

# Pleasanton Unified School District Amador Valley High School

Grades 9 through 12  
Tom Drescher, Principal



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## 2012-13 School Accountability Report Card

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www.pleasantonusd.net

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PLEASANTON UNIFIED SCHOOL DISTRICT  
STRATEGIC PLAN

MISSION  
Our students will make a better world.

VISION  
Every student will be a resourceful, resilient,  
responsible and engaged world citizen.

## Principal's Message

I would like to take this opportunity to welcome you to Amador Valley High School. Amador Valley High received a 2013 API score of 897! 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. This year, Amador Valley High was nominated for the California Distinguished School Award.

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 the 2013-14 school year, Amador Valley is working on pacing guides in all core academic areas. In 2014-15, we will be working on 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 2012-13 school year, 2625 students were enrolled, including 8% in special education, 4% qualifying for English Language Learner support, and 5% qualifying for free or reduced price lunch. Amador Valley High School achieved a 2013 Academic Performance Index (API) score of 897.

Student Enrollment by Ethnicity / Grade Level  
2012-13

Ethnic Group	%	Grade Level	
			#
African-Amer.	1.80%	Grade 9	663
Amer. Indian or Alaskan Native	0.80%	Grade 10	667
Asian	26.90%	Grade 11	648
Filipino	2.80%	Grade 12	646
Hisp. or Latino	8.40%		
Pacific Islander	0.20%		
Caucasian	57.30%		
Multi-Racial	1.80%		
Total Enrollment			2,624

# Student Achievement

## Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Amador Valley High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	82	82	84	82	84	82	54	56	55
Math	57	57	56	72	73	72	50	50	50
Science	85	88	85	86	89	87	57	60	59
Social Science	81	82	83	79	80	81	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Amador Valley High School								
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	60	63	93	84	84	62			
Math	28	31	80	51	51	26			
Science	68		91	87	95	62			
Social Science	72	77	93	82	92	63			

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13							
	PUSD	Amador Valley High School					
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
Lang. Arts	82	84	81	87	12	56	37
Math	72	56	55	56	22	27	15
Science	87	85	86	85	18	62	42
Social Science	81	83	84	82	18	56	38

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 90% of Amador Valley High School's tenth

grade students who took the test passed the math portion of the exam and 87% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Amador Valley High School			PUSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	90	88	87	89	87	86	59	56	57
Math	89	90	90	86	87	89	56	58	60

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	14	19	67	11	37	52
All Students (School)	13	18	69	10	36	54
Male	14	21	65	7	37	56
Female	12	15	73	13	35	53
African-Amer.	36	9	55	43	24	33
Amer. Indian or Alaskan Native	0	0	0	0	0	0
Asian	7	8	86	4	14	82
Filipino	9	17	74	4	48	48
Hisp. or Latino	38	24	38	30	49	21
Pacific Islander	0	0	0	0	0	0
Caucasian	10	23	67	8	43	49
Multi-Racial	0	0	0	0	0	0
English Learners	78	13	9	52	29	19
Economically Disadvantaged	41	25	34	35	30	35
Migrant Educ.	0	0	0	0	0	0
Students with Disabilities	40	19	41	28	43	29

## Physical Fitness

In the spring of each year, Amador Valley High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	10.8%	26.2%	57.2%

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2010	2011	2012
Statewide Rank	10	10	10
Similar Schools Rank	6	7	7

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	11	7	-4
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	7	1	0
Filipino	*	*	*
Hisp. or Latino	-23	12	-23
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	6	7	-2
<b>Other Subgroups</b>			
Students with Disabilities	-23	66	-36
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	AVHS		PUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	1,902	897	11,311	910	465,598	790
Students with Disabilities	166	673	1,353	732	527,476	615
Economically Disadvantaged	100	779	797	778	277,464	743
English Learners	78	702	1,094	852	148,231	721
African-Amer.	33	830	219	806	296,463	708
Amer. Indian or Alaskan Native	14	785	47	795	30,394	743
Asian	532	954	3,559	969	406,527	906
Filipino	53	908	273	911	121,054	867
Hisp. or Latino	160	787	1,026	802	243,895	744
Multi-Racial	36	813	355	899		
Pacific Islander	5		36	805	25,351	774
Caucasian	1,069	891	5,796	899	120,012	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 770 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AVHS	PUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	Yes

Reported data based upon performance of all subgroups for each of the areas listed

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Amador Valley High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [cde.ca.gov/ta/ac/ti/](http://cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	AVHS	PUSD
PI Status	N/A	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 2
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.0%

N/A = not participating in Title I Program

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, teacher newsletters, eConnection, PTSA published newspaper "Amador Valley Express", automated telephone message system, Zangle Parent Connect, PTSA, and follow on Twitter @AVHS PRINCIPAL. Contact Lisa Campbell at (925) 461-6100 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Office Helper  
PTSA  
Athletic Boosters  
PTIE

### Committees

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

### School Activities

Sports Events  
Student Performances  
Competition Civics  
Mock Trial

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Amador Valley High School's original facilities were built in 1922; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

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.

