully implement the Common Core State Standards include adoption of a new Math curriculum, Reading Intervention classes, ELD Master Plan, Learning Ally, Touch Math, Delta Math, Desmos, IXL and ALEKS.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Cunha families and the greater Half Moon Bay Community contribute significant resources to assist under-performing students throughout the school year. For example, the Cunha PTO sponsors annual field trips, pays for teacher professional development, student recognition assemblies, Challenge Day, and supports our ELAC parent nights.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the community, parents, classroom teachers and other school personnel participate in the planning, implementation, and evaluation of the Single School Plan for Student Achievement. The School Site Council, Cunha's Department Chairs, Cunha's Leadership Team, Cunha's Athletic Boosters, and parent groups (PTO, ELAC) have the opportunity to provide feedback as we update our plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We receive Title I to assist in providing additional support to our underperforming students. We pay for teacher professional development, to purchase supplemental materials for struggling learners, and to address Significant Disproportionality for at-promise students.

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic achievement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is an active planning partner in the development of the SPSA plan along with our ELAC Committee. Teachers and Certificated staff are also engaged during the development of the SPSA.The plan was voted on by the Council and passed on May 7, 2065.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA School Dashboard.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Manuel F. Cunha Intermediate School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
Asian	1.29%	1.34%	1.64%	7	7	8
Filipino	0.92%	0.58%	0.82%	5	3	4
Hispanic/Latino	56.83%	52.02%	51.54%	308	271	251
Pacific Islander	0.18%	0.19%	0.21%	1	1	1
White	36.72%	40.12%	39.01%	199	209	190
Multiple/No Response	4.06%	5.37%	6.57%	22	28	32
			Total Enrollment	542	521	487

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	163	168	144
Grade 7	193	160	179
Grade 8	186	190	164
Grade 9		3	
Total Enrollment	542	521	487

Conclusions based on this data:

1. Cunha Intermediate is facing declining enrollment and from the 24-25 school year to the 25-26 school year our enrollment decreased by 7%.
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup, at about 51.5%
3. If enrollment continues to decline our programs will be affected. For the 25-26 school year, we decreased 2.0 of our FTE due to decreasing enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	75	52	43	15.4%	13.8%	8.8%
Fluent English Proficient (FEP)	184	175	158	30.8%	33.9%	32.4%
Reclassified Fluent English Proficient (RFEP)				45.5%		

Conclusions based on this data:

1. Reclassification percentage from 2020-21 to 2024-2025:

   2020-21: 10.3%
   2021-22: 23.0%
   2022-23: 45.5%
   2023-24: 23.05%
   2024-2025: 28.5%

   The percent reclassified went up in 2022-23 from 23% to 45.5% due to an intense focus on English Learners gaining proficiency. In 23-24, Cunha had an increased percentage of students enrolled that were at Level 2, and an influx of newcomer students with no English skills or proficiency and the reclassification percentage dropped to 23.05%. 2024-25 implemented new ELPAC guidelines and students were required to receive a 4 to be reclassified. 28.5% were reclassified under the new guidelines.
2. This year at Cunha, almost every student made gains regardless of reclassification status. Every 7th grade student went up at least one level.
3. The majority of students improved ELPAC scores whether they were reclassified or moved up a level. This is due to the intervention of our Teacher on Special Assignment (TOSA) and highly-qualified ELD teachers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	192	160	170	190	158	167	190	158	167	99.0	98.8	98.2
Grade 7	180	188	161	178	185	159	178	185	159	98.9	98.4	98.8
Grade 8	200	195	188	197	184	183	197	184	183	98.5	94.4	97.3
All Grades	572	543	519	565	527	509	565	527	509	98.8	97.1	98.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2490.	2506.	2508.	11.05	13.29	16.77	21.05	24.68	26.35	32.11	31.01	29.94	35.79	31.01	26.95
Grade 7	2507.	2527.	2517.	11.80	16.22	10.06	28.65	24.86	29.56	16.85	25.95	23.90	42.70	32.97	36.48
Grade 8	2541.	2535.	2532.	7.61	8.15	10.38	34.01	33.15	30.60	32.49	26.09	24.04	25.89	32.61	34.97
All Grades	N/A	N/A	N/A	10.09	12.52	12.38	27.96	27.70	28.88	27.43	27.51	25.93	34.51	32.26	32.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.63	20.25	20.96	50.53	50.00	49.10	36.84	29.75	29.94
Grade 7	11.80	21.62	18.24	61.24	54.05	56.60	26.97	24.32	25.16
Grade 8	12.18	14.67	16.94	59.90	58.70	53.55	27.92	26.63	29.51
All Grades	12.21	18.79	18.66	57.17	54.46	53.05	30.62	26.76	28.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.95	9.49	11.38	48.42	48.73	53.29	42.63	41.77	35.33
Grade 7	15.17	14.59	10.69	42.70	51.35	47.17	42.13	34.05	42.14
Grade 8	10.66	12.50	12.02	58.88	46.74	49.18	30.46	40.76	38.80
All Grades	11.50	12.33	11.39	50.27	48.96	49.90	38.23	38.71	38.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.11	15.19	9.58	76.84	66.46	77.84	11.05	18.35	12.57
Grade 7	10.11	10.81	7.55	71.35	71.89	77.99	18.54	17.30	14.47
Grade 8	14.21	10.87	13.66	71.07	74.46	69.40	14.72	14.67	16.94
All Grades	12.21	12.14	10.41	73.10	71.16	74.85	14.69	16.70	14.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.63	20.89	16.17	67.37	62.03	67.66	20.00	17.09	16.17
Grade 7	14.04	16.76	10.69	57.87	60.54	63.52	28.09	22.70	25.79
Grade 8	17.77	14.13	13.11	69.04	70.11	69.40	13.20	15.76	17.49
All Grades	14.87	17.08	13.36	64.96	64.33	66.99	20.18	18.60	19.65

