



# Castro Valley High School

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12



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

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

## I. Data and Access

### EdData Partnership Web Site

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

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Castro Valley High School	<b>District Name</b>	Castro Valley Unified School District
<b>Street</b>	19400 Santa Maria Ave.	<b>Phone Number</b>	(510) 537-3000
<b>City, State, Zip</b>	Castro Valley, CA 94546	<b>Web Site</b>	<a href="http://www.cv.k12.ca.us">www.cv.k12.ca.us</a>
<b>Phone Number</b>	(510) 537-5910	<b>Superintendent</b>	Jim Negri
<b>Principal</b>	Mary Ann Valles	<b>E-mail Address</b>	<a href="mailto:jnegri@cv.k12.ca.us">jnegri@cv.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:mvalles@cv.k12.ca.us">mvalles@cv.k12.ca.us</a>	<b>CDS Code</b>	01-61150-0132225

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

#### School Description:

Castro Valley High School is proud to present this Annual School Report. We encourage parents and community members who would like to know more about our school to visit our campus during a scheduled tour day, attend our Back to School Night in the fall, or attend Eighth Grade Parent Night in the spring.

California schools are ranked through an Academic Performance Index (API) and Castro Valley High School is considered a High Achieving School. We are a California Distinguished School which is an honor given to only 5% of the state's high schools. We were also awarded the Just for the Kids Honor Roll for work accomplished in closing the achievement gap. Castro Valley High School offers a rich and rigorous course of study including 24 Advanced Placement and Honors classes plus an extensive ROP program.

The student body of 2,935 students is actively involved in athletics, student government, and a variety of special interest clubs. Our activity program has been recognized for the nine consecutive years as one of California's top high school programs.

Our parents work collaboratively with us in our extensive Booster Club programs and Parent Association.

The excellent quality of our high school comes from staff, parents, students, and community members working together to provide the best possible programs for our students.

#### Mission Statement:

The mission of the Castro Valley Unified School District (CVUSD), a public preschool through adult organization, is to provide all students programs of excellence that instill a passion for lifelong learning while preparing them for the challenges of tomorrow. The CVUSD will enhance students' self-esteem, help them discover and maximize their individual potential, and guide each to dignify, appreciate, respect, and accept human diversity.

#### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and community are very supportive of the educational program at Castro Valley High School. Numerous programs and activities are enriched by the generous contributions made by local businesses and organizations. Castro Valley High School's website (<http://www.castrovalleyhigh.org>) provides a variety of resources and information for parents, staff, students, and community members.

The School Site Council, consisting of school staff, students, and parents, is the major governing body that meets regularly to address programs and act as a communication liaison between the community and the school.

#### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	826
Grade 10	750
Grade 11	693
Grade 12	693
Total Enrollment	2,962

#### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.1	White	33.8
American Indian or Alaska Native	0.2	Two or More Races	10.1
Asian	23.7	Socioeconomically Disadvantaged	20.5
Filipino	2.7	English Learners	9.9
Hispanic or Latino	22.2	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.7		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	48	40	23	31.2	5	73	15	29.6	10	55	35
Mathematics	26.9	27	48	17	30.3	13	65	8	29.3	9	41	33
Science	31.3	2	35	40	28.9	4	64	24	32.6	1	17	48
Social Science	30.5	4	49	35	28.4	6	59	22	31.6	2	38	41

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

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Castro Valley High School strives to maintain a safe, healthy, nurturing, and orderly school campus that encourages positive attitudes in students and staff. An emphasis has been placed on campus safety and security. Campus patrollers supervise students before and after school and during break periods. Students in the ninth grade are required to stay on campus during school hours while students in grades ten through twelve are afforded the responsibility of an open campus policy. All visitors must sign in at the school office and receive proper authorization to be at the school. Visitors are asked by the school site to display their pass at all times.

