

FACT SHEET

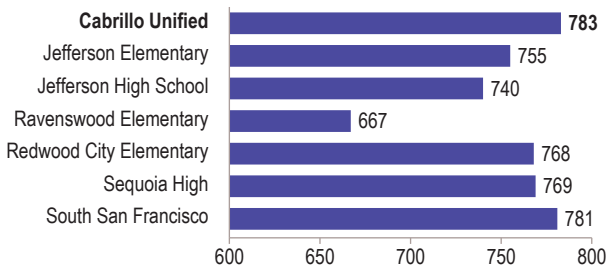
For Immediate Release
 September 25, 2009

Multi-Year Improvement Trend Continues for Cabrillo Unified School District

Education is a long-term investment—an investment that is paying off at the Cabrillo Unified School District.

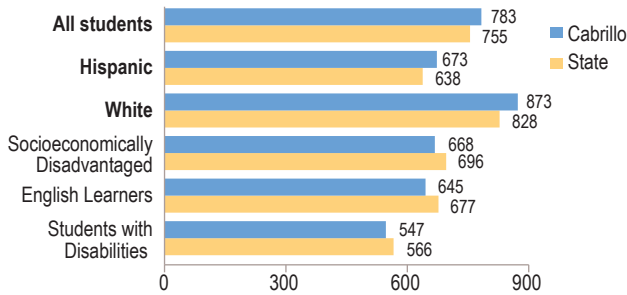
- ▶ Cabrillo Unified School District met California’s **Academic Performance Index (API)** target reaching a district wide API of **783**, up 8 points from last year.
- ▶ A comparison of 2009 API scores between school districts in San Mateo County, all who have similar demographics, with significant English Language Learner (EL) populations, shows that Cabrillo leads in this comparison.

CUSD Comparison: San Mateo County – Similar Demographics Academic Performance Index (API) 2009



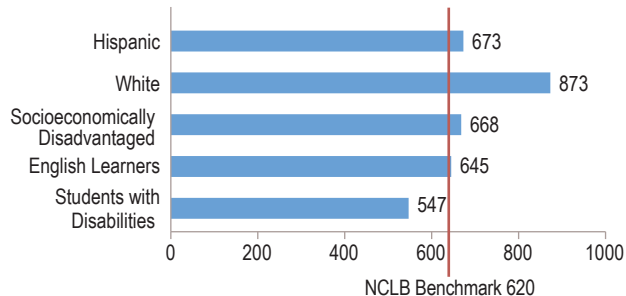
- ▶ The District surpasses the overall state API as well as in two out of five significant subgroups:

Subgroup Comparison CUSD and State 2009 Academic Performance Index (API)



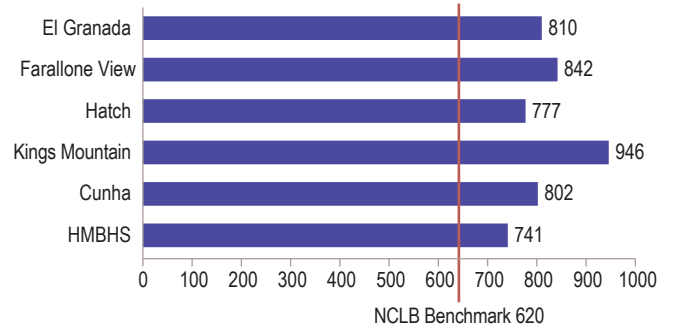
- ▶ Four of the five significant subgroups in Cabrillo increased their API and met the subgroup growth goal of 620:

Subgroup Comparison CUSD 2009 Academic Performance Index (API)



- ▶ The API results show that all CUSD schools exceed the NCLB benchmark of 620:

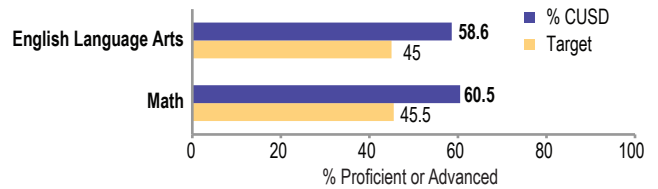
Cabrillo School Results 2009 Academic Performance Index (API)



We’ve made student achievement for ALL students a priority.