Conclusions based on this data:

1. Based on overall student performance, the 6th and 8th grade grade levels had an increase in students exceeding the standards for ELA . Additionally, all grade levels saw an increase in students exceeding standards for Reading.
2. 6th, and 7th graders at Cunha saw a decline in those students below standards in Listening.
3. In the Writing portion of the CAASPP, the 6th and 8th graders improved when combining the Met Standards and Exceeded Standard scores. The 7th graders for this past year saw a decline in Writing performance.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	192	160	170	190	159	168	190	159	168	99.0	99.4	98.8
Grade 7	180	188	161	179	185	158	179	185	158	99.4	98.4	98.1
Grade 8	200	195	188	198	190	184	198	190	184	99.0	97.4	97.9
All Grades	572	543	519	567	534	510	567	534	510	99.1	98.3	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2482.	2497.	2511.	11.05	14.47	20.83	16.32	16.35	19.64	27.89	27.04	23.21	44.74	42.14	36.31
Grade 7	2492.	2509.	2508.	10.61	15.14	11.39	20.67	13.51	21.52	18.44	31.89	25.32	50.28	39.46	41.77
Grade 8	2487.	2482.	2511.	6.06	5.79	11.96	13.64	13.16	15.22	20.20	18.42	25.00	60.10	62.63	47.83
Grade 11															
All Grades	N/A	N/A	N/A	9.17	11.61	14.71	16.75	14.23	18.63	22.22	25.66	24.51	51.85	48.50	42.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.58	15.09	16.67	36.84	34.59	45.83	51.58	50.31	37.50
Grade 7	15.64	16.22	15.19	32.96	43.24	40.51	51.40	40.54	44.30
Grade 8	6.06	6.84	9.24	38.89	38.95	47.28	55.05	54.21	43.48
Grade 11									
All Grades	10.93	12.55	13.53	36.33	39.14	44.71	52.73	48.31	41.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.47	11.32	16.07	54.21	52.20	50.60	36.32	36.48	33.33
Grade 7	10.06	16.22	8.86	49.72	48.11	55.70	40.22	35.68	35.44
Grade 8	9.09	5.26	10.87	47.47	56.84	50.00	43.43	37.89	39.13
All Grades	9.52	10.86	11.96	50.44	52.43	51.96	40.04	36.70	36.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.95	13.84	19.05	58.42	57.23	55.36	32.63	28.93	25.60
Grade 7	10.06	11.89	10.13	60.89	60.54	62.03	29.05	27.57	27.85
Grade 8	6.06	2.63	8.70	62.63	62.63	63.04	31.31	34.74	28.26
All Grades	8.29	9.18	12.55	60.67	60.30	60.20	31.04	30.52	27.25

Conclusions based on this data:

1. For the 24-25 school year the percentage of all students performing above standard increased by 3%. The percentage of overall students meeting standard increased by 4.4%.
2. Based on the overall student performance 7th graders saw the largest increase in Math performance for students meeting standard year over year.
3. Based on the data, we must continue increase math academic achievement throughout all grade levels. In particular, the students at Cunha are struggling with applying mathematic concepts and procedures. The new 6th grade pathway for 6th grade math students should allow for an increase in rigor for all students.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1525.1	1532.1	1526.4	1534.5	1543.4	1532.4	1515.1	1520.3	1519.9	29	38	16
7	1550.1	1557.9	1568.4	1544.6	1569.6	1574.4	1555.0	1545.6	1561.9	28	16	21
8	1550.9	1457.5	*	1550.9	1467.1	*	1550.4	1447.5	*	25	23	9
All Grades										82	77	46

