



Amador Valley High School

2004-2005 School Accountability Report Card • Pleasanton Unified School District
Superintendent John M. Casey, Ed.D.

Our School...

Amador Valley High School
Bill Coupe, Jr., Principal

1155 Santa Rita Road
Pleasanton, CA 94566-6176
925-461-6100
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www.pleasanton.k12.ca.us

Grade levels served: 9-12
Total enrollment: 2,166

Our Mission...

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

This Report Card is intended to provide parents and the public with information about our school's programs, successes and areas in which improvement may be made. If you would like more information about specific areas of this report, please contact the school principal.

Welcome to our school

*A California Distinguished School
A National Blue Ribbon School*



The Character Education Partnership (CEP) recently named Amador Valley High School a 2004 National School of Character, one of only nine schools in the nation and the only public high school to earn this distinction. During the spring semester, Amador Valley was recognized as a 2005 California Distinguished School. Newsweek Magazine has rated Amador Valley as one of the top 161 schools in the nation, based on our students' AP test results. Amador Valley was also selected as a 2001-2002 National Blue Ribbon School of Excellence. These awards further validate the tremendous achievements of our students and staff. After a comprehensive self-evaluation process, Amador Valley received a six-year accreditation from the Western Association of Schools and Colleges (WASC) in May 2000 and is currently working on the self-study process for our WASC visit during the spring semester of the 2005-2006 school year.

Amador Valley High School boasts an instructional program that strives to meet the needs of all students. Our teaching and support staffs are committed to implementing innovative teaching strategies to assure all students receive a quality 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 also benefits from extensive community involvement from businesses and community groups. Pleasanton Partners in Education (PPIE) and the Tri Valley Education Collaborative continue to facilitate collaboration between the educational and business communities in Pleasanton. Many of Amador's students receive internships at local businesses and research facilities.

Amador Valley High School offers a diverse extracurricular program for all students. The Competition Civics Team, Marching Band, Color Guard, Robotics Team, Varsity Cheer Squad, and school yearbook have all received national recognition. Our athletic program continues to excel with EBAL, North Coast Section, and Nor-Cal Championship athletic teams. Amador Valley's quality programs are maintained by the countless hours donated by our parent groups such as Parent Teacher Student Association, Amador Friends of Music, and the Amador Athletic Boosters.

We look forward to working with your individual students to help them achieve their goals for the 21st century. Without question ... *"Amador Valley is truly a great place for kids!"*

Welcoming parent and community involvement

The success of our students can be directly related to the high degree of involvement by parents and other community members in our schools. Parent volunteers are invaluable and the parent club has given tremendously to add to our students' education.

We also benefit from the Pleasanton Partnerships in Education Foundation and the Tri-Valley Business Council. Both of these organizations provide volunteers, funding, materials, and special programs that benefit our students.

Our strategic plan focuses on student achievement, innovation and creativity, interpersonal communication, global orientation, personal development, environmental awareness, and lifetime planning. We are fortunate to have many partners helping students achieve success in school.

A quality learning environment for success

Amador Valley High School's instructional program is tailored to meet the needs of each student. Curriculum and instruction are in alignment with the Pleasanton School District's adopted grade level standards as well as the state standards. High expectations for learning and behavior are in place and shared with parents. Home/school communication is ongoing. Parents are kept informed of their child's progress in school, and input from parents is sought on a regular basis.

An effective schoolwide discipline plan at Amador Valley School has been formulated to protect students and maintain a calm and positive atmosphere for learning. This plan is distributed annually to parents through the Parent-Student Handbook and these expectations are discussed regularly with our students.

When discipline problems occur, it is the school administration's philosophy to solve the problem causing the inappropriate behavior, involve parents, and determine logical consequences. At Amador Valley we also implemented the Amador Way, a character education program that promotes civic, social and personal behavior in a diverse environment. This

Improving school facilities

In March 1997 the citizens of Pleasanton passed Measure B, a \$69 million dollar bond measure to modernize and construct additional building space on existing school sites.

Thanks to this measure, Amador has been completely renovated. Classrooms received new interior surfaces, energy efficient lighting, heating, ventilation and air conditioning, and wiring for state-of-the-art instructional technology. The central quad area and parking lots were expanded. A new multipurpose building and new science classrooms were added.

Our attractive and functional new music building is now available for students use. Designed to accommodate both instrumental band and chorus, this facility is a most welcome addition. Construction of our beautiful state-of-the-art library/media center is completed. The book stacks are easy to access, computer stations and internet access are greatly improved. A new two story, twenty-four classroom building was completed in February 2004. The new facility stands as a focal point for the community and serves as the new main entrance to the campus from Santa Rita Road. Construction of a new swimming pool is scheduled for completion at the end of February 2005. Lighting retrofits for improved illumination and increased energy efficiency were completed in December 2004.

