



Amador Valley High School

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Pleasanton Unified School District

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**Assistant Superintendent,
Human Resources**

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**Assistant Superintendent,
Student Support Services**

School Description

Principal's Message

I would like to take this opportunity to welcome you to Amador Valley High School. Amador Valley High School is one of the top schools in California. 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. Amador Valley continues to send graduates to the top colleges and universities in the country. 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.

Amador Valley's focus is Common Core team building and equity. During this school year, Amador Valley is working on pacing guides and common assessments in all core academic areas in preparation for the full implementation of common assessments.

Mission Statement

Amador Valley High School's mission is to provide students with the essential skills for lifelong learning and achievement, and to nurture responsible citizens who contribute to society intellectually, creatively, and compassionately.

School Profile

Amador Valley High School is located in the heart of downtown Pleasanton, which is a suburban community in the eastern part of the San Francisco Bay Area. Pleasanton families are comprised of a diverse blend of socio-economics, ethnicities, and backgrounds, and our student body reflects that diversity. The excellent schools, safe neighborhoods, and proximity to Silicon Valley, make Pleasanton a highly attractive community to prospective residents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	731
Grade 10	705
Grade 11	623
Grade 12	654
Total Enrollment	2,713

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	39.7
Filipino	2.2
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.1
White	44.7
Two or More Races	3.8
Socioeconomically Disadvantaged	7.7
English Learners	4.5
Students with Disabilities	6.7
Foster Youth	0.1
Homeless	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Amador Valley High	17-18	18-19	19-20
With Full Credential	114	107	120.4
Without Full Credential	1	1	3.6
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Pleasanton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	650.16
Without Full Credential	♦	♦	15.6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Amador Valley High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum at Amador Valley High School are currently being aligned to the California State Standards. 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 24, 2019, 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 2019-2020.004 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 2019-20 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 and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017- Pearson myPerspectives, 2017- National Geographic/Cengage- Edge, 2017-Houghton Mifflin English 3D, National Geographic/Cengage Inside the USA 2016- Norton Anthology of African American Literature, 2018- Journalism Cengage, 2017- Debate Infobase Learning, 2018- World Literature, 2018- AP Language and Composition BFW, Advanced Composition Pearson, AP Literature and Composition Norton The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2016- Stewart Calculus, 2015- HMH Algebra 1, 2015- HMH Algebra 2, 2015- HMH Geometry, 2015- CPM Core Connection Geometry, 2015- CPM Core Connections Algebra 2, 2015- CPM Core Connections Pre Calculus, 2015- W H Freeman Practice of Statistics, 2016- CPM Calculus, 2016- CPM Precalculus , 2016- CPM Algebra 2, 2016- CPM Geometry, 2016- For All Practical Purposes, 2016- Finney Calculus, Multivariable Calculus- Cengage The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2017: Pearson/Campbell- AP Biology in Focus, Cengage- Zumdahl Chemistry, Wiley- Fundamentals of AP Physics, Cengage- Living in the Environment ,2008:Glencoe Health, 2009: Prentice Hall- Conceptual Physics, 2019: Pearson- Biology, Physics, Chemistry, Anatomy and Physiology, McGraw Hill- Zoology, Botany 2001: Scott Foresman- Biological Science, Physical Science, 2009: Paradigm- Biotechnology, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Glencoe/McGraw-Hill, Economics: Principles and Practices 2007, Glencoe/McGraw-Hill, World Geography and Cultures 2007, Holt McDougal, Holt American Anthem, Modern American History 2007, Houghton Mifflin, Earth and It's People 2007, McGraw Hill, American History 2007, Pearson Prentice Hall, Economics Principles in Action 2007, Pearson Prentice Hall, Magruder's American Government 2007, Pearson Prentice Hall, World History: The Modern World 2007, 2019- AP Human Geography Pearson, AP Macroeconomics BFW, AP Psychology BFW, AP US History BFW The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2005-Discovering French Nouveau, Tresors du Temp, Komm mit, Kaleidoskop, Handbuch zur deutschen Grammatik, Adventures in Japanese, Realidades, Conexiones, Repaso, Nuevas Vistas, 2001- Abriendo Puertas Toma, Abriendo Puertas Lectura The textbooks listed are from most recent adoption: Yes
Health	2006- Glencoe Health The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	2007- The Visual Experience, Discovering Drawing, Experience Clay, Hands in Clay, Video Digital Communication & Production, Black and White Photography, Focus on Photography, Beginning Sculpture, Art Through the Ages. 2008- The Visual Experience, Hands in Clay, The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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 (three full-time and one part-time) 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 throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