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	27.59	28.95	31.25	31.03	44.74	31.25	24.14	18.42	25.00	17.24	7.89	12.50	29	38	16
7	42.86	43.75	33.33	14.29	18.75	61.90	32.14	31.25	4.76	10.71	6.25	0.00	28	16	21
8	40.00	4.35	*	20.00	47.83	*	12.00	8.70	*	28.00	39.13	*	25	23	*
All Grades	36.59	24.68	28.26	21.95	40.26	47.83	23.17	18.18	19.57	18.29	16.88	4.35	82	77	46

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	51.72	55.26	50.00	27.59	31.58	25.00	10.34	5.26	12.50	10.34	7.89	12.50	29	38	16
7	35.71	62.50	66.67	50.00	6.25	28.57	3.57	31.25	4.76	10.71	0.00	0.00	28	16	21
8	48.00	21.74	*	20.00	39.13	*	4.00	4.35	*	28.00	34.78	*	25	23	*
All Grades	45.12	46.75	50.00	32.93	28.57	36.96	6.10	10.39	8.70	15.85	14.29	4.35	82	77	46

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.34	2.63	6.25	17.24	21.05	25.00	44.83	68.42	37.50	27.59	7.89	31.25	29	38	16
7	25.00	18.75	19.05	28.57	31.25	28.57	32.14	25.00	52.38	14.29	25.00	0.00	28	16	21
8	24.00	0.00	*	16.00	13.04	*	32.00	39.13	*	28.00	47.83	*	25	23	*
All Grades	19.51	5.19	10.87	20.73	20.78	30.43	36.59	50.65	41.30	23.17	23.38	17.39	82	77	46

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	17.24	26.32	25.00	65.52	57.89	62.50	17.24	15.79	12.50	29	38	16
7	14.29	18.75	9.52	67.86	75.00	90.48	17.86	6.25	0.00	28	16	21
8	32.00	4.35	*	44.00	56.52	*	24.00	39.13	*	25	23	*
All Grades	20.73	18.18	13.04	59.76	61.04	80.43	19.51	20.78	6.52	82	77	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	58.62	73.68	68.75	31.03	18.42	12.50	10.34	7.89	18.75	29	38	16
7	75.00	75.00	85.71	14.29	25.00	14.29	10.71	0.00	0.00	28	16	21
8	68.00	56.52	*	8.00	8.70	*	24.00	34.78	*	25	23	*
All Grades	67.07	68.83	73.91	18.29	16.88	19.57	14.63	14.29	6.52	82	77	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.90	5.26	6.25	37.93	34.21	37.50	55.17	60.53	56.25	29	38	16
7	28.57	12.50	14.29	32.14	56.25	52.38	39.29	31.25	33.33	28	16	21
8	24.00	0.00	*	28.00	34.78	*	48.00	65.22	*	25	23	*
All Grades	19.51	5.19	13.04	32.93	38.96	41.30	47.56	55.84	45.65	82	77	46

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	13.79	10.53	31.25	65.52	84.21	50.00	20.69	5.26	18.75	29	38	16
7	42.86	18.75	33.33	46.43	75.00	66.67	10.71	6.25	0.00	28	16	21
8	16.00	8.70	*	68.00	52.17	*	16.00	39.13	*	25	23	*
All Grades	24.39	11.69	26.09	59.76	72.73	65.22	15.85	15.58	8.70	82	77	46

Conclusions based on this data:

1. Based on the Mean Scores for all EL students, 6th and 7th graders reclassified at a much higher percentage than did 8th graders.
2. Based on the data, the reading domain is the domain most students struggle with to get a score of 4.
3. In the Writing domain, we see an increase in the Well Developed level (Level 4) for all grade levels.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
521	**31.3%**	**10%**	**0.0%**
Total Number of Students enrolled in Manuel F. Cunha Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	10%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	163	31.3%
Students with Disabilities	81	15.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	7	1.3%
Filipino	3	0.6%
Hispanic	271	52%
Two or More Races	28	5.4%
Pacific Islander	1	0.2%
White	209	40.1%

Conclusions based on this data:

1. 31.3% of our students are Socioeconomically Disadvantaged, a decrease from 47% in the previous year

2. Our student population identified as English Learners has decreased from 13.8% to 10% while our Hispanic population is the largest ethnic group at 52%.

3. Our population of students with disabilities is at 15.5%, a slight increase from 15.1%.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Our dashboard shows that our academic data is average for Math and slightly below average in Language Arts. However we have made progress with the English Learner subgroup.
2. While chronic absenteeism has decreased, it is an area of continued focus. We use A2A to monitor attendance, meet with parents, and utilize community resources to address attendance concerns. Although, the dashboard indicates an average score for attendance. This must be addressed.