The "Buster R. McCurtain" Sports Complex features a beautiful state of the art, all weather football field and track. In addition, the campus is sporting newly renovated baseball and softball fields, as well as brand new tennis courts.

This construction/renovation means our school facilities will provide the best environment for the education of our students and our quest for excellence in student achievement. A complete renovation schedule is available from the Pleasanton Unified School District office, 4665 Bernal Avenue.

program helps students accept responsibility for their actions and encourages positive interactions among students and staff. A student/staff committee is responsible for providing the necessary training and curriculum.

Other factors that contribute to a productive school climate at Amador are a strong and successful athletic program, student activity program, student government program, Student Council, and School Site Council. We have a strong belief that the experiences gained by participating in extracurricular activities are a valuable part of the educational process. Approximately 75 percent of our student body participates in one or more extracurricular activities.

Amador Valley High School offers 23 varsity sports to the student body. Our teams have been extremely successful, having won 4 East Bay Athletic League (EBAL) Championships and having participated in our section playoffs in 18 of our 22 sports. We hold 5 North Coast Section (NCS) 2nd places. Our Leadership Program is widely recognized as one of the very best in the State. Lunchtime intra-murals are offered as well as over 20 clubs.

Salaries remain competitive

Pleasanton Unified School District annually compares district salary averages to the statewide averages provided by the California State Department of Education. The statewide base year for this comparison is 2003-2004. *Note: PUSD certificated teachers and administrators may purchase medical and dental coverage from their salary.*

Salary Category 2003-2004	Pleasanton Unified's Average	State Comparison Average
Teachers:	Annual Salary	Annual Salary
Beginning	\$48,188	\$35,155
Mid-Range	\$69,929	\$57,318
Highest	\$84,904	\$72,153
Principals (average)	\$114,298	\$96,683
Superintendent	\$196,000	\$150,248
Percentage of Total Budget:		
Classroom Teacher Salaries	43.0%	42.9%
Administrative Salaries	5.8%	5.3%

Class Size Reduction

The Board of Trustees added additional teachers to be used to reduce class size, offer intervention programs for students at risk of not meeting grade level standards, and to make additional classes available for students.

Preparing students for careers

Our school district understands the need for students to have higher levels of academic preparation, to be more technically literate, and to be able to apply knowledge in new and different situations. Amador Valley High School's Expected School-wide Learning Results (ESLRs) reflect these beliefs and are all strongly related to school-to-career readiness.

At Amador Valley, we have a vision of a school-wide program that provides all students with opportunities to develop their academic skills and talents as they prepare for higher education and/or their careers. To address this vision, we have created five small, thematic learning communities that will enable students to participate in a standards-based academic program that integrates content areas (English, social studies, science, math) with elective options to fulfill all district graduation and college entrance requirements. Our current Health and Bioscience Academy, which was implemented in 1998, has been used as a model to develop academies in the following areas: Media, Arts, and Communication; Science, Engineering and Computer Technology; Public and Human Services; and Business and Finance.

Beginning with the sophomore class of 2002-03, students have been provided the opportunity to participate in one of these five small learning communities, experiencing the benefits of a small school environment as they enjoy the expanded experiences and enhanced programs that a larger school can offer. Teachers of these clustered classes collaborate to connect the students' learning experiences, enabling them to understand the relationship between what occurs in each of their classes. Students also learn skills that are necessary for success in college and the workplace through activities such as job shadowing, internships, mentoring, service learning, and field trips.

Crucial to the success of our academy programs are continued partnerships with our community. We benefit from relationships with the Pleasanton Partnerships in Education Foundation, the Tri-Valley Business Council, and the Tri-Valley Educational Collaborative. These organizations provide volunteers, funding, materials, and special programs that help to support our students and teachers. We also work collaboratively with local organizations and businesses to introduce students to a variety of career and educational opportunities. Some examples include Project Creek Watch with Zone 7 Water District; Making Electives Count for Career Achievement with the Tri-Valley Educational Collaborative; and Laser Science Options in the Classroom through Lawrence Livermore National Laboratory.

Our District's Strategic Plan focuses on student achievement, partnerships, and communication. We are fortunate to have many partners working with us to help students achieve success and make the connections between school and their futures.

Instructional minutes report

The state has established required instructional minutes at all grade levels and for particular subjects. Instructional minutes are an important measure because schools throughout California vary in the use of minimum days and staff development days. Operating at the maximum of 180 instructional days for students, all Pleasanton Unified School District schools meet or exceed the state requirement for instructional minutes. The instructional minutes for Amador (9-12) are 64,806. The state requirement is 64,800 minutes.

