

Amador Valley High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2023-24 School Contact Information

School Name	Amador Valley High School
Street	1155 Santa Rita Rd.
City, State, Zip	Pleasanton, CA 94566
Phone Number	PH: (925) 461-6100 FAX: (925) 461-6133
Principal	Jonathan Fey, Principal
Email Address	jfey@pleasantonusd.net
School Website	https://amador.pleasantonusd.net/
County-District-School (CDS) Code	01-75101-0130583

2023-24 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	www.pleasantonusd.net

2023-24 School Description and Mission Statement

Principal's Message

I would like to take this opportunity to welcome you to Amador Valley High School (AVHS) that recently celebrating our 100th year of serving the academic needs of our Pleasanton residents. AVHS is considered a top performing schools in California whose programs have received a variety of awards and honors; making Pleasanton a destination district for families who value their child's education. AVHS 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, our organization ranks AVHS among the top schools in the nation. AVHS continues to send graduates to top colleges and universities in the country and has been honored as a "No Child Left Behind - National Blue Ribbon School." These acknowledgements honor and validate the tremendous effort of the AVHS staff in supporting all students in their pursuit of excellence. AVHS, in partnership with the Pleasanton Unified 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, AVHS has been chosen to mentor other schools across the nation in their efforts to develop and implement similar programs. AVHS 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 is the oldest and largest of two comprehensive public high schools in the Pleasanton Unified School District in Pleasanton, California, having opened its doors in 1923. AVHS serves over 2600 students with a current senior class of 657 students. The school includes 197 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).

Our Schoolwide Learner Goals are what we strive for all students to achieve here at Amador Valley. Our Learner Goals focus on: Amador Valley 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)
- *Soft Social Skills (empathy, coping, respect, diversity)

2023-24 School Description and Mission Statement

*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 Learner Goal may reflect these attributes of Amador PRIDE.

Our teaching and support staff is committed to implementing innovative teaching strategies to ensure all students receive a world class educational experience. Planned classrooms activities provide students the opportunity to develop a global perspective for the application of their learning. 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. These opportunities are increasing every year with the addition of courses within our Career Technical Education department. 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 East Bay Athletic League (EBAL), North Coast Section (NCS), and Nor-Cal Championship athletic teams all associated with the California Interscholastic Federation. 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 every student to help them achieve their goals for the 21st Century. A consistent message from our students is that there is a program at Amador Valley that affords every student to "fit in." Without question, Amador Valley High School is truly a great place for kids.

The academic program is organized on a modified block schedule that was established in 2017 with minor adjustments that have occurred along the way based on student need. Currently, classes are 57 minutes long on Monday, Tuesdays, and Fridays. Wednesdays and Thursdays are block schedules with three 92-minute periods each day and includes a 55-minute Access period allowing students to seek assistance from staff or explore personal interests based on what types of social emotional learning our teachers choose to offer. Most students take six classes in their course schedule with some students in select courses requiring a 7th period in order to accommodate participation in our elective course offerings; allowing these students to progress towards meeting graduation requirements.

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, 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. Our excellent schools, safe neighborhoods, and proximity to Silicon Valley make Pleasanton a highly attractive community to prospective residents.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	646
Grade 10	673
Grade 11	671
Grade 12	675
Total Enrollment	2,665

