



Amador Valley High School

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Pleasanton Unified School District

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District Governing Board

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Mark Miller, Vice President
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Micaela Ochoa
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Business Services**
Odie J. Douglas, Ed.D
**Assistant Superintendent,
Educational Services**
Dianne Howell
**Assistant Superintendent,
Human Resources**

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

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

Our Goals...

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

School Profile

Amador Valley High School is located in the central region of Pleasanton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 2634 students were enrolled, including 7.6% in special education, 3% qualifying for English Language Learner support, and 5.1% qualifying for free or reduced price lunch.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	695
Grade 10	669
Grade 11	626
Grade 12	638
Total Enrollment	2,628

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	32.3
Filipino	2.3
Hispanic or Latino	9.7
Native Hawaiian or Pacific Islander	0.2
White	51.1
Two or More Races	2.2
Socioeconomically Disadvantaged	6.2
English Learners	3.2
Students with Disabilities	7.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Amador Valley High School	14-15	15-16	16-17
With Full Credential	111	113	
Without Full Credential	0	3	
Teaching Outside Subject Area of Competence	0	0	
Pleasanton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Amador Valley High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in the core curriculum at Amador Valley High School are currently being aligned to the Common Core 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, October 13, 2015, 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 2015-2016.05 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 2015-16 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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Harcourt School Publishers, Adventures in English Literature 1999, Holt McDougal, Holt Elements of Literature 2007, Pearson Prentice Hall, Timeless Voices, Timeless Themes 2007, Pearson Prentice Hall, Writing and Grammar Communication Action 2007, 2016 Norton Anthology of African American Literature The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2003 Glencoe/McGraw-Hill, Algebra: Concepts and Applications, 2007 Key Curriculum Press, Problem Solving Strategies, 2007 Pearson, Calculus, 2007 W H Freeman, Math Analysis, 2010 Cengage Learning, Multivariable Calculus, 2015 HMH, Algebra 1, 2015 HMH Algebra 2, 2015 HMH Geometry, 2015 CPM Core Connections Geometry, 2015 CPM Core Connections Algebra 2, 2015 CPM Core Connections Pre Calculus, 2015 W H Freeman Practice of Statistics, CPM Calculus 2016, CPM Pre-Calculus 2016, CPM Algebra 2 2016, CPM Geometry 2016, For All Practical Purposes 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008 Glencoe/McGraw Hill (SoprisWest), Physics, Principles and Problems, 2006 Glencoe/McGraw-Hill, Glencoe Health, 2008 McDougal Littell, Biology, 2008 McDougal Littell, World of Chemistry, 2008 Pearson, Biology, 2001 Pearson Prentice Hall, Biology, The Web of Life, 2008 Pearson Prentice Hall, Chemistry, 2009 Pearson Prentice Hall, Conceptual Physics, Science Laboratory Equipment 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 29, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, 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: December 29, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	There are no structural issues. Paint is peeling from ceiling and walls. Interior will be repainted during summer 15/16.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	93	92	80	80	44	48
Math	78	77	73	76	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	90	83	85	88	86	86	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.2	22.7	56.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	675	569	84.3	84.9
Male	362	300	82.9	85.0
Female	313	269	85.9	84.8
Black or African American	12	5	41.7	80.0
Asian	234	198	84.6	88.9
Filipino	16	14	87.5	85.7
Hispanic or Latino	54	45	83.3	64.4
White	347	297	85.6	85.5
Socioeconomically Disadvantaged	36	24	66.7	66.7
English Learners	21	14	66.7	35.7
Students with Disabilities	51	36	70.6	16.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	617	595	96.4	92.2
Male	11	305	298	97.7	88.5
Female	11	312	297	95.2	95.9
Asian	11	213	210	98.6	96.6
Filipino	11	14	14	100.0	92.9
Hispanic or Latino	11	62	60	96.8	83.0
White	11	299	283	94.7	92.2
Two or More Races	11	16	16	100.0	93.3
Socioeconomically Disadvantaged	11	38	37	97.4	78.4
English Learners	11	11	10	90.9	20.0
Students with Disabilities	11	40	34	85.0	44.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	617	581	94.2	77.4
Male	11	305	294	96.4	75.2
Female	11	312	287	92.0	79.6
Asian	11	213	206	96.7	90.7
Filipino	11	14	14	100.0	85.7
Hispanic or Latino	11	62	58	93.5	52.6
White	11	299	276	92.3	75.9
Two or More Races	11	16	15	93.8	66.7
Socioeconomically Disadvantaged	11	38	37	97.4	48.6
English Learners	11	11	10	90.9	20.0
Students with Disabilities	11	40	34	85.0	11.8