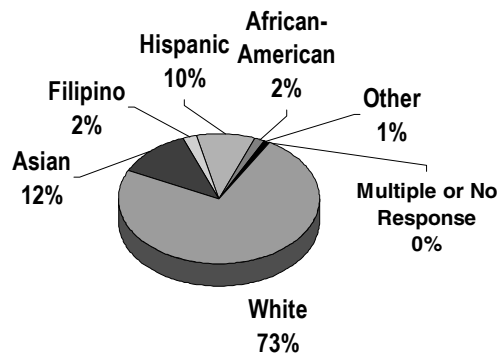
Textbooks and materials are current

To ensure that students have up-to-date textbooks and other instructional materials, we periodically review the curriculum of each subject area. Districtwide review committees work to align courses of study with the new state content standards and high quality instructional practices. Selected textbooks and materials match curricular objectives, State standards, and reflect the best educational research and instructional practices. Parent preview of new materials is part of the process. New 9-12 foreign language materials are under review for adoption in 2004-2005 and implementation in 2005-2006.

The school library, staffed with a credentialed library media teacher is open from 6:30 - 4:30 p.m. The wide variety of fiction and nonfiction books, technology resources, and reference materials support and extend the curriculum and provide recreational reading opportunities for all students. The expanding collection reflects the District Library Plan and the district emphasis on literacy. Online resources include magazine databases, encyclopedias, career resources, and specialized curriculum databases, accessible not only in the library, but also from home. The library is automated and the materials catalog and other online resources are accessible through the internet at:

<http://www.pleasanton.k12.ca.us>
Select "library/media," then the school library web page.

Our diverse student body



How well our students perform

Standardized Testing and Reporting (STAR) Program

California Standards Test (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient

or Advanced level meet state standards in that content area. Detailed information regarding results for each grade, proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

For more detailed information on assessment results, visit www.pleasanton.k12.ca.us. Select "assessment" or call our Director of Assessment at (925) 426-4349.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

*test not given

Subject	Amador			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	59	63	65	67	69	70	32	35	36
Mathematics	57	51	46	64	63	64	31	35	34
Science	59	62	55	58	59	56	30	27	25

All Pleasanton Unified School District students receive a comprehensive, quality educational program. Test scores are only one of many quality indicators used to assess academic progress. Because standardized tests often measure only the most commonly tested skills rather than the complete understanding of skills, knowledge, and concepts, the scores alone do not provide a complete overview of the total curriculum or the richness and variety of the educational programs offered through the district.

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2004.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	45	DNA	68	66	39	DNA	68
Mathematics	32	DNA	68	41	23	DNA	45
Science	DNA	DNA	64	52	33	DNA	56

DNA - Data not available due to small sample size.

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2004.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	58	72	2	28	66	13	69
Mathematics	45	46	28	22	46	11	48
Science	52	57	19	26	55	13	57

DNA - Data not available due to small sample size.

Scholastic Aptitude Test (SAT)

	AMADOR	PUSD	CA
Verbal 2003	544	545	494
2002	544	547	490
2001	540	542	492
Math 2003	572	575	518
2002	576	581	517
2001	563	567	516
% of Sr. 2003	63%	62%	37%
2002	65%	68%	52%
2001	61%	57%	37%

The Scholastic Aptitude Test (SAT) is the most commonly taken test by high school students applying for admission to a four-year college or university. The SAT is designed to assess the potential ability of a student in college, not the instructional program of a school or district. The verbal and math portions of the SAT are scored on a scale of 200 to 800.

Norm-Referenced Test (NRT)

The State Board of Education adopted the California Achievement Test, Sixth Edition (CAT6) as the Norm Referenced Test (NRT) for reading and mathematics. The results are reported as the percent of tested students

scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at

the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

CAT6 - All Students Results-2004

Data reported are the percent of students scoring at or above the 50th percentile for spring 2004.

Subject	Amador	District	State
Reading	74	78	43
Mathematics	78	82	51

CAT6 - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2004.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	59	DNA	79	64	51	DNA	78
Mathematics	64	DNA	91	77	52	DNA	80

DNA - Data not available due to small sample size.

