

# Amador Valley High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Amador Valley High School
<b>Street</b>	1155 Santa Rita Rd.
<b>City, State, Zip</b>	Pleasanton, CA 94566
<b>Phone Number</b>	PH: (925) 461-6100 FAX: (925) 461-6133
<b>Principal</b>	Josh Butterfield, Principal
<b>Email Address</b>	jbutterfield@pleasantonusd.net
<b>School Website</b>	<a href="https://amador.pleasantonusd.net/">https://amador.pleasantonusd.net/</a>
<b>County-District-School (CDS) Code</b>	01-75101-0130583

## 2021-22 District Contact Information

<b>District Name</b>	Pleasanton Unified School District
<b>Phone Number</b>	(925) 462-5500
<b>Superintendent</b>	David Haglund, Ed.D.
<b>Email Address</b>	dhaglund@pleasantonusd.net
<b>District Website Address</b>	www.pleasantonusd.net

## 2021-22 School Overview

### 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 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.

Amador Valley High School (AVHS) is the oldest and largest of two comprehensive public high schools in the Pleasanton Unified School District in Pleasanton, California, and it opened its doors in 1923. AVHS serves nearly 2800 students with a senior class of 660 students. The school includes 178 staff members and is accredited by the Western Association of Schools and Colleges. AVHS's honors include: National School of Character (2004), California Distinguished School (1994, 2001, and 2005), AVID National Demonstration School (2007), and National Blue Ribbon School (2002, 2006, 2017).

Schoolwide Learner Outcomes (SLOs) are what we strive for all students to achieve here at Amador. Our SLOs focus on: Amador students gaining ACCESS to success!

\*Academic Achievement (integrity, academic standards)

\*Critical Thinking (curiosity, innovation)

\*Civic and Personal Responsibility (diversity, citizenship)

\*Emotional and Mental Health (resilience, school/work/life balance)

## 2021-22 School Overview

\*Soft Social Skills (empathy, coping, respect, diversity)

\*Solving Problems (tenacity, personal advocacy)

Embedded in ACCESS is Amador's desire for character education known as P.R.I.D.E.: Personal responsibility, Respect, Integrity, Diversity, Empathy. We believe more than one SLO may reflect these attributes of Amador PRIDE.

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.

The academic program is organized on a modified block schedule. Classes are 57 minutes long on Monday, Tuesdays, and Fridays. Wednesdays and Thursdays are block schedules with three 90-minute periods each day, and a 40-minute Access period, which allows students to seek assistance from staff. Most students take six periods. Some students in select music courses may have a music course as a 7th period. Block schedule was instituted in 2017.

### 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-economic levels, 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	676
Grade 10	699
Grade 11	686
Grade 12	683
Total Enrollment	2,744

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0
Asian	44.3
Black or African American	0.8
Filipino	1.7
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.7
White	39.5
English Learners	3.7
Foster Youth	0.2
Homeless	0.1
Socioeconomically Disadvantaged	7.5
Students with Disabilities	6.5

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 23, 2021, 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 2021-2022.09 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 2021-22 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.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	Yes	0
<b>Mathematics</b>	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	Yes	0
<b>Science</b>	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,	Yes	0
<b>History-Social Science</b>	2020 : TCI- Global Studies, World History, US History, Civics. McGraw Hill- Economics. 2019: Pearson- AP Human Geography. 2019: Bedford Freeman and Worth- AP Psychology, AP US History, AP Economics. 2020: W.W.	Yes	0

	Norton-AP World History. 2020: Bedford Freeman and Worth-AP Government and Politics.		
<b>Foreign Language</b>	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, 2021- Epic Korean  Foreign Language departments are piloting new instructional materials during the 2021-2022 school year.	Yes	0
<b>Health</b>	2006- Glencoe Health	Yes	0
<b>Visual and Performing Arts</b>	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,	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	For the 2021-2022 school year, science departments were provided additional budgetary allocation in order to update various science laboratory equipment.	No	

## School Facility Conditions and Planned Improvements

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.

Amador Valley has completed or is in the process of completing a number of facility improvements. New roofing and HVAC units have been installed on the school's oldest classroom Building (B,C,D, E, H, and I Buildings). New thermostats that are energy efficient were installed in 100% of classrooms. Additional infrastructure to support Wi-Fi and internet connectivity as well as new phones, clocks and safety announcement systems were also installed in the 21-22 school year. AVHS completed a complete cosmetic painting project in the 20-21 school year and grounds and fields have been re-landscaped throughout the campus.