3. Based on the data, CAASPP ELA and Math scores, Chronic Absenteeism and Suspension Rate will remain a focus for 26-27.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Red
30.4 points below standard	96.9 points below standard	123.7 points below standard
Declined 4.5 points	Maintained -1.2 points	Declined 10.3 points
507 Students	159 Students	54 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	84.2 points below standard
	3 Students	Declined 19.4 points
		155 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
123 points below standard	0 Students	0 Students
Declined 17.4 points		
80 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	78 points below standard
7 Students	3 Students	Declined 11.3 points
		264 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
37.1 points above standard	Fewer than 11 students - No Data for Privacy	19.4 points above standard
Declined 3.3 points	1 Student	Maintained -2.4 points
32 Students		199 Students

Conclusions based on this data:

1. English Language Arts scores decreased by 4.5 points. The subgroups impacted most include English Learners & long term English Learners (maintained but very low), Socioeconomically Disadvantaged decreased by 19.4 points, and Hispanic decreased by 11.3 points.
2. Two subgroups increased or maintained scores. These subgroups include English Learners (-1.2 points) and White (+7.6 points),
3. Based on the data, we must focus on all students, however Long Term English Learners, Socioeconomically disadvantaged and Hispanic subgroups will be the main center of attention.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	Orange
58.5 points below standard	137.2 points below standard	162.9 points below standard
Increased 11.4 points	Maintained 0.6 points	Increased 5.5 points
508 Students	161 Students	55 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	124.7 points below standard
	3 Students	Declined 13.4 points
		157 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
154.1 points below standard	0 Students	0 Students
Declined 9.6 points		
79 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	111.6 points below standard
7 Students	3 Students	Increased 3.3 points
		266 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
33.2 points above standard	Fewer than 11 students - No Data for Privacy	4.6 points below standard
Increased 15.5 points	1 Student	Increased 13.9 points
32 Students		198 Students

Conclusions based on this data:

1. Our overall student performance in Mathematics had an increase (an improvement of 11.4 points overall). Our subgroups of Long Term English Learners (+5.5), Hispanic (+3.3), Two or More Races (+15.5), and White (+13.9) saw the highest growth.
2. Students with disabilities (-9.6) and Socioeconomically disadvantaged students (-13.4) saw the highest decrease overall.
3. Based on the data, there must be a focus on continuing to improve Math scores, placing a high emphasis on students with disabilities and socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
51.7 science points	37.2 science points	26.9 science points
Maintained 1.5 points	Increased 2 points	Maintained -1.4 points
184 Students	53 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	41.5 science points
	1 Student	Maintained -0.8 points
		57 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
25.8 science points	0 Students	0 Students
Declined 8.7 points		
27 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	42.2 science points
2 Students	1 Student	Maintained 0.5 points
		96 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
64 science points	0 Students	60.9 science points
11 Students		Maintained -1.5 points
		74 Students

Conclusions based on this data:

1. Overall, students maintained in Science (1.5 points)
2. Students with disabilities declined (-8.7 points)
3. We need to place a higher emphasis on the Science assessment, ensuring all students, but mainly students with disabilities are the key focus.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
66.7 making progress.	64.3 making progress.
Number Students: 42 Students	Number Students: 28 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
2.4%	31%	0%	66.7%

Conclusions based on this data:

1. There is a strong trend towards progress, with 66.7% of English Learners making progress towards English Language proficiency.
2. Based on the data, 66.7% percent of English Learners have progressed at least one level.
3. Based on the data, only 2.4% decreased one level which is an improvement from the prior year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	Red
14.2% Chronically Absent	21.7% Chronically Absent	24.6% Chronically Absent
Declined 2.6	Maintained 0	Increased 1.5
527 Students	83 Students	57 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	17.9% Chronically Absent
	3 Students	Declined 2.7
		168 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
20.7% Chronically Absent	0 Students	0 Students
Declined 14.1		
87 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	17.6% Chronically Absent
7 Students	3 Students	Declined 1.4
		278 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
5.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.8% Chronically Absent
Declined 3.2	1 Student	Declined 3.6
34 Students		204 Students

Conclusions based on this data:

1. 20.7% of Students with Disabilities have chronic absences, which is down from 34.8% the previous year.
2. Overall Chronic Absenteeism declined by 2.6%. Students with disabilities saw the highest decline of 14.1%
3. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups including: Students with disabilities -14.1%, Socio-Economically disadvantages -2.7%, White -3.6%, and Hispanic -1.4%. We need to put an emphasis on the chronic absenteeism of Long Term English Learners, which increased by 1.5%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Green	Green
6.4% suspended at least one day	5.8% suspended at least one day	6.9% suspended at least one day
Increased 0.7%	Declined 3.4%	Declined 2.7%
530 Students	86 Students	58 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	5.4% suspended at least one day
	3 Students	Declined 2.2%
		168 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
12.5% suspended at least one day	0 Students	0 Students
Increased 1.3%		
88 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	5.7% suspended at least one day
7 Students	3 Students	Declined 1.8%
		281 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
11.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	6.4% suspended at least one day
Increased 2.7%	1 Student	Increased 3.4%
34 Students		204 Students

Conclusions based on this data:

1. The suspension rate for all students was 6.4%- an increase of 0.7% year over year. The suspension rate for students suspended for at least one day is as follows: White was 6.4% (increase of 3.4%), Students with Disabilities was 12.5% (increase by 1.3%), Socioeconomically Disadvantaged students was 5.4% (decrease of 2.2%), Hispanic 5.7% (decrease of 1.8%) and English Learners was 5.8% (decrease of 3.4%). With the increased focus on PBIS the suspension rate has increased slightly, but decreased immensely with certain subgroups.
2. Although the suspension rate increased by 0.7% overall, the increase for white students (3.4%) and students of two or more races (2.7%) was higher.
3. Moving forward will continue to focus strategies to lower the overall suspension rate and determine stronger alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Literacy and Core Improvement (ELA/Math) for Socioeconomically Disadvantaged Students, Reclassification for EL Students

LEA/LCAP Goal

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of English Learner students.

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

Priority 1: Academic Improvement
Goal 1, College and Career: Improve College and Career awareness, readiness, and attainment for all students
Goal 2, Early Literacy: Expand early literacy efforts for broader academic readiness
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 4, Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child

Goal 1

Increase ELA and Math scores for English Learners, and Socioeconomically Disadvantaged students by continuing to make progress on reclassification, and targeted academic interventions in English Language Arts.

Identified Need

English Learners (96.9 points below standard) and Socioeconomically Disadvantaged (84.2 points below standard) students scored very low in ELA. These student groups need intensive support with English Language and Math Development

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification of students (EL)	The percent reclassified went up in 2022-23 from 23% to 45.5% due to an intense focus on English Learners gaining proficiency. This number in 23-24 is again at 23%. This drop in reclassification is due to the large number of newcomers this year and an increase in ELPAC Level 2 students. During the 2024-25 school year, 28.5% of EL students achieved reclassification at Cunha.	Reclassification percentage from 2020-21 to 2020-24 2020-21: 10.3% 2021-22: 23.0% 2022-23: 45.5% 23-24: 23.0% 24-25: 28.5% With the ELPAC 4 requirement for reclassification, the expected outcome is 20% for 2026-27

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in ELA/Math CAASPP scores for EL students	In 2023-2024, English Learners were 97.5 points below standard in ELA, and 144.6 points below standard in Math. During 2024-25 English Learners were 96.9 points below standard in ELA and 137.2 points below standard in Math.	Although not significant, English Learners Maintained in both ELA and Math scores. The expectation is to see an improvement in these scores for 25-26.
Increase in ELA/Math CAASPP scores for Socioeconomically Disadvantaged Students	In 2023-24, Socioeconomically Disadvantaged students were 72.9 points below standards in ELA and 125.6 points below standards in Math. During 2024-25, Socioeconomically Disadvantaged students were 84.2 points below standard in ELA and 124.7 points below standard in Math.	Socioeconomically disadvantaged students saw a decrease in CAASPP scores, the expectation is to see an increase for 25-26.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student Groups

Strategy/Activity

Purchase the IXL learning platform for all students and increase access to the Cunha Tutoring Program.

IXL will assist all students and allow the administrative team to target all subgroups. In particular, EL students, students with disabilities, and socioeconomically disadvantages students, can be tracked based on benchmark testing and CAASPP & ELAC test preparation materials. The IXL program will offer all students benchmark testing in ELA, Math, and Science. In addition, IXL will allow test prep for ELPAC, CAASPP, and CAST for all students. The information gained from consistent testing can target deficiencies students may have thus enabling reteaching an improved academic performance for all students.

The Tutoring Program will give students opportunities to interact with a tutor after school at least two times per week. This will promote good study habits, organization, and improve academic performance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I 4000-4999: Books And Supplies IXL Program for ELA, and Math
7,500	Title I 5000-5999: Services And Other Operating Expenditures Certified and Classified staff for tutoring program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Groups: English Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

Provide an Academic Teacher on Special Assignment (TOSA) to assist the specific student groups above. The Academic TOSA will assist in the development, implementation, and evaluation of intervention programs that address the needs of the specific student groups identified above.