CAT6 - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2004.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	68	82	21	44	75	34	78
Mathematics	77	80	43	42	79	32	82

The District web site, www.pleasanton.k12.ca.us carries a wealth of information about the District, including the SARC for each of our schools. Your comments and suggestions regarding the SARC are more than welcome. Please contact us at 925-426-4326 or e-mail rhempy@pleasanton.k12.ca.us

California Physical Fitness Test (CFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Physical Fitness Tasks	Grade 9	District	State
	% in HFZ	% in HFZ	% in HFZ
Aerobic Capacity	69.4	72.2	49.4
Body Composition	76.3	79.9	66.9
Abdominal Strength	81.7	84.8	79.8
Trunk Extension Strength	92.6	93.5	82.3
Upper Body Strength	59.2	62.7	66.0
Flexibility	82.8	79.9	68.3

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools

also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: All K-8 schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on API.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data			API Growth Data				
	2001-02	2002-03	2003-04		2002	2003	2004
Percent Tested	98	97	99	Percent Tested	97	99	98
API Base Score	798	795	821	API Base Score	790	912	829
Growth Target	1	1	A	Actual Growth	-8	17	8
Statewide Rank	10	10	10				
Similar Schools Rank	6	7	7				

A - To stay above score of 800

Adequate Yearly Progress (AYP)

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 assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). For AYP all schools must test 95% of all students. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	Amador 2003	District 2003	Amador 2004	District 2004
All Students	Yes	Yes	Yes	Yes
African American	N/A	Yes	N/A	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	Yes	N/A	Yes
Filipino	N/A	Yes	N/A	Yes
Hispanic or Latino	N/A	Yes	N/A	Yes
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	N/A	Yes
English Learners	N/A	Yes	N/A	Yes
Students with Disabilities	N/A	Yes	N/A	Yes

College and Advanced Placement (AP) Courses

Advanced Placement Examination (AP)

Amador High School is committed to providing all students with enriching and challenging programs to prepare students for post-secondary life. Approximately 92% of our graduates continue their education. In preparing students for colleges our school provides the necessary courses required for admission to the University of California (UC) and California State University (CSU) systems. Sixty-four percent of our graduates have met the UC/CSU admission requirements. Many of our graduates also enroll in private and out of state colleges and universities.

Amador offers an Advanced Placement Program that enables students to do college-level course work during high school. The curriculum is nationally standardized with an AP Exam at the culmination of the course. Upon passing the AP Exam, a student may receive college credit for their AP course work. Participation in the Advanced Placement courses requires serious commitment as the curriculum is especially rigorous and challenging. The following list shows the AP courses available at Amador in the 2004-2005 school year with the number of sections in parenthesis:

Department	Class (Sections)
English	English Lit. & Comp. (2)
English	English Language (4)
World Lang.	Spanish (2)
World Lang.	German (1)
World Lang.	French (3)
Math	Computer Science (1)
Math	Calculus (3)
Math	Statistics (3)
Science	Chemistry (1)
Science	Physics (1)
Science	Biology (2)
Science	Environmental Science (1)
Social Studies	Government (Comp Civics) (1)
Social Studies	US History (4)
Social Studies	Microeconomics (1)
Social Studies	Macroeconomics (3)
Social Studies	Government: US (3)
Social Studies	World History (2)
Social Studies	Human Geography (3)
Social Studies	Psychology (5)

The Advanced Placement (AP) exams are another type of standardized test. However, these tests are taken only by a certain group of students through a self-selection process which follows our "open access" policy. The AP exams are aligned with a national curriculum and the exams are administered on the same day across the country. Students enrolled in AP classes in the district receive weighted grades (an additional 1.0 GPA for the course grade). The AP Exams are scored on a 1-5 scale with a 3 considered a "passing" score. Many universities and colleges award students credits and/or advanced standing for a score of 3 or higher.

	Total Number of Exams Taken		Total Exams Passed	
	Amador	PUSD	Amador	PUSD
2003-2004	952	1983	86%	81%
2002-2003	839	1684	84%	77%
2001-2002	836	1652	78%	71%

University of California (UC) and California State University (CSU) Admission Information

The percentage of pupils at Amador enrolled in courses required for UC and/or CSU admission for 2003-2004 was 62%. This percentage is calculated by dividing the total number of pupils in courses required for the UC and/or CSU admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

The percentage of graduates in the 2003- 2004 school year who passed course requirements for UC and CSU admission was 65%. The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data Systems (CBEDS) total graduates for the most recent year.

Counseling and support services available for students

Instructional staff provide extra help to students through special programs such as counseling, special education, Gifted and Talented Education, and the English Language Development program. Pleasanton is one of the few school districts to offer counseling at every grade level.