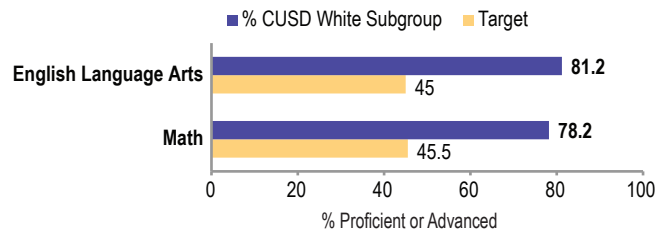
- ▶ **Average Yearly Progress (AYP)** results indicate that the district surpassed the state goal of 95% student participation rate on California Standards Tests in **English Language Arts and Mathematics**.
- ▶ More than half of CUSD students who took the **2009 STAR tests** met or exceeded grade level standards - scoring “proficient” and above (“advanced”):

CUSD Students: % Scoring Proficient or Advanced STAR Test Results 2009



- ▶ The District’s White subgroup far exceeds the No Child Left Behind (NCLB) 2009 target benchmark of 45% proficiency in **English Language Arts**:

CUSD White Subgroup: % Proficient or Advanced STAR Test Results 2009



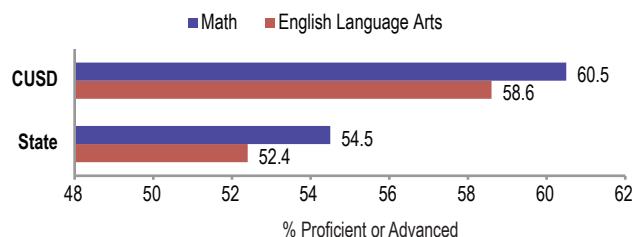
- ▶ The District's other significant subgroups are closing the achievement gap in **English Language Arts** by increasing towards the No Child Left Behind (NCLB) target benchmark of 45% proficient or advanced:

	(% proficient or advanced)
Hispanic	29.2 to 33.2
SED	27.7 to 31.6
EL	23.3 to 27.4
Students with Disabilities	24.9 to 25.6

- ▶ The District surpassed the state AYP percent proficient in **English Language Arts**:

CUSD	State
58.6%	52.4%

Comparison CUSD and State: % proficient or advanced
Average Yearly Progress (AYP) 2009 Results



- ▶ The District's White subgroup again far exceeds the NCLB 2009 target benchmark of 45.5% proficiency in **Mathematics**:

White 78.2%

- ▶ Additionally, the District's other significant subgroups are closing the achievement gap in **Mathematics** by increasing towards the No Child Left Behind (NCLB) target benchmark of 45.5% proficient or advanced:

	(% proficient or advanced)
Hispanic	34.4 to 39.5
SED	33.3 to 38.6
EL	29.5 to 36.0
Students with Disabilities	26.4 to 28.6

- ▶ The District surpassed the state AYP percent proficient in **Mathematics**:

CUSD	State
60.5%	54.5%

- ▶ The District exceeded **NCLB graduation requirements** (83.0) with a graduation rate of **86.5%** district wide.
- ▶ Overall the District met 21 of 26 AYP criteria.

- ▶ **In 2009, El Granada met 21 of 21 AYP federal criteria:**

The school's state API went up from 805 to 810. Significant growth occurred in all subgroups. The White subgroup, which is well above the state target of 800, rose from 910 to 930 on API.

Hispanic	722 to 727
White	910 to 930
Socioeconomically Disadvantaged	718 to 729
English Learners	708 to 718

The programs at El Granada School have resulted in exceptional gains in the level of proficiency for all significant subgroups resulting in El Granada being awarded the Title I School Academic Achievement Award. Proficiency rates for the subgroups are as follows:

	Percentage of Students Proficient			
	English Language Arts		Mathematics	
	2008	2009	2008	2009
School wide	53.5	56.2	60.8	62.1
Hispanic	32.2	37.0	45.6	47.2
White	80.5	84.5	79.8	81.0
Socioeconomically Disadvantaged	32.5	36.7	43.3	47.8
English Learners	28.8	34.4	43.0	45.7
Students with Disabilities	50.0	37.5	56.8	40.8

The goal for each of our schools is to ensure that all students master the knowledge and skills they need to succeed.

- ▶ **In 2009, Hatch met 18 of 21 AYP federal criteria:**

The school's state API went up from 766 to 777. Significant growth occurred in all subgroups. The White subgroup, which is well above the state target of 800, rose from 856 to 888 on API.