The ELD Teacher on Special Assignment (TOSA), will push into classes or pull out small groups or work with students individually to assist them in reclassification as RFEP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5800: Professional/Consulting Services And Operating Expenditures TOSA attendance at conferences and training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

From 2022-23 to 2024-25, the Cunha EL program has been very successful in reclassifying students. Although the criteria for reclassification have become more difficult (students must receive a 4/4), the Cunha team has met the challenge. With the addition of a school-wide benchmark and test prep program, test scores and academic success for all students should continue to increase during the 2026-27 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students need more intensive interventions in for ELA (ELD classes, and ELD TOSA), and Math. Our new Math curriculum, adopted in 24-25, and our new Math Pathways should improve test scores in the coming year. This in addition to the adoption of the IXL program in all grade levels for ELA and Math will increase student academic success.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to have a TOSA for ELD which has proven very effective for reclassification. School-wide strategies have been narrowed and focused to target specific subgroups with goals based on improvement of the CAASPP scores. The addition of IXL as a supplement will give all students access to curriculum to address academic challenges and improve performance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Support and Communication for Socioeconomically Disadvantaged and Latinx students and families

LEA/LCAP Goal

Priority 1: Academic Improvement
Goal 3- Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 3: Whole Child
Goal 9- Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 2

Increase support for socioeconomically disadvantaged and Latinx students by increasing parent communication and engagement

Identified Need

Cunha Intermediate and the Cabrillo Unified School District must increase communication with the Latinx community and Socioeconomically Disadvantaged students to increase student performance and parent involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Added Spanish Sessions/Translation for Back to School Night and 5th Grade Parents Night	Specific Spanish language sessions for Back to School Night and 5th Grade Parents Night.	Continue Spanish language sessions for Back to School Night and 5th Grade Parents Night will lead to an increase in parent involvement.
Conferences with a focus on at-promise students	Conferences were set up for at-promise students and families. With access to all teachers.	Continued conferences set up for at-promise students and families.
ELAC representation on the Parent Teacher Organization (PTO) and on School Site Council.	The PTO has a Latinx parent on the board, and there is a Latinx parent on the School Site Council.	Continue working with PTO and ELAC to coordinate accessible communication and increase Latinx representation on the PTO board and School Site Council.
Reach families with weekly videos and newsletters with Spanish translation	All interaction with the school is available in both Spanish and English. All weekly school videos and newsletters are	Continue the video communications effort and increase number of view for the video communication. Continue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	created in both English and Spanish.	weekly newsletters to increase communication with families.
Increase the number of families/community membets attending ELAC meetings.	2023-24 Quarter 1: 25 families in attendance 2023-24 Quarter 2: 22 families in attendance 2023-24 Quarter 3: 18 Families in attendance 2023-24 Quarter 4: 14 families in attendance 2024-25 Year: 25 families were involved throughout the year. 2025-26 Year: Approximately 30 families involved throughout the year This is an increase from the 24-25 school year, however, this is still a work in progress at Cunha	Improve the number of participants per meeting to 25+ or more for each meeting. (4x per year)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: ELs, Latinx/Hispanic and Spanish Speaking Students

Strategy/Activity

Spanish Speaking Back to School Night and 5th Grade Parents' Night sessions

Design Sessions at both events in Spanish for parents to access the presentations and question and answer sessions. Outreach will be conducted through the liaisons to reach families personally as necessary, coordinated with the elementary schools in the case of 5th grade parent night. Both site and off-site liaisons and hired translators will be brought in to make sure that all materials are translated, presentations conducted in Spanish, and interpreters available to assist in communications between staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I

	5000-5999: Services And Other Operating Expenditures Provide sufficient translators and Spanish-speaking staff to run both the programmatic part of the event and question and answer sessions.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: Socioeconomically Disadvantaged Students

Strategy/Activity

Socioeconomically Disadvantaged Student Parent Conferences

Use Zoom conferences to meet parents at convenient times and target academically struggling students. Increase parent contacts via phone and in-person meetings by the counseling and administrative team. This gives the site an opportunity to meet and work closely with our Socioeconomically Disadvantaged students as identified by teachers, counselors, and the administrative team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide additional translation and interpreting services
0	None Specified 5000-5999: Services And Other Operating Expenditures Organization, creation and presentation of information for families

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: All students and EL students

Strategy/Activity

Make sure that our ELAC group is represented on the PTO and School Site Council (SSC)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5000-5999: Services And Other Operating Expenditures Administrative Team

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: All students, families/Spanish speaking households

