

Pleasanton Unified School District Amador Valley High School

Grades 9 through 12
William Coupe, Principal



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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.

Principal's Message

I would like to take this opportunity to welcome you to Amador Valley High School. During the 2006-07 school year, Amador Valley was honored as a "No Child Left Behind...National Blue Ribbon School." This award honors and validates the tremendous effort of the Amador Valley staff in supporting each and every student in their pursuit of excellence. Amador Valley, in partnership with the school district and the City of Pleasanton, was named a National School of Character by The Character Education Partnership in 2004. 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 serves as a pilot school for the Civic Mission of Schools. This program is a grass roots, non-partisan movement aimed at increasing the level of civic instruction and civic responsibility in California schools. Amador Valley has also been named a National Demonstration School by the Advancement Via Individual Determination foundation, a non-profit organization that successfully prepares students in the "academic middle" for four-year college eligibility. During the spring of 2006, 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 Education 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 Organization, 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 your individual student 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.

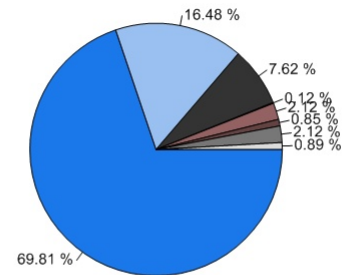
Our Goals...

- 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 2007-08 school year, 2597 students were enrolled, including 7% in special education, 3% qualifying for English Language Learner support, and 2% qualifying for free or reduced price lunch. Amador Valley High School achieved a 2008 Academic Performance Index (API) score of 867 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2007-08 Enrollment: 2597



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Amador Valley High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

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 nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 65.2% of the grade nine students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Amador Valley High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	71	78	76	75	79	80	42	43	46
Math	45	50	44	67	69	69	40	40	43
Science	76	73	79	74	77	82	35	38	46
Social Science	70	73	74	68	70	74	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Amador Valley High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	48	76	86	74	54	*	76
Math	8	29	70	34	26	*	41
Science	71	*	92	73	66	*	77
Social Science	46	91	80	80	55	*	75

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Amador Valley High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	72	81	14	48	30	
Math	46	42	29	18	11	
Science	77	81	30	26	39	
Social Science	76	72	6			

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Amador Valley High School			PUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	84.7	86.8	90.4	82.4	83.8	87.9	51.1	48.6	52.9
Math	85.2	89.7	89.6	82.6	85.3	85.7	46.8	49.9	51.3

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.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2007-08

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	9.6	51.4	39.0	10.4	33.6	56.1
Male	13.8	55.1	31.1	11.7	32.6	55.7
Female	5.6	47.8	46.6	9.1	34.5	56.4
African-Amer.	22.2	66.7	11.1	27.8	44.4	27.8
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	2.7	38.9	58.4	2.6	18.4	78.9
Filipino	0.0	83.3	16.7	0.0	58.3	41.7
Hispanic or Latino	25.6	41.9	32.6	23.3	34.9	41.9
Pacific Islander	*	*	*	*	*	*
Caucasian	9.7	54.2	36.0	10.8	35.9	53.3
English Learners	33.3	59.3	7.4	33.3	25.9	40.7
Economically Disadvantaged	42.1	42.1	15.8	40.0	45.0	15.0
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	34.1	59.1	6.8	47.7	36.4	15.9

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2006-07**

Amador Valley High School	PUSD	California
98.3 %	94.4 %	80.5 %
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

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; 98% of Amador

Valley High School's tenth grade students who took the test passed the math portion of the exam and 97% 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.

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

	2005	2006	2007
Statewide Rank	10	10	10
Similar Schools Rank	7	7	8

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison

Results	API Score	Increase/Decrease in API Score		
	2007	2005-06	2006-07	2007-08
Schoolwide - All Students	867	4	20	-3
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	931	18	-2	6
Filipino	*	*	*	*
Hispanic or Latino	770	9	61	-22
Pacific Islander	*	*	*	*
Caucasian	862	4	17	-7
Other Subgroups				
Students with Disabilities	702	*	89	0
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

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 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% 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 620 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83%.