Hispanic	679 to 688
White	856 to 888
Socioeconomically Disadvantaged	673 to 680
English Learners	661 to 675

Proficiency rates for the subgroups are as follows:

	Percentage of Students Proficient			
	English Language Arts		Mathematics	
	2008	2009	2008	2009
School wide	42.9	48.2	54.2	58.4
Hispanic	22.8	24.2	35.6	41.0
White	62.5	77.0	73.5	79.4
Socioeconomically Disadvantaged	20.1	23.1	35.0	39.1
English Learners	18.4	21.7	31.1	38.0
Students with Disabilities	26.7	22.2	11.8	38.9

- ▶ **Kings Mountain met 5 of 5 AYP federal criteria.**

The school's state API remains well above the state target of 800 at 946. Proficiency rates are as follows:

	Percentage of Students Proficient	
	English Language Arts	Mathematics
School wide	89.1	91.3
White	94.4	94.4

Kings Mountain does not have any other significant subgroups.

► **In 2009, Farallone View met 21 of 21 AYP federal criteria:**

The schools' state API went up from 823 to 842. Significant growth occurred in all subgroups. The White subgroup, which is well above the state target of 800, rose from 910 to 926 on API.

Hispanic	679 to 717
White	910 to 926
Socioeconomically Disadvantaged	688 to 720
English Learners	676 to 715

The programs at Farallone View School have resulted in exceptional gains in the level of proficiency for all significant subgroups:

	Percentage of Students Proficient			
	English Language Arts		Mathematics	
	2008	2009	2008	2009
School wide	61.6	62.6	64.6	71.2
Hispanic	27.4	36.2	33.7	50.5
White	81.0	81.8	81.8	83.1
Socioeconomically Disadvantaged	30.9	33.3	37.2	51.4
English Learners	28.7	34.4	33.3	49.5
Students with Disabilities	22.2	37.5	31.6	47.8

► **In 2009, Cunha Intermediate met 18 of 21 AYP federal criteria:**

The school's state API went up from 781 to 802, surpassing the state goal of 800! Significant growth occurred in all subgroups. The White subgroup, which is well above the state target of 800, rose from 873 to 888 on API.

Hispanic	662 to 691
White	873 to 888
Socioeconomically Disadvantaged	653 to 683
English Learners	629 to 649

Proficiency rates for the subgroups are as follows:

	Percentage of Students Proficient			
	English Language Arts		Mathematics	
	2008	2009	2008	2009
School wide	59.6	60.9	50.4	54.2
Hispanic	32.2	39.1	27.5	31.7
White	81.8	77.7	68.2	72.1
Socioeconomically Disadvantaged	29.1	36.3	26.2	30.6
English Learners	24.4	30.1	21.5	26.5
Students with Disabilities	13.8	12.5	13.8	9.3

*CUSD continues to live by the motto:
"Every Child...Every Day!"*

► **In 2009, Half Moon Bay High School met 16 of 22 AYP federal criteria:**

The school's state API is 741, as compared to 749 last year.

Hispanic	635 to 618
White	826 to 824
Socioeconomically Disadvantaged	629 to 595
English Learners	570 to 555

Proficiency rates for the subgroups are as follows:

	Percentage of Students Proficient			
	English Language Arts		Mathematics	
	2008	2009	2008	2009
School wide	57.1	60.7	55.4	62.4
Hispanic	27.7	24.5	33.3	35.3
White	81.0	86.7	71.8	80.9
Socioeconomically Disadvantaged	25.6	20.7	30.2	29.3
English Learners	12.0	9.5	20.0	25.0
Students with Disabilities	11.0	12.5	5.6	16.7

Fifty Reasons to Give High Marks to the 2008-09 School Year

What a school year! On September 15, 2008, the news was filled with stories of the declaration of bankruptcy by Lehman Brothers Holdings, Inc., a 158-year old investment bank and one of the corner stones of our national and international financial markets. In the wake of this single action, virtually overnight, the County of San Mateo sustained a staggering loss of \$150 million from its treasury. The Cabrillo Unified School District share of this loss was \$1.5 million – roughly half in bond/construction monies and the remainder in General Fund dollars. Timing couldn't have been worse, given the rapidly deteriorating fiscal picture at the international, national, and state levels.