Strategy/Activity

Production of weekly principal videos with Spanish translations, as well as event videos, published on our Website and sent out by School Messenger. Production of a weekly newsletter using the Smore system. It provides automatic translation to make the information accessible to families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Persons to create weekly and special event videos throughout the year.
200	Title I Part A: Parent Involvement 5900: Communications Subscription to Smore for Weekly Newsletters

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Targeted student conferences and weekly videos in Spanish and English improved the communication between the school and families The weekly newsletter has also had a positive impact and increased access as it is available in multiple languages.. The addition of a bilingual counselor has dramatically improved communication between the targeted groups in this goal. We

will continue these practices and increase ELAC representation on the PTO and the School Site Council.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Cunha has used SchoolMessenger and other online programs to contact Hispanic parents. The use of SMS has been particularly effective and needs to be increased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our strategies and activities for this goal are aligned to the goal of Support and Communication for socioeconomically disadvantaged and Latinx students and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Multi-tiered Systems of Support (MTSS) focusing on Academic Intervention Behavior, and Social Emotional Support

LEA/LCAP Goal

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 3

Multi-tiered Systems of Support, focused on:
1. Behavior improvement through PBIS (Positive Behavior Interventions and Support and school readiness, Alternatives to Suspension, Restorative Practices, and Bullying Prevention)
2. Therapeutic and Social-emotional support for students

Identified Need

Students are experiencing social-emotional issues at school. There is a continuing need to address student behavior issues and social emotional wellness to increase the overall success of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals for Alcohol, Tobacco and Other Drugs (ATOD) offenses	15 ATOD referrals in 2021-22 15 ATOD referrals in 2022-23 9 ATOD referrals in 2023-24 0 ATOD referrals in 2024-25 2 ATOD referrals in 2025-26	Increased campus supervision in the bathrooms and increased supervision during unstructured times have contributed to the decline in referrals. Also, the drug awareness program in the 6th, 7th, and 8th grades has had an impact. The TUPE grant has funded drug awareness presentations.
Referrals for bullying	59 bullying referrals in 2021-22 34 bullying referrals in 2022-23 20 bullying referrals in 2023-24 23 bullying referrals in 2024-25 10 bullying referrals in 2025-26	Incidents of bullying between students have continued to decrease.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals for causing, attempting, or threatening to cause physical injury	95 referrals in 2021-22 39 referrals in 2022-23 26 referrals in 2023-24 19 referrals in 2024-25 11 referrals in 2025-26	Referrals in this metric decreased from the prior year. Most of these referrals were associated with lunchtime sporting disputes. An increase in restorative conversations contributed to the decline in this metric. Cunha will continue increasing opportunities for students to engage in restorative conversations to solve problems.
Referrals for School Linked Services counseling referrals	64 referrals for SLS counseling occurred in 2021-22 36 referrals for SLS counseling occurred in 2022-23 55 referrals for SLS counseling occurred in 2023-24 20 referrals for SLS counseling occurred in 2024-25 29 referrals for SLS counseling occurred in 2025-26	While there has been an overall decrease in relation to 21-22, the recent increase in SLS referrals is indicative of the support our students need. Additionally, the decrease in other referrals (e.g. bullying and ATOD referrals) has contributed to the decreased need for SLS counseling services.
Students participating in Challenge Day, measurable outcomes in terms of bullying and violence numbers	100 students participated in 2021-22 195 students participated in 2022-23 (the entire 7th grade) 0 students participated in 2023-24 97 students participated in 2024-25 75 students participated in 2024-25	Challenge day will continue to be implemented in the 26-27 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: Students referred for Alcohol, Tobacco and Other Drugs (ATOD) offenses

Strategy/Activity

Alternatives to Suspension (ATS) for Alcohol, Tobacco, and Other Drugs (ATOD), and prevention programs

Rationale for ATS: Suspending kids is very unproductive for academics, and some kids get suspended on purpose to get out of work or away from something they do not want to cope or deal with. Suspensions are not an effective deterrent for many kids, who do not see it as a significant consequence or negative stimulus. Therefore, providing alternatives to suspensions can be much more effective in getting students' behavior to change. This option has been used in past years; however, there were 2 instances of students with drugs/alcohol on campus during the 2025-26 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5000-5999: Services And Other Operating Expenditures Presentations will be based on renewal of the TUPE grant through San Mateo County

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Group: Students referred as offenders, victims, or participants in bullying or causing, attempting to cause, or threatening to cause physical injury.

Strategy/Activity

Continue and expand the use of Restorative Circles

Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims. Restorative justice allows the impacted parties to talk about what happened, how they are feeling about it now, the impact it had on everyone, and ultimately what can be done to make it as right as possible. The restorative approach can help school communities avoid the need for exclusionary discipline and reduce repeated offenses.