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

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

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 Monday, December 12, 2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-2019, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/26-27/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	B Building Classrooms: Back tables are badly nicked. Groups & Sports Fields: Parking Structure:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	D Building Classrooms: D8 bad corners H Building Classrooms: H6 M Building Classrooms: M1 a total mess. M6 no AC N Building Large Gym: Q Building Classrooms:
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Poor	A Building Admin: B Building Classrooms: Back tables are badly nicked. C Building Classrooms: C6 heat not working. C1, C2, C3 bad back tables. D Building Classrooms: D8 bad corners E Building Classrooms: Loose faucet E1. D3 fire extinguisher bad. F Building MP & Kitchen: G Building Classrooms: H Building Classrooms: H6 J Building Library & Media Center: J2 no light in con room. Drinking fountain not working K Building Music: L Building Classrooms: M Building Classrooms: M1 a total mess. M6 no AC N Building Large Gym: O Building Includes Swim Complex: P Building Small Gym: Q Building Classrooms:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	81	81	79	50	50
Math	71	70	77	75	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	14.6	26.1	49.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	617	600	97.24	80.67
Male	314	309	98.41	75.73
Female	303	291	96.04	85.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	249	245	98.39	87.35
Filipino	16	16	100.00	75.00
Hispanic or Latino	44	41	93.18	53.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	277	97.19	78.70
Two or More Races	15	13	86.67	92.31
Socioeconomically Disadvantaged	36	33	91.67	51.52
English Learners	25	22	88.00	27.27
Students with Disabilities	39	36	92.31	38.89

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	617	597	96.76	70.02
Male	314	308	98.09	69.81
Female	303	289	95.38	70.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	249	244	97.99	87.30
Filipino	16	16	100.00	62.50
Hispanic or Latino	44	39	88.64	28.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	277	97.19	60.65
Two or More Races	15	14	93.33	85.71
Socioeconomically Disadvantaged	36	34	94.44	38.24
English Learners	25	23	92.00	52.17
Students with Disabilities	39	36	92.31	8.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Amador Valley's parents are actively involved on campus and help fund our music and sports programs through the Amador Friends of Music and Amador Athletic Boosters. In addition, the Amador Valley Parent Teacher Student Association (PTSA) generously provides mini-grants and scholarships to help fund and support the learning goals of both staff and students at Amador. Over the years, PTSA has funded campus security cameras, hydration stations, and technology. PTSA also hosts coffee with the principal, supports Amador's wellness committee, publishes the Amador Valley Express, and coordinates staff appreciation luncheons.

From assisting with registration in August to supporting the graduation ceremony in June, our parent community is actively involved in helping with the day-to-day operations of the school and maintaining our enrichment offerings to students. There are many opportunities for parents to get involved at Amador Valley. Back to School Night is held within the first month of the school year and Parent Information Nights are held throughout the year to inform parents about course registration, special programs like AVID, college financial aid, Amador Valley sports teams, the music program, etc.

The School Site Council (SSC) at Amador Valley is an advisory committee of teachers, parents, students, and administrators working together to help guide our school's improvement process and ensure a wide range of curricular, co-curricular, and extracurricular learning opportunities for students. The SSC oversees and manages school programs, approves the annual School Plan for Student Achievement (SPSA), and ensures spending of state and local funds is in alignment with the district Local Control Accountability Plan (LCAP). Additionally, parents of English Learners can attend meetings of the English Learner Advisory Council (ELAC).

Since 2004, the Amador Valley Booster Club has hosted at the Amador facilities basketball tournaments, track meets, and volleyball competitions for the East Bay Special Olympics. Amador Valley Boosters coordinates student and parent volunteers to help run the events and to manage the snack bar sales. All proceeds from the snack bar sales are donated back to the Special Olympics. In 2017, the Athletics Boosters raised funds to install a new field in the Football Stadium and contributed funds to install a new state-of-the-art sound system for the stadium and the large gymnasium.