By January, the State Budget was in shambles and mid-year, on-going cuts were made in virtually all sectors – over \$11 billion in cuts to schools alone. As a result, Cabrillo – like virtually every district in the state – suddenly “inherited” a middle of the year budget shortfall and an ongoing structural deficit of \$1.6 million. The Cabrillo Board of Education responded by making a number of difficult budget decisions in February and March that reduced that ongoing deficit by a little over \$400,000 while spending down precious one-time reserves in order to preserve as much program and staffing as possible.

The H1N1 virus “pandemic” in April provided an unwelcomed distraction. But by May, this health crisis was displaced by new economic news from Sacramento – and the news wasn't good. The failure of several state ballot measures on May 19 resulted in the Governor's announcement of an additional funding cut to state schools of \$3 billion – \$1 billion in the current school year.

One might assume, given this chain of events, that the 2008-2009 school year was probably characterized by “response to crisis at hand” and relatively non-productive. Nothing could be farther from the truth. Behind those tough headline events, good things continued to happen in the Cabrillo Unified School District – often against long odds and with dwindling resources. Here are fifty (50) reasons to give your Coastside schools high marks for the 2008-2009 extraordinarily eventful school year:

Fifty Reasons to Give High Marks to the 2008-09 School Year

The District and/or school sites...

