

Pleasanton Unified School District Amador Valley High School

Grades 9 through 12
Jim Hansen, Principal



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2009-10 School Accountability Report Card *Published January 2011*

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Principal's Message

I would like to take this opportunity to welcome you to Amador Valley High School. Our school and its programs have received multiple awards and honors making it an ideal place for kids to receive their education. Amador Valley High School has recently been honored in "U.S. News and World Report's" Best High Schools ranking, achieving a silver ranking. When evaluated using criteria that highlight measurable academic outcomes, this organization ranks Amador among the top schools in the nation.

In addition, Amador Valley has been honored as a "No Child Left Behind ... National Blue Ribbon School." These awards honor and validate the tremendous effort of the Amador Valley staff in supporting all students in their pursuit of excellence. Amador Valley, in partnership with the school district and the City of Pleasanton, has also been named a National School of Character by the Character Education Partnership. As a result of this award, Amador Valley has been chosen to mentor other schools across the nation in their efforts to develop and implement similar programs. Amador Valley has also been named a National Demonstration School by the Advancement Via Individual Determination (AVID) foundation, a non-profit organization that successfully prepares students in the "academic middle" for four-year college eligibility. The Western Association of Schools and Colleges granted a six-year "clear" accreditation to Amador Valley's academic program. Amador Valley boasts an instructional program that strives to meet the needs of all students. Our teaching and support staff is committed to implementing innovative teaching strategies to assure all students receive a world class educational experience. Honors and Advanced Placement courses enhance our college-preparatory programs to provide our students with the opportunity for an in-depth exploration of the curriculum. Amador Valley benefits from extensive community involvement from businesses and community groups. Pleasanton Partners in Education and the Tri-Valley Educational Collaborative facilitate collaboration between the educational and business communities in Pleasanton. Many of Amador Valley's students participate in internships at local businesses and research facilities. Community and business support of Amador Valley's Character Education Program further underscores the connection between the school and the community. Amador Valley offers a diverse extra-curricular/co-curricular program and all have received national recognition.

Our athletic program continues to excel with EBAL, North Coast Section, and Nor-Cal Championship athletic teams. Parent groups such as Parent Teacher Student Association, Amador Friends of Music, and the Amador Athletic boosters dedicate countless hours in support of our students and programs. We look forward to working with you individual students to help them achieve their goals for the 21st Century. Without question, Amador Valley is truly a great place for kids.

Mission Statement

The mission of Amador Valley High School is to promote and enhance the intellectual and personal growth of our students.

Our Goals...

- Improving Student Achievement
- Fostering Innovation and Creativity
- Developing Interpersonal Communication
- Increasing Global Orientation
- Supporting Personal Development
- Emphasizing Environmental Awareness
- Learning Lifetime Planning

School Profile

Amador Valley High School is located in the central region of Pleasanton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2009-10 school year, 2591 students were enrolled, including 7% in special education, 2% qualifying for English Language Learner support, and 3% qualifying for free or reduced price lunch. Amador Valley High School achieved a 2010 Academic Performance Index (API) score of 883.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	2.35 %	Grade 9	707
Amer. Indian or Alaskan Native	1.04 %	Grade 10	640
Asian	19.76 %	Grade 11	590
Filipino	2.51 %	Grade 12	654
Hisp. or Latino	7.22 %		
Pacific Islander	0.15 %		
Caucasian	65.53 %		
Multi-Racial	0.35 %		
Total Enrollment			2,591

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 86% of Amador Valley High School's tenth grade students who took the test passed the math portion of the exam and 85% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Amador Valley High School is required by the state to administer a physical fitness test to all students in grade five, grade seven, and grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Amador Valley High School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	76	79	81	80	81	83	46	50	52
Math	44	54	54	69	71	72	43	46	48
Science	79	82	84	82	83	87	46	50	54
Social Science	74	76	78	74	77	78	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	Amador Valley High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	51	*	90	82	79	56	*	*
Math	*	*	81	36	68	39	*	*
Science	69	*	88	63	79	64	*	*
Social Science	73	*	87	78	81	59	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	PUSD	Amador Valley High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	83		77	84	8	43	23	
Math	72		44	56	*	19	7	
Science	87		77	73	17	56	27	
Social Science	78		80	78	17	27	28	