Opportunities to Volunteer

Chaperone
Office Helper
PTSA
Athletic Boosters
PTIE

Committees

Athletic Booster Clubs
Parent Teacher Student Association
School Site Council
WASC Committee
Music Booster
ClubsTech
Advisory Council
School Site Council
English Learner Advisory Committee

School Activities

Sports Events
Student Performances
Competition Civics
Mock Trial

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School 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 discussed with school staff in Fall 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	4.1	3.1
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.7	2.0
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	357.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	2.0
Other	.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	19	48	35	28	15	51	35	28	19	51	37
Mathematics	29	7	18	20	29	9	47	33	30	9	48	34
Science	30	3	47	26	31	3	40	31	31	2	38	30
Social Science	27	12	66	13	29	3	75	14	36	12	50	41

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

All training and curriculum development activities at Amador Valley High School revolve around the Common Core State Standards. During the 2017-18 school year, Amador Valley High School held staff development devoted to:

- Data Analysis
- Technology Training
- AVID (Advancement Via Individual Determination)
- Equity and Closing the Achievement Gap
- Building Teams
- Common Core State Standards
- Instructional Strategies
- Developing Pacing Guides
- Identifying Essential Standards
- Common Assessment

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 on going professional growth throughout the year on late Wednesdays for PLC's. Teachers meet 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 2017-18 school year, Amador Valley High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- RTI presentations
- NGSS collaboration/planning
- Technology based collaborations
- Technical Writing for Science Class Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- Google in Education California Summit
- Universal Design for Learning (UDL) and the Common Core Standards
- IntegratED Conference - Improving Education with Technology
- World Language Collaboration
- Standards of Mathematical Practice
- Math Articulation from Middle to High School

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 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,695	\$51,374
Mid-Range Teacher Salary	\$88,079	\$80,151
Highest Teacher Salary	\$107,982	\$100,143
Average Principal Salary (ES)	\$136,744	\$126,896
Average Principal Salary (MS)	\$147,968	\$133,668
Average Principal Salary (HS)	\$152,132	\$143,746
Superintendent Salary	\$270,300	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6143.50	317.11	5826.38	85953
District	N/A	N/A	6040	\$92,066.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.6	72.2
School Site/ State	-19.2	84.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

FY18-19

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV br/> Vocational Programs

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Amador Valley High School	2015-16	2016-17	2017-18
Dropout Rate	0.8	1.3	0.3
Graduation Rate	97.7	97.3	98.6

Rate for Pleasanton Unified School	2015-16	2016-17	2017-18
Dropout Rate	1.6	2.4	1.1
Graduation Rate	96.4	95.6	97.4

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	375
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	76

Career Technical Education Programs

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 career and technical 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:

- Regional Occupational Programs
- Workability
- Career Pathways
- Career Technical Education Courses
- Career Exploration Week

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.74
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	74.22

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	9	N/A
Fine and Performing Arts	6	N/A
Foreign Language	6	N/A
Mathematics	16	N/A
Science	12	N/A
Social Science	33	N/A
All courses	82	38.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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

Regional Occupational Programs (ROP) are offered in partnership with the 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. See partial list of ROP courses available to Amador students:

- Alternative/Renewable Energy
- Animation & Motion Graphics I and II
- AP Environmental Science Auto Collision Rep I and II
- Automotive Repair & Engine Rebuild
- Criminal Justice/CSI
- Developmental Psychology I and II
- Economics of Business Ownership
- Environmental Science
- Marketing
- Medical Occupations
- Nursing Careers
- Sports & Entertainment Marketing
- Sports Medicine
- Video Game Art and Design
- Visual Communications

Workability provides work experience opportunities during 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 2017-18 school year, Amador Valley High School offered the following career technical education programs as elective courses:

- Principles of Biomedical Science
- Introduction to Engineering
- Principles of Engineering
- Digital Electronics
- Civil Engineering and Architecture
- Computer Science Principles
- AP Computer Science
- Public & Human Services Pathway
- Culinary Arts Pathway
- Catering
- Child Growth/Development
- Culinary Arts
- Culinary Skills

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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