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 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AVHS	PUSD
Overall Results	Yes	Yes
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	Yes	Yes

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. In 2007-08, Amador Valley High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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/act/.

Title I Program Improvement (PI) Status		
	AVHS	PUSD
PI Status	N/A	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

N/A = not participating in Title I Program

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", teacher websites, Zangle Parent Connect, and PTSA. Contact Mary Holmberg at (925) 461-6100 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Office Helper
Chaperone

Committees

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

School Activities

Student Performances
Sports Events
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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Remodeled main office
- Added a student store

Every morning before school begins, administrators and the custodians inspect 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:

- Groundskeeping
- Restrooms
- Cafeteria Cleanup/Setup
- Office Area Cleaning
- Classroom Cleaning

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

- Restroom Cleanup
- Cafeteria Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	1922
Acreage	39.27
Square Footage	231,068
Quantity	
Permanent Classroom	114
Restroom (student use)	18
Library	1
Gymnasium	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 2007-08 school year, Amador Valley High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Wednesday, October 08, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 08, 2008			
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	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, campus supervisors and administrators 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 was reviewed, updated, and safety plan updates were discussed with staff in October 2008.

Classroom Environment

Instructional Time

All instructional time offered at Amador Valley High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Amador Valley High School offered 180 days of instruction. The state requires high school students to receive 64,800 minutes of instruction; Amador Valley High School offered a total of 74,424 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Amador Valley High School's discipline policies are based upon the district's conduct code, which is used as a guide to establish character education programs, encourage positive choices in behavior, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Amador Valley High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Academic honors include Principal's Honor Roll, Academic Block, and the Annual Donnies Academic Awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Amador Valley High School offers Project Creek Watch, Drama, Amador Valley High School's Laptop Program, Leadership, Competition Civics Team, Robotics Team, Yearbook, Color Guard, and Marching Band. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, wrestling, basketball, cross country,

softball, baseball, soccer, football, golf, track, swimming, lacrosse, spirit squad, tennis, and water polo.

Suspensions & Expulsions			
	AVHS		
	05-06	06-07	07-08
Suspensions (#)	167	106	124
Suspensions (%)	6.82 %	4.15 %	4.77 %
Expulsions (#)	18	11	7
Expulsions (%)	0.73 %	0.43 %	0.27 %
PUSD High Schools			
Suspensions (#)	444	316	410
Suspensions (%)	8.93 %	6.22 %	7.99 %
Expulsions (#)	32	18	12
Expulsions (%)	0.64 %	0.35 %	0.23 %

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.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	25.8	38	48	12
Math	25.2	42	32	19
Science	30.3	2	47	11
Social Science	30.7	5	46	29
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.4	38	41	16
Math	25.4	46	24	23
Science	29.8	3	40	23
Social Science	29.7	12	44	29
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	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

Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

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 the freshman at risk program and monitoring CAHSEE test results and performance. 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.

Graduation & Dropout Rates			
	AVHS		
	04-05	05-06	06-07
Dropout Rate	0.9%	0.8%	0.3%
Graduation Rate	99.4%	95.6%	98.1%
PUSD			
	PUSD		
	04-05	05-06	06-07
Dropout Rate	0.7%	0.9%	0.5%
Graduation Rate	99.0%	96.0%	97.9%
California			
	California		
	04-05	05-06	06-07
Dropout Rate	3.1%	3.5%	4.4%
Graduation Rate	85.0%	83.0%	79.5%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Amador Valley High School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Amador Valley High School held one district wide staff development day along with two school site staff development days devoted to:

- Vocabulary
- Mosaic of Thought
- Dealing with Difficult people
- Technology
- AVID (Advancement Via Individual Determination)
- 40 Developmental Assets in Your Classroom
- Service Learning and Beyond
- Dr. Art's Earth Planet Show