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents stay informed on upcoming events and school activities through flyers, teacher newsletters, the school marquee, the school website, eConnection, PTSA published newspaper "Amador Valley Express", automated telephone message system, Zangle ParentConnect, PTSA, and follow on Twitter @AVHSPRINCIPAL. Contact Lisa Campbell at (925) 461-6100 for more information on how to become involved in your child's learning environment. Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Opportunities to Volunteer

Chaperone	PTSA	PTIE
Office Helper	Athletic Boosters	

Committees

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

School Activities

Sports Events	Competition Civics
Student Performances	Mock Trial

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.6
Expulsions Rate	0.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.7	1.5
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.8
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	0.20
Nurse	
Speech/Language/Hearing Specialist	0.80
Resource Specialist	
Other	1.58
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	28	29	29	18	14	14	37	41	41	44	40	40
Mathematics	29	30	30	12	6	6	39	13	13	39	21	21
Science	30	31	31	4	4	4	49	41	41	26	27	27
Social Science	29	29	29	14	15	15	37	41	41	36	34	34

* 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

All training and curriculum development activities at Amador Valley High School revolve around the Common Core State Standards. During the 2015-16 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
- 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 2015-16 school year, Amador Valley High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Implementing iCommunication in the Classroom
- Special Education Job Alike
- Getting Started with Google Sites
- Technical Writing for Science Class Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- CHSSP (California History/Social Studies Project)
- 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,327	\$44,958
Mid-Range Teacher Salary	\$83,191	\$70,581
Highest Teacher Salary	\$101,990	\$91,469
Average Principal Salary (ES)	\$125,046	\$113,994
Average Principal Salary (MS)	\$140,150	\$120,075
Average Principal Salary (HS)	\$143,733	\$130,249
Superintendent Salary	\$228,321	\$218,315
Percent of District Budget		
Teacher Salaries	48%	38%
Administrative Salaries	6%	5%

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

Types of Services Funded

FY15-16
 In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Amador Valley High School	2011-12	2013-14	2014-15
Dropout Rate	1.30	1.70	1.10
Graduation Rate	97.49	97.19	98.30
Pleasanton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.10	2.00	1.70
Graduation Rate	95.25	95.65	96.60
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	365
% 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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,769	\$292	\$5,447	\$89,583
District	♦	♦	\$5,749	\$89,522
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-5.3	4.7
Percent Difference: School Site/ State			1.9	25.2

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.48
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	66.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	♦
English	11	♦
Fine and Performing Arts		♦
Foreign Language	7	♦
Mathematics	13	♦
Science	11	♦
Social Science	23	♦
All courses	69	1.5

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	98	95	86
Black or African American	93	83	78
American Indian or Alaska Native	83	92	78
Asian	100	100	93
Filipino	100	97	93
Hispanic or Latino	93	85	83
Native Hawaiian/Pacific Islander	100	100	85
White	97	95	91
Two or More Races	93	92	89
Socioeconomically Disadvantaged	79	73	66
English Learners	100	79	54
Students with Disabilities	100	84	78

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 technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Amador Valley High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

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

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

Regional Occupational Programs (ROP) are offered in partnership with the 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.

- Alternative/Renewable Energy
- Animation & Motion Graphics I and II
- AP Environmental Science Auto Collision Rep I and II
- Automotive Repair & Engine Rebuild
- Career/Prep Cosmetology
- Crime Scene Investigation
- Criminal Justice/CSI
- Developmental Psychology I and II
- Economics & Business
- Environmental Science
- Manicurist
- Marketing
- Medical Occupations
- Multimedia I and II
- Nursing Careers
- Small Engine/Motorcycle
- Sports & Entertainment
- Sports Medicine
- Television Production
- Video Game Design
- Visual Communications I and II
- Water Pollution Control

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2015-16 school year, Amador Valley High School offered the following career technical education programs as elective courses:

- Business Pathway
- Health and Bio Science Pathway
- Arts Pathway Media & Entertainment Pathway
- Engineering Pathway
- Public & Human Services Pathway
- Culinary Arts Pathway
- Catering
- Child Growth/Development
- Culinary Arts Principles of Interior Design
- Health and Society I
- Fabrics and Fashion
- Culinary Skills
- Sports Medicine
- Economics of Business & Marketing

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

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.