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.6%
American Indian or Alaska Native	0.1%
Asian	46.8%
Black or African American	1.1%
Filipino	1.3%
Hispanic or Latino	10.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.9%
White	34.7%
English Learners	3%
Foster Youth	0.1%
Homeless	0.2%
Socioeconomically Disadvantaged	7.8%
Students with Disabilities	6.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	99.90	88.62	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.70	11.27	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.11	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	112.70	100.00	637.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	99.20	89.71	551.00	90.32	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	1.81	4.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	0.90	11.70	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.15	4.70	0.78	11953.10	4.28
Unknown	8.20	7.41	38.10	6.25	15831.90	5.67
Total Teaching Positions	110.60	100.00	610.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.10	0.00
Misassignments	11.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	12.70	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.10
Total Out-of-Field Teachers	0.10	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7	6.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 22, 2022, 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 2022-2023.09 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 2022-23 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017- Pearson myPerspectives, 2017- National Geographic/Cengage- Edge, 2017-Houghton Mifflin English 3D, National Geographic/Cengage Inside the USA 2016- Norton Anthology of African American Literature, 2018- Journalism Cengage, 2017- Debate Infobase Learning, 2018- World Literature, 2018- AP Language and Composition BFW, Advanced Composition Pearson, AP Literature and Composition Norton	Yes	0
Mathematics	2016- Stewart Calculus, 2015- HMH Algebra 1, 2015- HMH Algebra 2, 2015- HMH Geometry, 2015- CPM Core Connection Geometry, 2015- CPM Core Connections Algebra 2, 2015- CPM Core Connections Pre Calculus, 2015- W H Freeman Practice of Statistics, 2016- CPM Calculus, 2016- CPM Precalculus , 2016- CPM Algebra 2, 2016- CPM Geometry, 2016- For All Practical Purposes, 2016- Finney Calculus, Multivariable Calculus- Cengage	Yes	0
Science	2017: Pearson/Campbell- AP Biology in Focus, Cengage-Zumdahl Chemistry, Wiley- Fundamentals of AP Physics, Cengage- Living in the Environment ,2008:Glencoe Health, 2009: Prentice Hall- Conceptual Physics, 2019: Pearson- Biology, Physics, Chemistry, Anatomy and Physiology, McGraw Hill- Zoology, Botany 2001: Scott Foresman- Biological Science, Physical Science, 2009: Paradigm- Biotechnology, 2022: Earth Science Glencoe	Yes	0
History-Social Science	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.		
Foreign Language	2022 ASL Deafined: Digital Access ASL Deafined: 2022 Chemins 1, 2, 3, Themas AP French Language and Culture , Perspectives A Cultural Approach Vista Higher Learning :2022: Adventures in Japanese 1, 2, 3, (4th Edition), Dekiru. An AP Japanese Prep. Course Cheng & Tsui Company: Epic 2021 Korean Level 1, 2, 3 Foundation of Korean Language: 2022 Senderos 1, 2, 3, Temas. AP Spanish Language & Culture, Vista Higher Learning: 2022 Azulejo. Literature and Culture Course Wayside Publishing	Yes	0
Health	2006- Glencoe Health	Yes	0
Visual and Performing Arts	2007- The Visual Experience, Discovering Drawing, Experience Clay, Hands in Clay, Video Digital Communication & Production, Black and White Photography, Focus on Photography, Beginning Sculpture, Art Through the Ages. 2008- The Visual Experience, Hands in Clay,	Yes	0

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, an 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

10/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

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).

College and Career Ready

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	81	84	78	78	47	46
Mathematics (grades 3-8 and 11)	70	71	73	74	33	34

2022-23 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.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	665	586	88.12	11.88	83.93
Female	316	278	87.97	12.03	87.73
Male	348	307	88.22	11.78	80.46
American Indian or Alaska Native	0	0	0	0	0
Asian	320	299	93.44	6.56	92.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	59	86.76	13.24	61.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	33	91.67	8.33	81.82
White	224	182	81.25	18.75	78.57
English Learners	17	10	58.82	41.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	64.29
Socioeconomically Disadvantaged	55	48	87.27	12.73	62.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	28	65.12	34.88	50.00

2022-23 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.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	665	577	86.77	13.23	70.88
Female	316	261	82.59	17.41	70.11
Male	348	316	90.80	9.20	71.52
American Indian or Alaska Native	0	0	0	0	0
Asian	320	299	93.44	6.56	89.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	51	75.00	25.00	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	45.71
White	224	178	79.46	20.54	55.62
English Learners	17	9	52.94	47.06	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	64.29
Socioeconomically Disadvantaged	55	44	80.00	20.00	31.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	26	60.47	39.53	11.54

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.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	62.19	63.01	63.15	62.89	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1349	1176	87.18	12.82	63.01
Female	646	544	84.21	15.79	63.79
Male	700	629	89.86	10.14	62.32
American Indian or Alaska Native	--	--	--	--	--
Asian	606	575	94.88	5.12	77.74
Black or African American	15	10	66.67	33.33	--
Filipino	15	15	100.00	0.00	53.33
Hispanic or Latino	135	105	77.78	22.22	31.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	67	83.75	16.25	56.72
White	494	400	80.97	19.03	52.25
English Learners	30	22	73.33	26.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	20	80.00	20.00	60.00
Socioeconomically Disadvantaged	115	94	81.74	18.26	32.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	50	60.24	39.76	16.00

2022-23 Career Technical Education Programs

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

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

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 2021-22 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

2022-23 Career Technical Education Programs

- * AP Computer Science
- * AP Environmental Science
 - Catering
 - Child Growth/Development
 - Culinary Arts
 - Culinary Skills

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1124
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.7
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	82.12

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.5%	91.5%	92.4%	89.9%	96.6%

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.

2023-24 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 Valley. Over the years, PTSA has funded sound and lighting equipment for our auditorium, campus security cameras, hydration stations, and supplemental professional development opportunities. PTSA also hosts coffee with the principal, supports Amador Valley's wellness center, publishes the Amador Valley Express, and coordinates several staff appreciation events throughout the year.

Our parent community is actively involved in helping with the day-to-day operations of the school and maintaining our in-person enrichment offerings to students. There are many opportunities for parents to be involved with the 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 and elective offerings, special programs like AVID, information regarding Advanced Placement Courses, college applications and financial aid, Amador Valley athletic teams, our vocal and instrumental music program, etc.

The School Site Council (SSC) at Amador Valley is an elected committee of teachers, parents, and students who, along with Amador Valley administrators, work 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 the 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 Amador Valley English Learner Advisory Council (ELAC). Parent Liaisons also work closely with our student and parents of underrepresented families to provide opportunities for engagement for our African-American, Spanish-speaking, Korean-Speaking, Mandarin-Speaking, and Punjabi-speaking families.