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. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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 23, 2008, 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 No. 14.1 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 the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for their visual/performing arts curricula. During the 2008-09 school year, Pleasanton Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
English		
2000	Prentice Hall, <i>Literature (Gold Edition)</i>	9
2000	Prentice Hall, <i>Writing and Grammar Communication in Action</i>	9
2000	Prentice Hall, <i>Literature (Platinum Edition)</i>	10
2000	Holt, <i>Elements of Literature</i>	11
2000	Prentice Hall, <i>Writing & Grammar Communication (Ruby Edition)</i>	11
2000	Harcourt Brace, <i>Adventures in English Literature</i>	12
Health		
2005	Delmar, <i>Diversified Health Occupations</i>	10
2006	Glencoe, <i>Health</i>	9
History-Social Science		
2007	Glencoe, <i>World Geography and Culture</i>	9
2007	Prentice Hall, <i>World History: Modern World</i>	10
2007	Prentice Hall, <i>Magruder's American Government</i>	12
2007	Holt, <i>American Anthem</i>	11
2007	Prentice Hall, <i>Economics Principles in Action</i>	12
Math		
2003	Glencoe, <i>Algebra Concepts and Applications</i>	9-12
2003	Glencoe, <i>Pre-Algebra</i>	11-12
2003	Glencoe, <i>Geometry Concepts and Applications</i>	9-12
2003	Prentice Hall, <i>Algebra II</i>	11-12
2003	Prentice Hall, <i>Algebra I</i>	9
2003	McDougal Littell, <i>Algebra II</i>	11-12
2007	Freeman, <i>For All Practical Purposes</i>	12
Science		
2001	Glencoe, <i>Chemistry Matter and Change</i>	10-12
2001	Prentice Hall, <i>Biology, the Web of Life</i>	9-12
2001	McGraw Hill, <i>Botany</i>	10-12
2002	Holt, <i>Environmental Science</i>	9-12
2002	Prentice Hall, <i>General Science</i>	9-12

School Leadership

The administrative team is comprised of the principal and three vice principals, who work closely with the leadership team, teachers, the counselors, and school staff to provide a standards-based instructional program. Principal William Coupe 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. 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 William Coupe has been in the educational field for 38 years and serving Amador Valley High School for 12 years (as of 2007-08). Previous positions held in other schools include: vice principal and classroom teacher. Principal William Coupe holds a bachelor's degree in Math, a master's degree in Educational Leadership, a Life Standard Secondary Teaching Credential and a Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Amador Valley High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Amador Valley High School's teachers utilize Hampton Brown's High Point series, a state-approved reading intervention program and textbook adoption. Amador Valley High School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Amador Valley High School's special education program is staffed by special education teachers. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. A portion of instruction may be provided in one of two special day classes. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Amador Valley High School takes advantage of the district's participation in the Tri-Valley Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Amador Valley High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral

performance. Intervention strategies include:

- Homework Club
- Peer Tutoring
- AVID (Advancement Via Individual Determination)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments and daily classwork to measure ongoing academic progress and adjust instructional needs.

College Preparation & Work Readiness

College Preparation Courses

Students Enrolled in UC/CSU Courses 2006-07*	
	%
Students enrolled in courses required for UC/CSU admission	78.3
Graduates who completed all courses required for UC/CSU admission	56.6

*Most current data available

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and to his or her general educational development; the scoring range is 200-800. Amador Valley High School offers SAT Reasoning through online resources, which provide students the opportunity to prepare themselves for their college entrance examinations. The through online resources offer instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

*Current data is not available as of November 26, 2008.

SAT Reasoning Test**			
	AVHS		
	05-06	06-07	07-08
Test Takers (%)	78.3	72.3	*
Average Verbal Score	551	549	*
Average Math Score	578	574	*
Average Writing Score	550	546	*

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>

Advanced Placement

In 2007-08, 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.