Castro Valley High School's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the principal, members of the teaching staff, and key representatives from the Sheriff's Office. Key elements of the Safety Plan include a three-stage evacuation plan and staff duty assignment. According to state mandate, fire drills are conducted quarterly; earthquake and secure campus drills are each held twice during the year.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	9.93	9.39	6.35	6.72	7.11	5.39
Expulsions	0.38	0.48	0.1	0.24	0.4	0.12

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

**Year and month in which data were collected:** January 2012

Castro Valley High School is located in the town of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Castro Valley High School facilities were built in 1956. Recent voter-approved bond measure has meant widespread renovations to the campus. Students, staff, and the community welcomed the opening of the Center for the Arts, Trojan Stadium, an auxiliary gymnasium, and a renovated library/media and career centers. A custodial staff maintains clean and safe facilities. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	Gas turned off at one teaching station in the 700 wing.
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Uneven sidewalk in the 400 wing. Northeast gymnasium door needs replacement.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	122	118	124	402
Without Full Credential	4	4	0	0
Teaching Outside Subject Area of Competence	3	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	4	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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

## VI. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.5	375
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.9	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)		---
Other		---

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

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

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

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts			
Mathematics			
Science			
History-Social Science			
Foreign Language	Spanish: Realidades 1, 2, 3  French: Scott Foresman French Program  Japanese: Adventures in Japanese  ASL: For Hearing People Only		0%
Health	Holt Health Holt, Rinehart, and Winston		0%
Visual and Performing Arts	Gardner's Art Through the Ages, 12th Edition		0%
Science Laboratory Equipment (grades 9-12)			

## VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,027	\$480	\$4,507	\$66,966
District	---	---	\$4,595	\$67,497
Percent Difference: School Site and District	---	---	-1.9%	-.8%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-17.4%	.7%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- 
- ARRA: State Fiscal Stabilization Fund
  - Arts & Music Block Grant
  - CAHSEE Intensive Instruction & Services
  - Carl Perkins Act: Voc & Appl Tech Secondary II C, Sec 131
  - Drug Free Community Support
  - Economic Impact Aid Compensatory Education
  - Economic Impact Aid Limited English Proficiency
  - English Language Acquisition Program
  - Gifted & Talented Education
  - Instructional Materials Realignment
  - Lottery: Instructional Materials
  - NCLB: ARRA Title II, Part D, Enhancing Education Through Technology
  - NCLB: Title II, Part A, Improving Teacher Quality
  - NCLB: Title II, Part D, Enhancing Education Through Technology
  - NCLB: Title III, Limited English Proficient
  - NCLB: Title IV, Part A, Safe & Drug Free Schools
  - NCLB: Title V Part A, Innovative Education Strategies
  - Professional Development Block Grant
  - ROC/P Apportionment
  - School & Library Improvement Block Grant
  - School Safety & Violence Prevention
  - Stop Act Grant
  - Teacher Credentialing Block Grant

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,916	\$41,284
Mid-Range Teacher Salary	\$67,899	\$65,173
Highest Teacher Salary	\$87,049	\$83,460
Average Principal Salary (Elementary)	\$114,698	\$102,834
Average Principal Salary (Middle)	\$126,456	\$108,953
Average Principal Salary (High)	\$136,179	\$118,384
Superintendent Salary	\$232,185	\$179,397
Percent of Budget for Teacher Salaries	28%	40%
Percent of Budget for Administrative Salaries	4%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

**IX. Student Performance**

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	61	62	68	70	72	49	52	54
Mathematics	36	39	38	61	64	65	46	48	50
Science	66	67	65	71	71	75	50	54	57
History-Social Science	57	61	63	56	59	65	41	44	48

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	72	65	75	65
All Student at the School	62	38	65	63
Male	57	37	66	66
Female	68	39	65	60
Black or African American	45	20	44	38
American Indian or Alaska Native	0	0	0	0
Asian	74	63	79	78
Filipino	65	35	79	62
Hispanic or Latino	47	21	50	48
Native Hawaiian/Pacific Islander	27	25	0	0
White	66	36	69	67
Two or More Races	65	37	66	66
Socioeconomically Disadvantaged	42	31	50	51
English Learners	12	33	14	22
Students with Disabilities	22	15	38	19
Students Receiving Migrant Education Services				