At Amador Valley High 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 on field trips
- *Office Assistants
- *PTSA
- *Amador Athletic Boosters
- *PPIE
- *Amador Friends of Music
- *Assistant Club Advisors

Committees

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

School Activities

- *Back to School Night

2023-24 Opportunities for Parental Involvement

- *Athletic Events
- *Student Performances and Recitals
- *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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.2	1.4	2.5	3.2	2.2	2.5	9.4	7.8	8.2
Graduation Rate	97.1	97.3	95.6	96	96.3	95.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	685	655	95.6
Female	328	317	96.6
Male	355	336	94.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	290	280	96.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	66	61	92.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	37	35	94.6
White	273	261	95.6
English Learners	27	22	81.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	78	74	94.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	34	75.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2719	2704	234	8.7
Female	1276	1267	112	8.8
Male	1438	1432	120	8.4
Non-Binary	5	5	2	40.0
American Indian or Alaska Native	3	3	1	33.3
Asian	1261	1256	68	5.4
Black or African American	32	32	6	18.8
Filipino	35	35	1	2.9
Hispanic or Latino	293	289	42	14.5
Native Hawaiian or Pacific Islander	7	6	1	16.7
Two or More Races	133	131	21	16.0
White	938	935	93	9.9
English Learners	93	92	12	13.0
Foster Youth	3	3	1	33.3
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	243	238	46	19.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	184	181	42	23.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	2.62	2.72	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.11	0.04	0.00	0.06	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.72	0.04
Female	1.72	0.08
Male	3.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.9	0
Black or African American	9.38	0
Filipino	0	0
Hispanic or Latino	6.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.76	0
White	2.35	0.11
English Learners	11.83	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.7	0

2023-24 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 2022-2023 school year. The next scheduled review and approval will be during November and December of 2022.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	32	51	32
Mathematics	28	16	51	31
Science	30	9	46	18
Social Science	25	29	58	25

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	39	37	42
Mathematics	26	25	42	33
Science	27	13	37	26
Social Science	26	28	40	40

2022-23 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
Pupils to Academic Counselor	360.14

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	7.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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
School Site	6638	367	6271	105012
District	N/A	N/A	6590	\$100,390
Percent Difference - School Site and District	N/A	N/A	-5.0	7.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.0	17.2

Fiscal Year 2022-23 Types of Services Funded

FY21-22

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2021-2022 school year, the district received categorical, special education, and support program funds for:

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$66,800	\$55,550
Mid-Range Teacher Salary	\$96,938	\$84,645
Highest Teacher Salary	\$118,844	\$111,284
Average Principal Salary (Elementary)	\$153,163	\$139,860
Average Principal Salary (Middle)	\$161,905	\$146,440
Average Principal Salary (High)	\$170,673	\$158,447
Superintendent Salary	\$340,068	\$278,268
Percent of Budget for Teacher Salaries	39.4%	32.21%
Percent of Budget for Administrative Salaries	6.71%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	45
--	----

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	15
Fine and Performing Arts	3
Foreign Language	7
Mathematics	20
Science	14
Social Science	36
Total AP Courses Offered Where there are student course enrollments of at least one student.	95

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 8:00-8:45am. Included are 11 Professional Development collaborations, 12 Department collaborations, and 12 teacher driven collaborations. All professional development activities planned for this collaboration time are vetted through our Instructional Leadership Team which is made up of our site administrators and department chairs.

Topics covered during collaboration time include:

- Equity and Inclusive Practices: Organizational Work Plan Goal #3
- Assessment and Grading: Organizational Work Plan Goal #1
- SEL Practices and ACCESS: Organizational Work Plan Goal #2
- Supporting Students with Special Needs and English Learners: Organizational Work Plan Goal #1 & #2
- Implementation of Common Essential Standards: Organizational Work Plan Goal #1 & #2
- Creation of Common Assessments: Organizational Work Plan Goal #1
- Staff Wellness and Connection: Organizational Work Plan Goal #4

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 shared and 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 previous years, Amador Valley High School held staff development devoted to:

- Data Analysis
- Technology Training

Professional Development

- AVID (Advancement Via Individual Determination)
- Equity and Closing the Achievement Gap
- Team Building
- Utilizing Social Emotional Learning Strategies
- Common Core State Standards
- Tier I Instructional Strategies
- Identifying Essential Standards
- Common Formative Assessments

Decisions concerning selection of professional development activities are driven by student data and input from all staff using tools such as Google Forms 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 early Wednesdays for PLC's. Teachers meet in both course alike 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 discuss schoolwide operational issues that are representative of their team members and provide advice and guidance to the admin team. 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. A new teacher meeting is held after school once a month to provide support and information regarding Amador Valley's procedures, operations, and culture. Instructional aides working in supported classes 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.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3