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	4	96	85	4	96	86
Male	5	95	80	3	97	86
Female	4	96	89	4	96	86
African-Amer.	11	89	72	6	94	82
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	2		94	3	97	96
Filipino	0	100	79	0	100	84
Hisp. or Latino	13	87	59	15	85	64
Pacific Islander	*	*	*	*	*	*
Caucasian	4	96	85	3	97	86
Multi-Racial	*	*	*	*	*	*
English Learners	42	58	25	50	50	50
Economically Disadvantaged	12	88	52	25	75	63
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	40	60	33	29	71	26

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Amador Valley High School			PUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	90.4	83.6	85	87.9	83.3	84	52.9	52.0	54
Math	89.6	86.0	86	85.7	83.8	84	51.3	53.3	53.4

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	N/A	N/A	N/A
Seventh	N/A	N/A	N/A
Ninth	4.6%	20.1%	72.6%

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	10	10	10
Similar Schools Rank	8	7	7

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	-3	10	4
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	6	9	3
Filipino	*	*	*
Hisp. or Latino	-22	33	-30
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-7	8	5
Other Subgroups			
Students with Disabilities	0	-35	-59
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		806	685
Amer. Indian or Alaskan Native			728
Asian	945	964	889
Filipino		907	851
Hisp. or Latino	779	792	715
Pacific Islander			754
Caucasian	877	900	838
Multi-Racial			807
Economically Disadvantaged		749	610
English Learners		832	691
Students with Disabilities	623	732	580
All Students	883		767

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AVHS	PUSD
Overall Results	Pending	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	Yes
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	Yes

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	AVHS	PUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, eConnection, teacher websites, PTSA published newspaper "Amador Valley Express", Zangle Parent Connect, and the PTSA. Contact Jan Mitchell at (925) 461-6100 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Office Helper

Committees

Athletic Booster Clubs
Parent Teacher Student Association
School Site Council
Music Booster Clubs
Tech Advisory Council

School Activities

Sports Events
Student Performances
Competition Civics
Mock Trial

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Amador Valley High School's original facilities were built in 1922. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Four day custodians and four evening custodians are assigned to Amador Valley High School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1922
Acreage	39.27
Square Footage	231,068
Quantity	
Permanent Classrooms	114
Portable Classrooms	0
Restrooms (sets)	18
Computer Lab(s)	1
Gymnasium(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Library	1

Deferred Maintenance

Amador Valley High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Amador Valley High School received \$7,500 in deferred maintenance funds for the repair and/or maintenance of:

- Other Systems

Facilities Inspection

The district's maintenance department inspects Amador Valley High School on an annual basis in accordance with Education Code §17592.72(c)(1). Amador Valley High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 28, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, October 28, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)			✓
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Bldg A, Admin - Roof top duct work needs replacing (temporary repairs are in progress)
(3)	Bldg J, Library & Media Center - South windows leak when raining and adjacent drywall is water damaged (maintenance is working to resolve); Bldg N, Large Gym - exterior doors and stucco are starting to fail (bldg envelope is not compromised).
(4)	Bldg P, Small Gym - Ceiling in gym and wrestling room are both in need of paint/remodeling.
(6)	Bldg L - Exterior fascia at edge of roof is dryrotted (bldg envelope is not compromised).
(14)	Bldg A, Admin - Coving at edges of roof need to be reroofed (not leaking at present).

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, the school resource officer, and campus supervisors monitor lunch time activity in the cafeteria and common student

activity areas. At the end of the day when students are dismissed, administrators and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Amador Valley High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Amador Valley High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in October 2010.