Campus Description	
Year Built	1922
Acreage	39.27
Square Footage	231,068
	<b>Quantity</b>
Permanent Classrooms	114
Portable Classrooms	0
Restrooms (sets)	18
Computer Lab(s)	1
Gymnasium(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Library	1

## Deferred Maintenance

Amador Valley High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Amador Valley High School received \$325,678 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Floor Systems
- Other Systems

## Facilities Inspection

The district's maintenance department inspects Amador Valley High School on an annual basis in accordance with Education Code §17592.72(c)(1). Amador Valley High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility

improvement needs. The most recent school inspection took place on Friday, November 01, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Friday, November 01, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage			✓
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	P Building Small Gym - Ceiling in gym and wrestling room are both in need of paint/remodeling
(6)	L Building Classrooms - Exterior facia at edge of roof is dryrotted. (Building envelope is not compromised); N Building Large Gym - Exterior doors and stucco are starting to fail. (Building envelope is not compromised)
(8)	Parking Structure - Lights on upper deck need to be repaired.

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

### Rating Description

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.*

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas,

and designated common areas. Administrators, the school resource officer, and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Amador Valley High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Amador Valley High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Winter 2013.

## Classroom Environment

### Discipline & Climate for Learning

Amador Valley High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	AVHS		
	10-11	11-12	12-13
Suspensions (#)	84	102	71
Suspensions (%)	3.24 %	3.87 %	2.70 %
Expulsions (#)	2	0	1
Expulsions (%)	0.08 %	0.00 %	0.04 %
	PUSD High Schools		
	10-11	11-12	12-13
Suspensions (#)	278	373	296
Suspensions (%)	5.47 %	7.40 %	5.99 %
Expulsions (#)	13	4	3
Expulsions (%)	0.26 %	0.08 %	0.06 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.8	14	46	33
Math	27.1	13	51	15
Science	30.3	3	38	22
Social Science	30.5	7	16	40
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.8	14	46	33
Math	27.1	13	51	15
Science	30.3	3	38	22
Social Science	30.5	7	16	40
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.0	16	30	49
Math	30.0	9	38	41
Science	31.0	4	35	35
Social Science	29.0	9	47	32

### Dropouts

Amador Valley High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance and Freshman At-Risk program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2011-12 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	AVHS		
	09-10	10-11	11-12
Dropout Rate	0.2%	1.0%	1.0%
Graduation Rate	99.5%	97.8%	98.0%
	PUSD		
	09-10	10-11	11-12
Dropout Rate	0.4%	2.0%	2.1%
Graduation Rate	97.8%	95.7%	95.7%
	California		
	09-10	10-11	11-12
Dropout Rate	16.6%	14.7%	13.1%
Graduation Rate	74.7%	77.1%	78.7%

### Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1, demonstrate proficiency in the area of technology, and participate in 20 hours of community service to receive a high school diploma from Amador Valley High School. Alternative methods of acquiring a diploma are available

through the Continuation School and Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Amador Valley High School. The following table illustrates the percentage of students graduating from Amador Valley High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2011-12**		
Amador Valley High School	PUSD	California
92.9 %	N/A	78.7 %

Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment

\* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published  
\*\* Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2012			
Group	AVHS	PUSD	State
All Students	92.9%	92.6%	84.4%
African-Amer.	1.9%	1.6%	5.7%
Amer. Indian or Alaskan Native	0.6%	0.8%	0.6%
Asian	18.7%	23.2%	8.4%
Filipino	2.9%	3.0%	2.6%
Hisp. or Latino	6.5%	7.6%	39%
Pacific Islander	0.2%	0.7%	0.5%
Caucasian	61.1%	54.8%	25.8%
Multi-Racial	0.8%	0.8%	1.4%
English Learners	2.3%	3.2%	18.8%
Economically Disadvantaged	5.1%	7.0%	6.4%
Students with Disabilities	4.2%	6.4%	43.9%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Amador Valley High School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Amador Valley High School held staff development days devoted to:

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

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 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.