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 2020-2021, all restrooms were fully



functional and available for student use.

Year and month of the most recent FIT report

9/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	P Building Small Gym:
<b>Interior:</b> Interior Surfaces		X		C Building Classrooms: Cabinets N Building Large Gym: P Building Small Gym:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			F Building MP & Kitchen:
<b>Electrical</b>	X			P Building Small Gym:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	A Building Admin: Fire alarm trouble; Leaves & sticks
<b>Structural:</b> Structural Damage, Roofs		X		A Building Admin: Fire alarm trouble; Leaves & sticks N Building Large Gym: O Building Includes Swim Complex: Stadium Complex:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D Building Classrooms: Parking Structure:

## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	682	NT	NT	NT	NT
Female	338	NT	NT	NT	NT
Male	344	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	300	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	NT	NT	NT	NT
White	275	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	682	NT	NT	NT	NT
Female	338	NT	NT	NT	NT
Male	344	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	300	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	NT	NT	NT	NT
White	275	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	661	494	74.74%	25.26%	69.44%
Female	328	244	74.39%	25.61%	69.82%
Male	333	250	75.08%	24.92%	69.07%
Asian	295	259	87.80%	12.20%	86.10%
Black or African American	2	0	0.00%	100.00%	

<b>Filipino</b>	9	5	55.56%	44.44%	44.44%
<b>Hispanic or Latino</b>	53	31	58.49%	41.51%	39.62%
<b>Two or More Races</b>	37	28	75.68%	24.32%	67.57%
<b>White</b>	265	171	64.53%	35.47%	58.49%
<b>English Learners</b>	26	7	26.92%	73.08%	3.85%
<b>Socioeconomically Disadvantaged</b>	46	28	60.87%	39.13%	47.83%
<b>Students with Disabilities</b>	44	10	22.73%	77.27%	11.36%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	661	459	69.44%	30.56%	65.36%
<b>Female</b>	328	229	69.82%	30.18%	64.63%
<b>Male</b>	333	230	69.07%	30.93%	66.07%
<b>Asian</b>	295	250	84.75%	15.25%	84.07%
<b>Black or African American</b>	2	0	0.00%	100.00%	
<b>Filipino</b>	9	5	55.56%	44.44%	55.56%
<b>Hispanic or Latino</b>	53	30	56.60%	43.40%	33.96%
<b>Two or More Races</b>	37	30	81.08%	18.92%	70.27%
<b>White</b>	265	144	54.34%	45.66%	50.94%
<b>English Learners</b>	26	11	42.31%	57.69%	23.08%
<b>Socioeconomically Disadvantaged</b>	46	28	60.87%	39.13%	43.48%
<b>Students with Disabilities</b>	44	10	22.73%	77.27%	9.09%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1359	NT	NT	NT	NT
<b>Female</b>	671	NT	NT	NT	NT
<b>Male</b>	688	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	602	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	25	NT	NT	NT	NT
<b>Hispanic or Latino</b>	106	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	64	NT	NT	NT	NT
<b>White</b>	555	NT	NT	NT	NT
<b>English Learners</b>	38	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	19	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	102	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	85	NT	NT	NT	NT

## 2020-21 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

## 2020-21 Career Technical Education Programs

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

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 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 2020-21 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
- \* Honors Principles of Engineering
- \* Honors Digital Electronics
- \* Honors Human Body Systems
- \* Principles of Biomedical Science
- \* Cybersecurity
- \* Digital Electronics
- \* Computer Science Principles
- \* AP Computer Science
- \* AP Environmental Science
  - Catering
  - Child Growth/Development
  - Culinary Arts



## 2020-21 Career Technical Education Programs

- Culinary Skills

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,040
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	11.5

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	73.99

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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, supplements professional development opportunities and supports technology purchases. PTSA also hosts coffee with the principal, supports Amador's wellness committee, publishes the Amador Valley Express, and coordinates staff appreciation luncheons.

Our parent community is actively involved in helping with the day-to-day operations of the school and maintaining our enrichment offerings to students, both in-person and virtually. There are many opportunities for parents to be involved with Amador Valley High School community. 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). Parent Liaisons also work closely with specific groups of families to provide opportunities for engagement for African-American, Spanish-speaking, Korean-Speaking, Mandarin-Speaking and Punjabi-speaking families.

At our school we recognize that parent and guardian engagement is a vital component to the academic success of our students. We work closely with parents and guardians to make educational decisions that benefit students and promote a child's growth socially, emotionally, and cognitively.