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	74	73	78	71	70	76	52	54	59
Mathematics	75	74	70	72	71	67	53	54	56

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	24	27	49	33	36	31
All Students at the School	22	27	51	30	37	33
Male	27	29	44	27	39	34
Female	18	25	58	34	34	32
Black or African American	38	38	24	68	22	10
American Indian or Alaska Native	0	0	0	0	0	0
Asian	11	26	64	11	31	58
Filipino	12	29	58	21	58	21
Hispanic or Latino	34	30	37	46	37	17
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	19	24	57	26	40	34
Two or More Races	26	27	47	32	39	29
Socioeconomically Disadvantaged	36	33	31	43	37	20
English Learners	77	23	0	56	31	12
Students with Disabilities	70	18	12	69	29	2
Students Receiving Migrant Education Services	0	0	0	0	0	0

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2010-11)**

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.7	21.6	50.3

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	9	9	8
Similar Schools	3	2	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-3	9	0
Black or African American	-17		
American Indian or Alaska Native			
Asian	13	6	10
Filipino			
Hispanic or Latino	-8	26	4
Native Hawaiian/Pacific Islander			
White	0	5	-8
Two or More Races	N/D		7
Socioeconomically Disadvantaged	6	12	-11
English Learners		0	11
Students with Disabilities	-2	-9	19

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

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

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

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	2,119	816	6,755	865	4,683,676	778
Black or African American	125	722	393	784	317,856	696
American Indian or Alaska Native	5		25	821	33,774	733
Asian	491	891	1,558	932	398,869	898
Filipino	57	838	180	893	123,245	859
Hispanic or Latino	486	755	1,535	802	2,406,749	729
Native Hawaiian/Pacific Islander	12	754	42	758	26,953	764
White	718	817	2,311	873	1,258,831	845
Two or More Races	208	830	649	878	76,766	836
Socioeconomically Disadvantaged	441	742	1,474	788	2,731,843	726
English Learners	183	694	948	817	1,521,844	707
Students with Disabilities	163	580	584	673	521,815	595

### Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	7.7

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.8	1	0.5	1.5	1.9	1.3	4.9	5.7	4.6
Graduation Rate	96.5	95.26	98.30	91.6	92.41	96.45	80.21	78.59	80.44

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	668	725	N/D
Black or African American	39	49	N/D
American Indian or Alaska Native	0	1	N/D
Asian	188	193	N/D
Filipino	19	21	N/D
Hispanic or Latino	126	141	N/D
Native Hawaiian/Pacific Islander	4	4	N/D
White	223	245	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	107	123	N/D
English Learners	63	71	N/D
Students with Disabilities	41	48	N/D

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Castro Valley High School provides the follow CTE classes:

- Advanced Graphic Design
- Animation
- Auto 1-2
- Automotive Science
- Cisco
- Computer Maintenance
- Computer-Aided Design (CAD)
- Economics of Business
- Engineer and Construction Materials
- Foods 1-2
- Information Technology Essentials
- Introduction to International Business
- Web Page Publishing
- Woods 1-8
- Word Processing

**Career Technical Education Participation (School Year 2010-11)**

Measure	CTE Program Participation
Number of pupils participating in CTE	963
% of pupils completing a CTE program and earning a high school diploma	40
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	

**Courses for University of California and/or California State University Admission (School Year 2009-10)**

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80.3
Graduates Who Completed All Courses Required for UC/CSU Admission	53.2

**Advanced Placement Courses (School Year 2010-11)**

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	3	---
Foreign Language	4	---
Mathematics	7	---
Science	7	---
Social Science	5	---
All courses	27	4.8

**XII. Instructional Planning and Scheduling****Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

---

There were two professional development days during the school year.