The purpose of adopting restorative justice at Cunha is to break the cycle of conflict and violence between individual students and groups/cliques.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5000-5999: Services And Other Operating Expenditures

	Continue to use site and district Restorative Justice resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: All Students

Strategy/Activity

Bullying Prevention Programs
Restorative practices- including circles. Continue the Challenge Day activities focusing on 7th/8th grade studnets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Challenge Day for 7th graders identified for intervention or are interested

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Group: Tier 1 support for all students, as well as targeted counseling and support at the Tier 2 level, and referrals to Tier 3 interventions as needed.

Strategy/Activity

Provide in-class social-emotional support activities. Continue with our social-emotional learning quarter curriculum in 6th grade. Increase social-emotional learning opportunities in 7th and 8th grade. Cunha partners with SLS counselors to provide SEL support to students throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5000-5999: Services And Other Operating Expenditures Continue the work already present in the curriculum (e.g. 6th, 7th, and 8th grade interventions)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025-26 school year progress has been made on this goal. All referrals decreased in every metric. The increase in bilingual personnel on campus and continuity of leadership at the site has proven to make Cunha safer. This trend is expected to continue in the 2026-27 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Stressing Tier 1 PBIS initiatives will continue to empower the staff to work collaboratively to make gains on these metrics.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2026-27 school year, the staff will remain the same, with the exception of losing one teacher. We transitioned to a new Student Information System (PowerSchool) which is an issue to overcome this year, but use is improving. The SLS counseling program will remain in place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve Chronic Absenteeism for All students (Decrease)

LEA/LCAP Goal

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 5, Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 4

Improve Chronic Absenteeism for All Students (Decrease)

Identified Need

Long Term English Learners have the highest percentage of chronic absences at 24.6%. With the exception of the English Learners all subgroups improved chronic absenteeism. Overall, Chronic Absenteeism declined by 2.6%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups, especially students with disabilities (-14.1%), White (-3.6%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve Chronic Absenteeism for all students (Decrease)	Chronic Absenteeism for Students with Disabilities is 20.7%%. Chronic Absenteeism for Socioeconomically Disadvantaged Students is 17.9%%. Chronic Absenteeism for English Learners is 21.7%. We use the Attention 2 Attendance (A2A) system to track and respond to Chronic Absenteeism.	Through targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits, we will decrease Chronic Absenteeism by 5% in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The specific actions taken during the 2024-25 school year are as follows: 6 home visits were conducted 40+ in-person or via Zoom parent conferences 50+ Phone/email contacts with parents 300+ Excessive Excused L1 letters 200+ Excessive Excused L2 letters 100+ Truancy L1 letters 50+ Truancy L2 letters 25+ Truancy L3 letters	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Group: Students with Disabilities

Strategy/Activity

Targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits for students chronically absent

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5000-5999: Services And Other Operating Expenditures Continue to use the district A2A attendance notification system. Admin home visits, parent conferences, emails, and phone calls.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Long Term English Learners have the highest percentage of chronic absences at 24.6%. With the exception of the English Learners all subgroups improved chronic absenteeism. Overall, Chronic Absenteeism declined by 2.6%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups, especially students with disabilities (-14.1%), White (-3.6%)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At Cunha we are still struggling with chronic absenteeism, however, we are no longer in ATSI for Chronic Absenteeism and the rate continues decreasing. Using A2A has helped with this, as well as, the dedication of our community liaison and registrar who are both bilingual.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a continuing goal for 2026-27 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$23,496
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$23,700.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$23,500.00
Title I Part A: Parent Involvement	$200.00

Subtotal of additional federal funds included for this school: $23,700.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
None Specified	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $23,700.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	40855.40	17,355.40
Title III	15248.00	15,248.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	23,500.00
Title I Part A: Parent Involvement	200.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	10,000.00
5000-5999: Services And Other Operating Expenditures	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
5900: Communications	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I	12,500.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
5900: Communications	Title I Part A: Parent Involvement	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,500.00
Goal 2	4,200.00
Goal 3	2,000.00
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Victor Guzman	Principal
Brittany Hoooker	Other School Staff
Janice Lee	Classroom Teacher Parent or Community Member
Matt Allen	Parent or Community Member
Annapaula Pacheco-Brazil	Parent or Community Member
Johnny Valencia	Other School Staff
Angela Ekberg	Parent or Community Member
Martina Moonoey	Parent or Community Member
Molly Banks	Parent or Community Member
Gustavo Garcia	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 7th, 2026.

Attested:

	Principal, Victor Guzman on 5/7/2026
	SSC Chairperson, Angela Ekberg on 5/7/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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