The following is a list of ways that we are engaging with our parents and guardians at our school:

##### Opportunities to Volunteer

- \*Chaperone
- \*Office Helper
- \*PTSA
- \*Athletic Boosters
- \*PPIE
- \*Amador Friends of Music
- \*Assistant Club Advisors

##### Committees

- \*Athletic Booster Clubs
- \*Parent Teacher Student Association
- \*School Site Council
- \*WASC Committee
- \*Amador Friends of Music
- \*ClubsTech
- \*Advisory Council
- \*School Site Council
- \*English Learner Advisory Committee

##### School Activities

- \*Sports Events
- \*Student Performances

## 2021-22 Opportunities for Parental Involvement

\*Competition Civics  
\*Mock Trial

### C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.8	0.3	2.2	1.5	0.9	3.2	9.0	8.9	9.4
Graduation Rate	98.3	98.9	97.1	96.4	97.2	96.0	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	684	664	97.1
Female	335	329	98.2
Male	349	335	96.0
American Indian or Alaska Native	0	0	0.00
Asian	304	301	99.0
Black or African American	--	--	--
Filipino	16	15	93.8
Hispanic or Latino	49	48	98.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	23	23	100.0
White	285	270	94.7
English Learners	31	31	100.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	74	70	94.6
Students Receiving Migrant Education Services	0.0	0.0	0.0

Students with Disabilities	48	41	85.4
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## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2780	2765	121	4.4
Female	1340	1334	59	4.4
Male	1439	1430	61	4.3
American Indian or Alaska Native	1	1	0	0.0
Asian	1224	1221	19	1.6
Black or African American	23	23	2	8.7
Filipino	46	46	2	4.3
Hispanic or Latino	248	246	28	11.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	131	131	6	4.6
White	1097	1088	64	5.9
English Learners	105	104	7	6.7
Foster Youth	5	5	3	60.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	241	238	33	13.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	189	188	19	10.1

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.15	0.18	1.96	0.11	3.47	0.20
<b>Expulsions</b>	0.11	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.32	1.81	2.45
<b>Expulsions</b>	0.18	0.10	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.18	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.35	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.16	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.27	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.83	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.06	0.00

## 2021-22 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 and AVHS School Site Council in the 2021-2022 school year. The next scheduled review is in the Spring of 2022.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	19	51	37
Mathematics	30	9	48	34
Science	31	2	38	30
Social Science	36	12	50	41

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	13	45	44
Mathematics	31	9	48	34
Science	33	3	56	12
Social Science	30	9	60	27

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	15	18	62
Mathematics	31	12	31	47
Science	33	2	41	27
Social Science	29	14	30	55

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	319.1

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	8.6
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	6550.75	315.85	6235.00	88971
<b>District</b>	N/A	N/A	6833.17	\$96,679
<b>Percent Difference - School Site and District</b>	N/A	N/A	-9.2	-8.3
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.1	3.0



## 2020-21 Types of Services Funded

### FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- CARES
- College Readiness
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,923	\$52,562
<b>Mid-Range Teacher Salary</b>	\$92,764	\$83,575
<b>Highest Teacher Salary</b>	\$113,729	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$147,840	\$131,875
<b>Average Principal Salary (Middle)</b>	\$156,278	\$137,852
<b>Average Principal Salary (High)</b>	\$164,742	\$150,626
<b>Superintendent Salary</b>	\$298,225	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	41%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

45.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	4
Foreign Language	9
Mathematics	18
Science	13
Social Science	32
Total AP Courses Offered	86

Professional Development

The Collective Bargaining Agreement (CBA) between Pleasanton Unified School District (PUSD) and the Association of Pleasanton Teachers (APT) outlines regular collaboration and professional development routines for Amador Valley High School. The following routines are established and in place to support the Professional Learning Community at AVHS:

Collaboration time for Certificated Staff is reserved weekly on Wednesdays from 2:40-3:25pm. Included are 13 Professional Development collaborations, 13 Department collaborations, and 12 teacher driven collaborations. The Amador Valley High School Collaboration Council meets quarterly to review the schedule and identify topics for professional development.

- Topics covered during collaboration time include:
- Equity and Inclusive Practices: Organizational Goal 1
  - Assessment and Grading: Organizational Goal 1
  - SEL Practices: Organizational Goal 2
  - Supporting Students with Special Needs and English Learners: Organizational Goal 1, 2
  - Implementation of Common Essential Standards: Organizational Goal 1, 2
  - Creation of Common Assessments: Organizational Goal 1

Various forms of data are considered in providing our staff with the most appropriate, engaging, and applicable professional development to support our students. Student achievement data is closely analyzed in order to determine areas of need, along with survey data from all stakeholders within the community.