During the 2012-13 school year, Amador Valley High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- "By Teachers For Teachers"
- Understanding YouTube and Citizenship
- Learning Circles
- Special Education Job Alike
- Becoming a Professional Learning Community
- OARS Training
- IntegratED Conference - Improving Education with Technology
- ProAct Training (Special ED)
- Fall CUE Conference
- Implementing iCommunication in the Classroom
- Turning Point Collaboration
- SMART Boards Training
- Bridging the Achievement Gap Using SMART Technologies
- Master of Arts in Teaching Leadership Program

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 participate in designated 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.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Amador Valley High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's (SBE) 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 10, 2013, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2013.14.03 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 2013-14 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2007	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2007	Holt McDougal, <i>Holt American Anthem, Modern American History</i>	0 %
2007	Houghton Mifflin, <i>Earth and It's People</i>	0 %
2007	McGraw Hill, <i>American History</i>	0 %
2007	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2007	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
<b>Language Arts</b>		
1999	Harcourt School Publishers, <i>Adventures in English Literature</i>	0 %
2007	Holt McDougal, <i>Holt Elements of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	Pearson Prentice Hall, <i>Writing and Grammar Communication in Action</i>	0 %
<b>Math</b>		
2003	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Algebra 2</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Geometry</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2007	Key Curriculum Press, <i>Problem Solving Strategies</i>	0 %
2003	McDougal Littell, <i>Algebra 2</i>	0 %
2003	McDougal Littell, <i>Geometry</i>	0 %
2007	Pearson, <i>Calculus</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 1</i>	0 %
2003	Pearson/Addison Wesley, <i>Precalculus</i>	0 %
<b>Science</b>		
2008	Glencoe/McGraw Hill (Sopris West), <i>Physics, Principles and Problems</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Health</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2008	McDougal Littell, <i>World of Chemistry</i>	0 %
2008	Pearson, <i>Biology</i>	0 %
2001	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %

2008	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2009	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

### School Leadership

The administrative team is comprised of the principal and three vice principals, who work closely with the leadership team, teachers, the counselor, and school staff to provide a standards-based instructional program. Principal Tom Drescher is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the vice principals based upon individual strengths and expertise. The vice principals take a prominent role in managing student discipline and student activities. Also coordinating efforts with the Principal is the Curriculum Council, comprised of the principal, vice principals, and department chairs. The Curriculum Council meets monthly throughout the year to discuss operational and curricular issues and address staff development needs.

Principal Tom Drescher has been in the educational field for 18 years and serving Amador Valley High School and the Pleasanton Unified School District for his first year (as of 2013-14). Previous positions held in other schools include a principal at Tamalpais High school. Mr. Drescher has a Bachelor's degree in Psychology and a Master's in Counseling.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2011-12*	
	%
Students enrolled in courses required for UC/CSU admission	82.6
Graduates who completed all courses required for UC/CSU admission	75.5

\*Most current data available

## Advanced Placement

In 2012-13, Amador Valley High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2012-13		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	7	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Math	6	N/A
Science	7	N/A
Social Science	4	N/A
All Courses	32	12.7

## Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Amador Valley High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Amador Valley High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career Pathways
- Vocational Education Courses
- 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 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. ROP courses offered are:

- 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 2012-13 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

Amador Valley High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Amador Valley High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Professional Staff

### Counseling & Support Staff

Amador Valley High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Amador Valley High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's

regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Counselor	7	4.80
Adaptive PE	1	0.50
Child Welfare	1	0.20
Health Clerk	1	0.88
Hearing Therapist	1	0.20
Nurse	1	*
Psychologist	1	1.0
Speech Therapist	1	0.80

\* as needed

Counselor-to-Student Ratio: 1:375  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2012-13 school year, Amador Valley High School had 108 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Amador Valley High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	AVHS			PUSD
	10-11	11-12	12-13	12-13
Total Teachers	112	111	110	617
Teachers with full credentials	111	108	108	612
Teachers without full credentials	1	3	2	5
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AVHS	PUSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	0	0

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$40,933
Mid-Range Teacher Salary	\$80,752	\$65,087
Highest Teacher Salary	\$98,045	\$84,436
Superintendent Salary	\$217,041	\$207,812
<b>Average Principal Salaries:</b>		
High School	\$136,926	\$120,506
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	49.8%	39.8%
Administrative Salaries	4.74%	5.1%

### Expenditures Per Student

For the 2011-12 school year, Pleasanton Unified School District spent an average of \$7,852 of total general funds to educate each student (based on 2011-12 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [cde.ca.gov/ds/fd/ec/](http://cde.ca.gov/ds/fd/ec/) and [cde.ca.gov/ds/fd/cs/](http://cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education
- Vocational Programs
- Other Local: Locally defined
- Education Jobs Fund

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	AVHS	PUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	2537	N/A	N/A	N/A	N/A
Total**	\$4,823	N/A	N/A	N/A	N/A
Restr.†	\$108	N/A	N/A	N/A	N/A
Unrestr.††	\$4,715	\$4,901	96.20	\$5,537	85.15
Avg. Teacher Salary	\$83,285	\$84,861	98.14	\$68,841	120.98

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Amador Valley High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Amador Valley High School's SARC and access the internet at any of the county's public libraries. The closest public library to Amador Valley High School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton

Phone Number: (925) 931-3400

WebSite: <http://www.ci.pleasanton.ca.us/library.html>

Number of Computers Available: 24

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2013. Data to prepare the school facilities section were acquired in November 2013.

### Nondiscrimination

The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)