Classroom Environment

Discipline & Climate for Learning

Amador Valley High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	AVHS		
	07-08	08-09	09-10
Suspensions (#)	124	124	110
Suspensions (%)	4.77 %	4.93 %	4.25 %
Expulsions (#)	7	11	8
Expulsions (%)	0.27 %	0.44 %	0.31 %
PUSD High Schools			
Suspensions (#)	410	397	321
Suspensions (%)	7.99 %	7.84 %	6.29 %
Expulsions (#)	12	18	21
Expulsions (%)	0.23 %	0.36 %	0.41 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.2	49	41	17
Math	24.9	44	33	17
Science	30.3	2	40	24
Social Science	29.0	13	41	35
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.3	40	39	20
Math	25.8	39	35	16
Science	30.3	3	52	12
Social Science	29.3	7	60	22

2009-10 data not available at the time of production of this report

Dropouts

Amador Valley High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance and the Freshman At-Risk program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	AVHS		
	06-07	07-08	08-09
Dropout Rate	0.3%	0.2%	3.0%
Graduation Rate	99.5%	99.5%	97.0%
PUSD			
	06-07	07-08	08-09
	Dropout Rate	0.5%	0.4%
Graduation Rate	97.9%	97.8%	96.4%
California			
	06-07	07-08	08-09
	Dropout Rate	4.4%	3.9%
Graduation Rate	80.6%	80.2%	78.5%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, earn a passing grade in Algebra 1, demonstrate proficiency in the area of technology, and participate in 20 hours of community service to receive a high school diploma from Amador Valley High School. Alternative methods of acquiring a diploma are available through the Continuation School and Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Amador Valley High School. The following table illustrates the percentage of students

graduating from Amador Valley High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
Amador Valley High School	PUSD	California
99.1 %	96.4 %	78.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Amador Valley High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Amador Valley High School held three staff development days devoted to:

- Data Analysis
- Technology Training
- Instructional Strategies
- AVID (Advancement Via Individual Determination)
- Service Learning and Beyond
- Equity and Closing Achievement Gap

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Amador Valley High School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Amador Valley High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Technology
- Strategies and Resources for Arts Integration
- Collaborative Curriculum Design
- Serving Students with ASD in the Schools
- Assessment of Language and Communication in Culturally and Linguistically Diverse (CLD) Populations

Amador Valley High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Amador Valley High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 14, 2010, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 20010-2011.02 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2007	Holt McDougal, <i>Holt American Anthem, Modern American History</i>	0 %
2007	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2007	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Language Arts		
2000	Harcourt School Publishers, <i>Adventures in English Literature</i>	0 %
2007	Holt McDougal, <i>Holt Elements of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
Math		
2003	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2003	Glencoe/McGraw-Hill, <i>CA Algebra 2</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2007	Key Curriculum Press, <i>Problem Solving Strategies</i>	0 %
2003	McDougal Littell, <i>Algebra 2</i>	0 %
2003	McDougal Littell, <i>Geometry</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 1</i>	0 %
2007	W. H. Freeman, <i>For All Practical Purposes</i>	0 %
Science		
2001	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Glencoe/McGraw Hill (Sopris West), <i>Physics, Principles and Problems</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Health</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2008	Pearson, <i>Anatomy and Physiology</i>	0 %
2008	Pearson, <i>Biology</i>	0 %
2001	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %
2008	Pearson Prentice Hall, <i>Chemistry CA Edition</i>	0 %
2009	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

School Leadership

The administrative team is comprised of the principal and three vice principals, who work closely with the

leadership team, teachers, the counselor, and school staff to provide a standards-based instructional program. Principal Jim Hansen is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the vice principals based upon individual strengths and expertise. The vice principals take a prominent role in managing student discipline and student activities. Also coordinating efforts with the Principal is the Curriculum Council, comprised of the principal, vice principals, grade level representatives, and department chairs. The Curriculum Council meets monthly throughout the year to discuss operational and curricular issues and address staff development needs.

Principal Jim Hansen has been in the educational field for 38 years and serving Amador Valley High School for 11 years (as of 2009-10). Previous positions held in other schools include: vice principal and classroom teacher. Principal Jim Hansen holds a bachelor's degree in History and a master's degree in Technology.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

The 2009-10 data contained in this UC/CSU Courses chart is draft data and will be changed once the numbers are finalized.