Teachers are fully supported during implementation of strategies introduced in professional development sessions through the use of administrative support, individual and group reflection, and tracking of student progress data to determine the efficacy of varying strategies and initiatives.

All training and curriculum development activities at Amador Valley High School revolve around the Common Core State Standards. In past years, 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
- Utilizing Social Emotional Learning Strategies
- Common Core State Standards
- Instructional Strategies
- Identifying Essential Standards
- Common Formative Assessments

Decisions concerning selection of professional development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Amador Valley High School supports ongoing professional growth throughout the year on 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.

The Instructional Leadership Team at Amador Valley High School meets on a monthly basis and consists of all department chairs and site administrators. This provides an additional forum for departments to share the feedback and thoughts that are representative of their team members. It also promotes an interdepartmental collaborative session where ideas and best practice can be shared across content area teams.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

## Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

# Pleasanton Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website Address	www.pleasantonusd.net

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7806	2	0.03	99.97	--
Female	3758	1	0.03	99.97	--
Male	4046	1	0.02	99.98	--
American Indian or Alaska Native	--	--	--	--	--
Asian	3791	0	0.00	100.00	--
Black or African American	108	1	0.93	99.07	--
Filipino	111	0	0.00	100.00	--
Hispanic or Latino	765	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	15	0	0.00	100.00	--
Two or More Races	478	0	0.00	100.00	--
White	2532	1	0.04	99.96	--
English Learners	520	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	44	0	0.00	100.00	--
Military	142	0	0.00	100.00	--
Socioeconomically Disadvantaged	693	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	697	2	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7807	1	0.01	99.99	--
Female	3759	1	0.03	99.97	--
Male	4046	0	0.00	100.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	3792	0	0.00	100.00	--
Black or African American	108	0	0.00	100.00	--
Filipino	111	0	0.00	100.00	--
Hispanic or Latino	765	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	15	0	0.00	100.00	--
Two or More Races	478	0	0.00	100.00	--
White	2532	1	0.04		--
English Learners	520	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	44	0	0.00	100.00	--
Military	142	0	0.00	100.00	--
Socioeconomically Disadvantaged	693	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	697	1	0.14	99.86	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Growth Student Groups	NWEA MAP Growth Total Enrollment	NWEA MAP Growth Number Tested	NWEA MAP Growth Percent Tested	NWEA MAP Growth Percent Not Tested	NWEA MAP Growth Percent At or Above Grade Level
All Students	7026	4960	70%	30%	85%
Female	3377	2398	71%	29%	87%
Male	3648	2561	70%	30%	83%
American Indian or Alaska Native	27	14	51%	49%	86%

<b>Asian</b>	3775	2730	72%	28%	99%
<b>Black or African American</b>	119	84	70%	30%	56%
<b>Hispanic or Latino</b>	747	519	69%	31%	54%
<b>Native Hawaiian or Pacific Islander</b>	26	14	54%	46%	50%
<b>White</b>	2302	1577	69%	31%	84%
<b>English Learners</b>	396	276	70%	30%	30%
<b>Socioeconomically Disadvantaged</b>	835	567	68%	32%	53%
<b>Students with Disabilities</b>	666	440	60%	40%	55%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Growth Student Groups</b>	<b>NWEA MAP Growth Total Enrollment</b>	<b>NWEA MAP Growth Number Tested</b>	<b>NWEA MAP Growth Percent Tested</b>	<b>NWEA MAP Growth Percent Not Tested</b>	<b>NWEA MAP Growth Percent At or Above Grade Level</b>
<b>All Students</b>	85.63	6.13	40%	18	93.87%
<b>American Indian or Alaska Native</b>	66%	34%	18%	95%	3114
<b>Asian</b>	82%	107	78%	56%	44%
<b>Native Hawaiian or Pacific Islander</b>	34%	3775	18%	95%	3114
<b>Two or More Races</b>	90%	3377	81%	83%	2720
<b>White</b>	19%				
<b>Military</b>	80.40%	27	66%	40%	18
<b>Socioeconomically Disadvantaged</b>	82%	119	56%	44%	107
<b>Students Receiving Migrant Education Services</b>	NWEA MAP	7026	19.60%	83.40%	5646
<b>Students with Disabilities</b>	78%	396	10%	40%	355

\*At or above the grade-level standard in the context of the local assessment administered.