Amador's counseling staff includes three full-time credentialed counselors, and one at-risk counselor. Counselors strive to provide a comprehensive

guidance program for all students. Counselors meet with parents and students, both individually and in groups, to create four-year plans, provide information about graduation requirements, college admission standards, post-secondary options, and course selection and sequencing. In addition, the counselors are trained to provide support and intervention during crisis and triage situations, as well as to help facilitate

SST and 504 meetings. In 2003-2004 there were 0 dropouts reported. In 2002-2003 there were 4 dropouts reported and in 2001-2002 there were 4 dropouts reported. Counselors work with all special needs students, including, but not limited to, English learners, special education students, and accelerated students to facilitate appropriate scheduling and goal setting.

Maintaining a quality teaching staff

The Amador Valley High School staff strives to provide a strong, well-balanced instructional program to meet the needs of all students and are held accountable to state and district standards. Many of our staff members have been recognized for special achievements. In the past five years, the Pleasanton Unified School District Teacher of the Year Award has been given to three Amador Valley High School teachers, including Debbie Emerson, the 2002 Pleasanton Unified Teacher of the Year. Several faculty members have been recipients of Pleasanton Partners in Education Excellence in Education Awards, and many others served as mentor teachers on site and within the district. One of our science teachers was honored with the 2001 Internet Innovator of the Year Award by National Semiconductor.

The result of these achievements is high teacher morale, increased collaboration among staff, sharing of effective instructional strategies, a greater sense of professional pride and improved student learning.

This year Amador High School has a total of 97 credentialed teachers. All schools in California are in the process of identifying core academic teachers as compliant under the Federal No Child Left Behind (NCLB) Act. As of October 2004, 76 teachers at Amador High

School have been identified NCLB compliant. Only 1 teacher is relying upon an emergency credential in the areas of American Sign Language and 2 interns in the area of English and Art.

Evaluating teachers- We evaluate teaching by setting annual goals, making regular classroom observations, monitoring performance, and giving frequent written feedback. Teacher evaluations indicate that Amador Valley has a dynamic professional staff that is committed to helping students learn. As active learners themselves, our teachers readily share information and teaching strategies with each other.

Improving skills- To ensure the quality of instruction, our staff members participate in a variety of ongoing professional development opportunities. We consistently make improvements in our teaching by emphasizing student success, modeling high performance standards, and keeping ourselves on the cutting edge in curriculum, instruction, and assessment. New strategies are used to meet students' ever-changing and increasing educational needs.

The TriValley Teacher Induction Project welcomes new teachers to the profession with enhanced professional growth and development

building upon their teacher preparation program. They engage in reflective conversations with experienced teacher coaches and chart their progress through the continuum of skills, knowledge, and abilities aligned to the *California Standards for the Teaching Profession*.

Supporting English learners- The district is also making great strides in providing services to English learners. Through the hiring policy and training programs, opportunities for English learners to have equal access to the curriculum have increased. In each grade level in K-5 schools, and in middle and high school content areas, students benefit from authorized teachers who hold Cross-Cultural or Bilingual Language Academic Development certificates (CLAD or BCLAD), Language Development Specialists certificate (LDS), or a SB 1969 certificate.

Hiring substitutes- All substitute teachers have college degrees and have passed a qualifying examination administered by the State of California. When a teacher is absent from class, the class is taught by a credentialed substitute teacher. In unusual situations when a substitute is not available, the class is covered by administrative/credentialed support personnel.

Safety is a top priority

At Amador Valley High School, maintaining a safe and orderly environment in order to maximize student learning is a top priority. We have a site safety committee and have adopted plans for natural disaster and emergency situations, including action to be taken in the event of an intruder on campus and/or bomb threats. The plan is reviewed and discussed annually by our staff. Our students receive training in fire and earthquake drills on a regular basis.

Classroom discipline plans reflect our schoolwide emphasis and include rewards for appropriate behavior. The school discipline plan is shared with parents at the beginning of the year and the staff communicates with parents on a regular basis. Discipline problems are minor and few. Suspension from school occurs when other means of correction fail to bring about proper conduct, or when misbehavior is severe in nature. In 2003-2004 there were 322 suspensions and 14 expulsions. In 2002-2003 there were 325 suspensions and 14 expulsions and in 2001-2002 there were 292 suspensions and 15 expulsions.

Programs are offered to help students and support them in taking responsibility and improving their conduct. For more detailed information on suspensions and expulsions visit our website www.pleasanton.k12.ca.us. Select Board Policies, Students 5000, Regulations, 5150.

As a preventative measure we also have a strong partnership with the Pleasanton Police Department and have police on campus, known as School Resource Officers.

How the money is spent

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$92,610,820	\$6,857	\$6,882	\$6,822

The 2005-06 calendar has been finalized and can be obtained from your school and/or at www.pleasanton.k12.ca.us. **The first day of school is Monday, August 29th, 2005.**