1. Recruited and assimilated two new principals; 18 new teachers, counselors, and/or literacy coaches; and 16 new classified staff members into our ranks this year;
2. Served as host district for this year's Summer Reading Institute that attracted 150 teachers and site principals from 11 different area school districts;
3. Coordinated a summer workshop on teacher supervision and evaluation for all certificated CUSD management members. Noted consultant and author Alexander Platt conducted a full day training titled, "The Skillful Leader: Confronting Mediocre Teaching" at Elkus Ranch;
4. Coordinated a second summer workshop for the management team on McGrath SUCCEED principles (writing commendations, reprimands, and evaluations in an effective and legally compliant manner);
5. Implemented new CUSD field trip policies and procedures;
6. Expanded Community School Initiative positions at Cunha to include a Youth Development Coordinator and Social Services Coordinator;
7. Completed transition to new school lunch vendor (Nob Hill Catering);
8. Completed a major revision of district and site safety manuals and initiated site and district safety committee structure;
9. Devised and implemented an alternative governance model at Cunha Intermediate;
10. Provided ongoing professional learning for the administrative team on Results Now, McCrel Leadership Skills, SMART goal development, and "Generational Savvy;"
11. Provided Induction to Reading/Writing Workshop training for six new elementary teachers;
12. Had 174 HMBHS students take 254 Advanced Placement examinations with a 63% attainment of "3" or higher marks;
13. Had HMBHS students outperform their peers statewide on the SAT in all three subtests (verbal, mathematics, and writing) and best their peers within San Mateo County on the verbal and writing subtests;
14. Had five CUSD schools meet their school wide API growth targets and four schools (El Granada, Hatch, Kings Mountain, and Cunha) reach their goal targets for all significant subgroups;
15. Completed a comprehensive review and revision of the District policy manual... now "paperless" and accessible to the general public 24-7;
16. Converted to a "paperless" board meeting format with agendas and minutes now produced in pdf format... accessible to the public 24-7 effective July 1;
17. Identified specific strategies for providing students with optimum course offering flexibility in a time of fiscal constraint including: 1) expanding the definition of Independent Study Physical Education Program to include students participating in school sponsored athletic competition, 2) collaborating with the College of San Mateo Coastside to add four college courses to the HMBHS course catalogue, and 3) providing students with the option of enrolling in summer school core physical education on a space available basis;
18. Maintained a strong partnership with SamTrans that has led to increase ridership on nearly every route including #294 (50% of ridership are CUSD students) and #17 (70% CUSD students). In addition, SamTrans installed a new bus stop at Main Street and Lewis Foster Drive for Half Moon Bay High School students—a much safer and convenient location for our students;
19. Completed significant facility improvements at both the football stadium (new staircase and concrete pad for bleacher expansion on west side of field) and softball complex sites;
20. Participated in the third annual community Eco-Solar Tour with an exhibit showcasing the HEAL program at Hatch Elementary;
21. Joined with the Cabrillo Education Foundation in hosting a special community Hard Hat Tour of the new construction work at Cunha Intermediate;
22. Served as an active partner for the LPGA Samsung World Championship golf held on the Ocean Course at Half Moon Bay Golf Links;
23. Earned University of California lab science credit approval for Botany course at HMBHS;
24. Joined the California School Boards Association's Education Legal Alliance;
25. Earned a competitive 2008-2009 PG&E Solar School Program grant at Kings Mountain Elementary School. As a selected Solar School, Kings Mountain will receive a \$22,000 1-kilowatt photovoltaic system and online monitoring tool that allows students to calculate and track solar energy production.
26. Worked with the Half Moon Bay Police Department, the City Recreation Department, the Boys and Girls Club, Cunha Intermediate administrators, and Skaters for Public Skate Parks to implement a number of strategies to create a safer environment at the Cunha Skate Park and reached agreement on a Memorandum of Understanding between these parties to govern the facility;
27. Opened several newly-constructed classroom structures at Cunha Intermediate—the two-story "C" Building (including the instrumental music room and the visual arts room) and the library/media center;
28. Completed a significant amount of exterior painting and landscaping on existing buildings at Cunha Intermediate;
29. Approved a three-week pilot Robotics/STEM program. The Half Moon Bay Chamber of Commerce was able to secure \$10,000 donation to underwrite the pilot units that will focus on gear trains, motors, electricity, computers, and programmed control;
30. Approved use of developer fees funds to fund the District share of the cost of new visitors' side bleachers. We have placed an order for a 250-seat, 7-row raised set of bleachers at a total cost \$144,236 to be installed in time for this fall's football season;
31. Worked with the County Parks and Recreation Department to complete a major upgrade of the El Granada playing field at "0" cost to the District. The project included leveling of the field at El Granada, installation of a new irrigation system and gopher netting, and the installation of new sod and fencing.
32. Had ten Half Moon Bay High School seniors earn automatic acceptance into the University of California system this coming fall under the University of California's Eligibility in the Local Context (ELC) program.
33. Served as an active partner in the first ever Coastalwealth Roundtable session featuring futurist Paul Saffo;
34. Earned the Kent Award for our elementary school Oceans Week/Marine Sciences Program;
35. Installed new concrete pads for shot put and discus areas at HMBHS stadium;
36. Identified necessary funding sources to install new speaker systems in the Half Moon Bay High School Gymnasium and the HMBHS Multi-Use Room;
37. Served as an active partner in a parent fund-raising effort that has secured contributions and pledges for the newly-established Academic Enrichment Program fund totaling \$69,450 for the 2009/2010 school year and an additional \$34,650 for the 2010/2011 school year to fund additional course sections to work into the master schedule.
38. Approved five new courses of study at Half Moon Bay High School for the upcoming school year: Earth Science, Spanish for Spanish Speakers, Ag Chemistry, Ag Government, and Ag Economics;
39. Submitted seven HMBHS courses for University of California A-G approval: Ag Economics, Sculpture 1, Sculpture 2, Earth Science, Ag Chemistry, and Spanish for Spanish Speakers;
40. Defined/created an English Learner Pathway program for students at Half Moon Bay High School;
41. Supported by resolution, Peninsula Partnership Leadership Council Bill of Rights for the Children and Youth of San Mateo County;
42. Adopted *California Mathematics Concepts, Skills, and Problem Solving* textbook series (Glencoe McGraw Hill) for grades 6-8;
43. Planned, organized, executed first ever district wide K-12 articulation process during February staff development days;
44. Initiated a CUSD SARB process that ultimately will enable the District to refer students to the new San Mateo County SARB team;
45. Established SMART academic achievement goals for district and school sites;
46. Received a \$35,000 Silicon Valley Community Foundation one-time "Out of School Grant" to plan for a Summer Math Institute as part of our Cunha Community School Program;
47. Had 53 HMBHS students earn Scholar-Athlete status by participating in one or more varsity sports programs while maintaining a grade point average of 3.5 or higher;
48. Completed comprehensive analysis of all District property holdings via the Ad Hoc Advisory Capital Assets Committee;
49. Received a comprehensive report from a K-12 Mathematics Committee... the first of its kind annual curriculum review process in the Cabrillo Unified School District... which included a recommendation to adopt *California Everyday Mathematics* as the basal K-5 program; and
50. Partnered with the Cabrillo Education Foundation to engage the greater school community in dialogue on the topic of long term sustainable school funding.