Advanced Placement Courses Offered & Student Participation 2007-08		
	No. of Student Courses in AP Offered Courses	% of
Computer Science	0	--
English	2	4.4 %
Fine and Performing Arts	1	1.1 %
Foreign Language	3	3.4 %
Math	2	11.1 %
Science	3	6.2 %
Social Science	5	17.3 %
All Courses	16	43.3 %

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 employers 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 Program. 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.

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 2007-08	
Total number of students participating in CTE programs	550
Percentage of students completing CTE program and earning a high school diploma	99.8 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	54.0 %

Professional Staff

Substitute Teachers

Amador Valley High School does not experience any difficulties finding substitute teachers to fill vacancies. Substitutes are available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Amador Valley High School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every four years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the Peer Assistant and Review (PAR) program. Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

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) 2007-08		
	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	0.1
Psychologist	1	1.0
Speech Therapist	1	0.8

*as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Amador Valley High School had 110 teachers who met all credential requirements in accordance with state guidelines. All of Amador Valley High School's teachers supplement their regular credential with a credential to teach English language learners.

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.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Amador Valley High School	95.0 %	5.0 %
District Totals		
All Schools	N/A	N/A
High-Poverty	N/A	N/A
Low-Poverty	N/A	N/A

N/A = as of publication date, data not available

Teacher Credentials & Assignments				
	AVHS			PUSD
	05-06	06-07	07-08	07-08
Total Teachers	110	110	116	772
Teachers with full credentials	107	108	110	757
Teachers without full credentials	3	2	6	15
Teachers in alternate routes to certification	0	2	4	11
Pre-Internship	0	0	0	0
Teachers with emergency permits	3	1	5	16
Teachers with waivers	1	0	0	0
Teachers teaching outside subject area	0	0	2	7
Total teacher misassignments	0	0	2	8
Teacher misassignments for English learners	0	0	0	1
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	1

Teacher Credentials & Assignments (cont'd)		
	AVHS	PUSD
	08-09	08-09
Total teacher misassignments	2	7
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	3

Teacher Education Levels 2007-08		
	AVHS	PUSD
Doctorate	0.9 %	0.6 %
Master's degree plus 30 or more semester hours	0.0 %	5.1 %
Master's degree	24.1 %	24.5 %
Bachelor's degree plus 30 or more semester hours	52.6 %	55.7 %
Bachelor's degree	22.4 %	14.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	State Average of Districts in Same Category	
	PUSD	
Beginning Teacher Salary	\$53,826	\$39,708
Mid-Range Teacher Salary	\$78,110	\$63,805
Highest Teacher Salary	\$94,838	\$82,081
Superintendent Salary	\$218,020	\$183,478
Average Principal Salaries:		
High School	\$135,422	\$116,474
Percentage of General Fund Expenditures for:		
Teacher Salaries	42%	40.6%
Administrative Salaries	5.1%	5.2%

Expenditures Per Student

For the 2006-07 school year, Pleasanton Unified School District spent an average of \$8,165 of total general funds to educate each student (based on 2006-07 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://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 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Child Development
- Class Size Reduction
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational Education, Handicapped

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	State Avg., Dist. Same Size & Type			% Diff. School & State	
	AVHS	PUSD	% Diff. School & Dist.	% Diff. School & State	
ADA*	2442	15177	N/A	N/A	N/A
Total**	\$5,224	\$9,556	54.67	N/A	N/A
Restr.†	\$227	\$3,538	6.43	N/A	N/A
Unrestr.††	\$4,997	\$6,018	83.03	\$5,300	94.27
Avg. Teacher Salary	\$84,481	\$78,760	107.26	\$63,458	133.13

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location 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 the Pleasanton Library, located at 400 Old Bernal Ave, Pleasanton, CA 94566.

Hours: Monday-Thursday 10am-9pm Friday-Saturday 10am-5pm Sunday 1pm-5pm
Phone Number: (925) 931-3400
Number of Computers Available: 19
Printers Available: Yes