Students Enrolled in UC/CSU Courses 2008-09*	
	%
Students enrolled in courses required for UC/CSU admission	--
Graduates who completed all courses required for UC/CSU admission	70

*Most current data available

Advanced Placement

In 2009-10, Amador Valley High School offered advanced placement courses for those students seeking

to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

The 2009-10 data contained in this AP Courses chart is draft data and will be changed once the numbers are finalized.

Advanced Placement Courses Offered & Student Participation 2009-10		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	1	1.0 %
English	2	4.0 %
Fine and Performing Arts	3	1.0 %
Foreign Language	5	4.0 %
Math	3	15.0 %
Science	4	7.0 %
Social Science	5	22.0 %
All Courses	23	54.0 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Amador Valley High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Amador Valley High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career Pathways
- Vocational Education Courses

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the Tri-Valley Regional Occupational Center. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience

prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2009-10 school year, Amador Valley High School offered the following career technical education programs as elective courses:

- Engineering Technology
- Computer Aided Drafting and Design
- Interior Design, Furnishings and Maintenance
- Food and Hospitality Services
- Food and Beverage Production and Preparation
- Financial Services

Amador Valley High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Amador Valley High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2009-10	
Total number of students participating in CTE programs	2591
Percentage of students completing CTE program and earning a high school diploma	100.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	54.0 %

Professional Staff

Counseling & Support Staff

Amador Valley High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Amador Valley High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	7	7.0
Adaptive PE	1	0.5
Child Welfare	1	0.2
Health Clerk	1	1.0
Hearing Therapist	1	0.2
Nurse	1	*
Psychologist	1	1.0
Speech Therapist	1	0.8

* as needed
Counselor-to-Student Ratio: 1:370
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Amador Valley High School had 109 teachers who met all credential

requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Education Levels 2009-10		
	AVHS	PUSD
Doctorate	0.9 %	0.7 %
Master's degree plus 30 or more semester hours	0.9 %	4.0 %
Master's degree	30.7 %	29.1 %
Bachelor's degree plus 30 or more semester hours	63.2 %	63.1 %
Bachelor's degree	4.4 %	3.0 %
Less than Bachelor's degree	0.0 %	0.0 %

- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Tenth Grade Counseling
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

District Expenditures

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Amador Valley High School	99.3 %	0.7 %
District Totals		
All Schools	97.8 %	2.2 %
High-Poverty	97.8 %	2.2 %
Low-Poverty	0.0 %	0.0 %

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Teacher Credentials & Assignments				
	AVHS			PUSD
	07-08	08-09	09-10	09-10
Total Teachers	116	115	114	690
Teachers with full credentials	110	111	109	683
Teachers without full credentials	6	4	5	7
Teachers in alternate routes to certification	4	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	5	1	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	2	2	0	0
Total teacher misassignments	2	0	1	4
Teacher misassignments for English learners	0	0	1	4
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	1

Salary Comparison 2008-09			
	AVHS	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$41,155	
Mid-Range Teacher Salary	\$80,752	\$65,379	
Highest Teacher Salary	\$98,045	\$85,049	
Superintendent Salary	\$229,952	\$194,802	
Average Principal Salaries:			
High School	\$143,656	\$121,513	
Percentage of General Fund Expenditures for:			
Teacher Salaries	43.2%	39.9%	
Administrative Salaries	5.2%	5.1%	

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student			% Diff. School Size & Type	% Diff. School & State
	AVHS	PUSD	State Avg., Dist.		
ADA*	2368	13948	N/A	N/A	N/A
Total**	\$5,548	\$5,665	97.92	N/A	N/A
Restr.†	\$210	\$244	86.15	N/A	N/A
Unrestr.††	\$5,337	\$5,421	98.45	\$5,681	93.95
Avg. Teacher Salary	\$76,902	\$81,928	93.87	\$56,953	135.03

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Amador Valley High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Amador Valley High School's SARC and access the internet at any of the county's public libraries. The closest public library to Amador Valley High School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton
Phone Number: (925) 931-3400
WebSite: <http://www.ci.pleasanton.ca.us/library.html>
Number of Computers Available: 24

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2010.

Expenditures Per Student

For the 2008-09 school year, Pleasanton Unified School District spent an average of \$8,453 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials