

Amador County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mitzi Faulkner, Assistant Superintendent

 Principal, Amador County Special Education

About Our School

Contact

*Amador County Special Education
217 Rex Ave.
Jackson, CA 95642-2020*

*Phone: 209-257-5330
E-mail: mfaulkner@amadorcoe.k12.ca.us*

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|---|
| District Name | Amador County Office of Education |
| Phone Number | (209) 257-5353 |
| Superintendent | Amy Slavensky |
| E-mail Address | aslavensky@acusd.org |
| Web Site | http://www.amadorcoe.org/ |

| School Contact Information (School Year 2017-18) | |
|--|--|
| School Name | Amador County Special Education |
| Street | 217 Rex Ave. |
| City, State, Zip | Jackson, Ca, 95642-2020 |
| Phone Number | 209-257-5330 |
| Principal | Mitzi Faulkner, Assistant Superintendent |
| E-mail Address | mfaulkner@amadorcoe.k12.ca.us |
| County-District-School (CDS) Code | 03100330330068 |

Last updated: 1/12/2018

School Description and Mission Statement (School Year 2017-18)

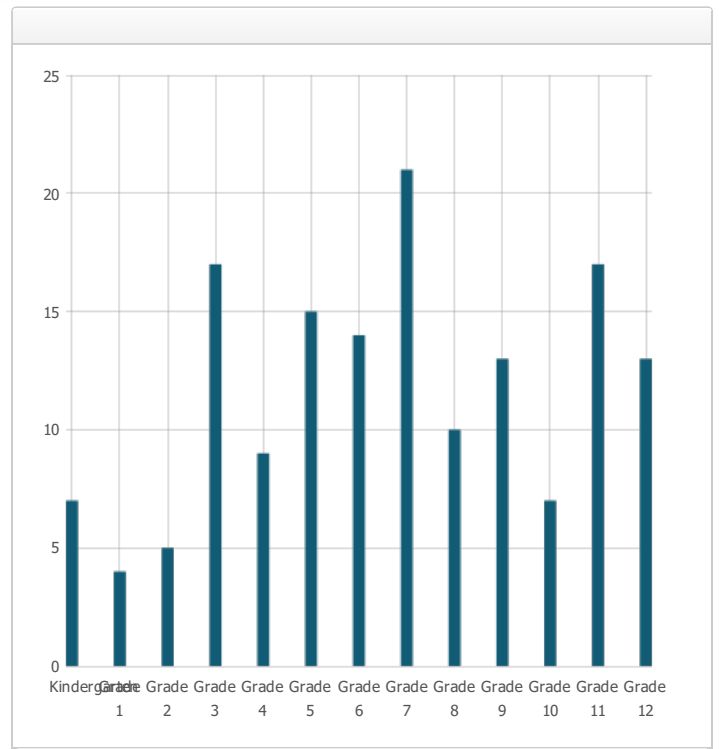
The Amador County SELPA is funded to provide services for special education students ages birth-22 years. These services address the needs of students with mild/moderate and moderate to severe disabilities in the areas of autism, intellectual disability, emotional disturbance, orthopedic disabilities, visual impairment, deaf/hard of hearing and those students with multiple disabilities. As appropriate and per each student's IEP, a student can be served in a program in the District. The Amador County SELPA also has the direct responsibility of providing speech and language services for students, occupational therapy, adapted physical education, physical therapy, behavior services, vision services, deaf and hard of hearing, school psychologist services, WorkAbility, Infant and Toddler services, Assistive Technology services, behavioral/mental health services, nursing and transition services.

The mission of the Amador County Office of Education SELPA is to provide for a free appropriate public education for all children residing in the County between ages birth and 22 inclusive, including children with disabilities. Appropriate education is that combination of educational and related services as determined on an IEP that meets the unique needs of each individual.

Last updated: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 7 |
| Grade 1 | 4 |
| Grade 2 | 5 |
| Grade 3 | 17 |
| Grade 4 | 9 |
| Grade 5 | 15 |
| Grade 6 | 14 |
| Grade 7 | 21 |
| Grade 8 | 10 |
| Grade 9 | 13 |
| Grade 10 | 7 |
| Grade 11 | 17 |
| Grade 12 | 13 |
| Total Enrollment | 152 |



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0 % |
| American Indian or Alaska Native | 5.3 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 28.3 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 57.9 % |
| Two or More Races | 7.9 % |
| Other | 0.6 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 65.1 % |
| English Learners | 3.9 % |
| Students with Disabilities | 100.0 % |
| Foster Youth | 2.0 % |

Last updated: 1/16/2018

A. Conditions of Learning

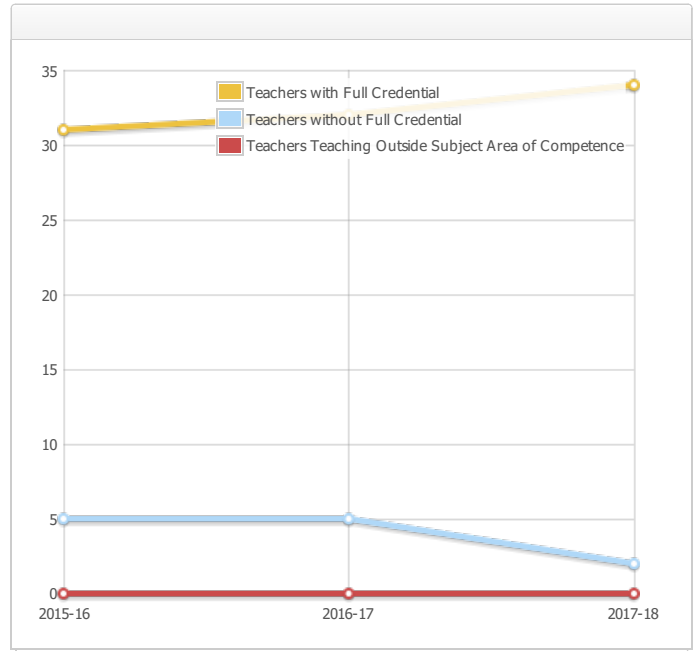
State Priority: Basic

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

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

Teacher Credentials

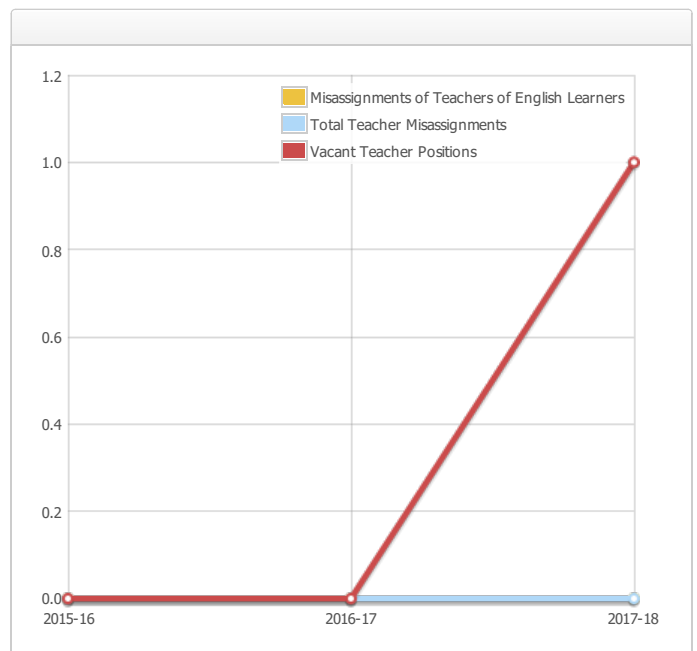
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 31 | 32 | 34 | 34 |
| Without Full Credential | 5 | 5 | 2 | 2 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |



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

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

Last updated: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Elementary: Benchmark Advance Middle School: Houghton Mifflin Harcourt: California Collections High School: Houghton Mifflin Harcourt: California Collections | Yes | 0.0 % |
| Mathematics | Elementary: McGraw Hill: My Math Middle School: CPM Course 1-3 and Algebra High School: CPM: Algebra, Geometry, Algebra II, Calculus/Single Variable | Yes | 0.0 % |
| Science | Elementary: MacMillan/McGraw Hill: California Science (K-6) Middle School: Holt, Rinehart and Winston: World History, Medieval to Early Modern Times; United States History, Independence to 1914 High School: Biology and Ag Biology: Glencoe California Edition Physics: Glencoe, Physics Principles and Problems Chemistry: Glencoe, Chemistry Matter and Change Life Science: Holt, Biology California AP Biology: Pearson Biology AP Edition Anatomy and Physiology: Mosby Anthony's, Anatomy and Physiology | Yes | 0.0 % |
| History-Social Science | Elementary: Harcourt: Reflections (Grades K-5); TCI: History Alive (Grade 6) Middle School: Pearson Prentice Hall: Prentice Hall California Science Explorere (Grade 7 and 8) High School: World Geography: Glencoe 2005 World History: Prentice Hall, The Modern World 2007, The Americans: Reconstruction to the 21st Century AP European History: Western Civilization AP US History: The American Pageant AP World History: The World's History AP Government: Glencoe/McGraw Hill Government in America Economics: New Ways of Thinking | Yes | 0.0 % |
| Foreign Language | Realidades All: 2011: Holt, Rinehart and Winston: Allez Viens Pearson | Yes | 0.0 % |
| Health | Glencoe Health | Yes | 0.0 % |
| Visual and Performing Arts | Art History: Prentice Hall Everything About Theatre: Meriwether Publishing | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

School Facility Conditions and Planned Improvements

ACOE has 5 school sites: Argonaut Preschool, Triglia, OH campus (Jackson Elementary), Ione Elementary special education rooms and Plymouth preschool.

These buildings have 13 classrooms that are cleaned and maintained on a regular basis by the school site custodians and the district maintenance department. The custodian and site Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The site Principal walks the site daily to look for hazards, and if found, they are addressed immediately.

Each site is incorporated into the site safety plan in which the buildings are housed:

Argonaut Preschool and Triglia: Argonaut High School.

Ione Elementary Special Education and Intensive Intervention: Ione Elementary School.

Plymouth Preschool: Plymouth Elementary School.

Last updated: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/16/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 4% | 2% | 12% | 15% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | | 0% | 9% | 7% | 36% | 37% |

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

Last updated: 1/16/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 97 | 83 | 85.57% | -- |
| Male | 64 | 55 | 85.94% | -- |
| Female | 33 | 28 | 84.85% | -- |
| Black or African American | | | | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 30 | 26 | 86.67% | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 52 | 46 | 88.46% | -- |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 72 | 62 | 86.11% | -- |
| English Learners | -- | -- | -- | |
| Students with Disabilities | 97 | 83 | 85.57% | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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

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

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

Last updated: 1/16/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 97 | 80 | 82.47% | -- |
| Male | 64 | 54 | 84.38% | -- |
| Female | 33 | 26 | 78.79% | -- |
| Black or African American | | | | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 30 | 24 | 80.00% | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 52 | 46 | 88.46% | -- |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 72 | 61 | 84.72% | -- |
| English Learners | -- | -- | -- | |
| Students with Disabilities | 97 | 80 | 82.47% | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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

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

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

Last updated: 1/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | | 34.0% | 0.0% | 40.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

Career Technical Education Programs (School Year 2016-17)

The Career Technical Education Programs are open to any and all students enrolled in our School District. The list of CTE classes available for ACUSD students is as follows:

Introduction to Agriculture Mechanics
 Advance Agriculture Mechanics
 Advance Agriculture Construction
 Agriculture Fabrication
 Advanced Power Agriculture Mechanics
 Veterinary Science
 Agriculture Business
 Agricultural Engineering & Mechanics
 Agriculture Leadership & Communications
 Early Childhood Education
 Intro to Foods
 Foods 1-2
 Culinary Foods I: Culinary Fundamentals
 Culinary 2: World Cuisine
 Culinary 3: Honors International Cuisine
 Culinary 4: Hotel & Restaurant Management
 Floral Design
 Advanced Floral Design
 ROP Health Careers
 Graphic Design
 Advanced Graphic Design
 Digital Photography
 Digital Art
 Advanced Digital Photography
 Introduction to Computer Science
 Computer Programming and Game Design
 Video Production and Broadcast Journalism
 Advanced Game Design: 3D Modeling and Animation
 Introduction to Engineering Design
 Fire Science
 Introduction to Technology
 Welding Technology I
 Welding Technology II

Last updated: 1/17/2018

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 14.2% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

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

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 7 | 18.2% | 29.5% | 22.7% |

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

Last updated: 1/12/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

All parents are encouraged to attend the Special Education Community Advisory Committee, that meets on a monthly basis and provides educational presentations for parents 4 times a year.

State Priority: Pupil Engagement

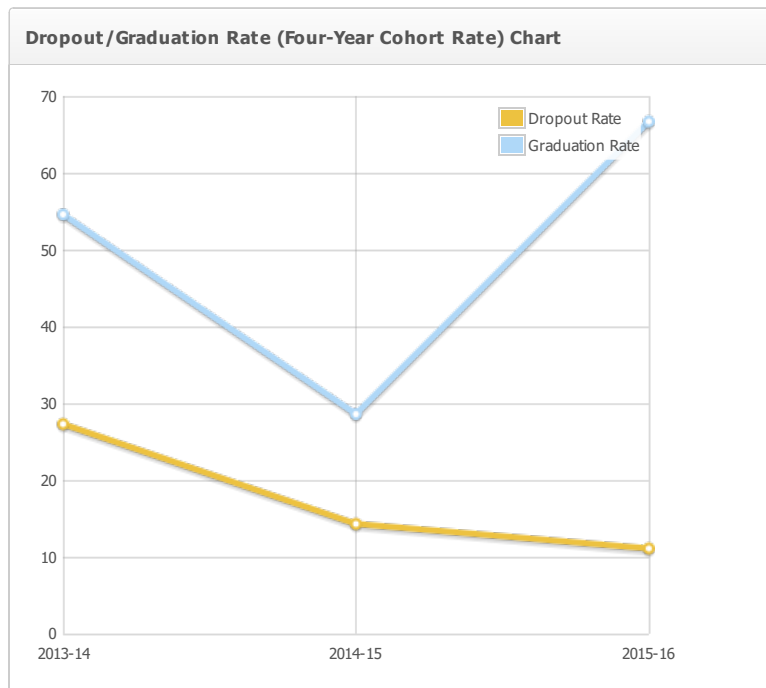
Last updated: 1/12/2018

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 27.3% | 14.3% | 11.1% | 30.8% | 33.3% | 28.6% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 54.6% | 28.6% | 66.7% | 53.9% | 22.2% | 50.0% | 81.0% | 82.3% | 83.8% |



Last updated: 1/12/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 43.8% | 38.9% | 87.1% |
| Black or African American | 0.0% | 0.0% | 79.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 80.2% |
| Asian | 0.0% | 0.0% | 94.4% |
| Filipino | 0.0% | 0.0% | 93.8% |
| Hispanic or Latino | 0.0% | 0.0% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 86.6% |
| White | 40.0% | 33.3% | 91.0% |
| Two or More Races | 100.0% | 100.0% | 90.6% |
| Socioeconomically Disadvantaged | 33.3% | 30.8% | 85.5% |
| English Learners | 0.0% | 0.0% | 55.4% |
| Students with Disabilities | 43.8% | 38.9% | 63.9% |
| Foster Youth | 0.0% | 0.0% | 68.2% |

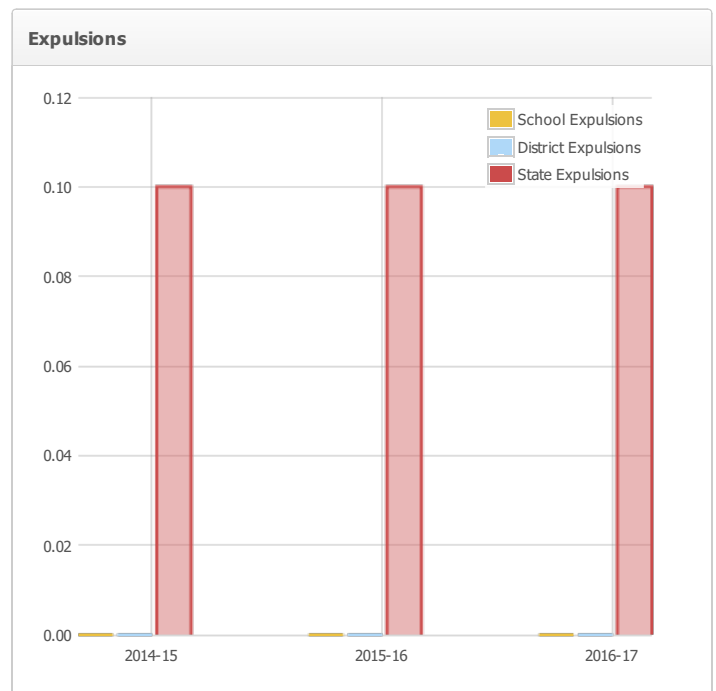
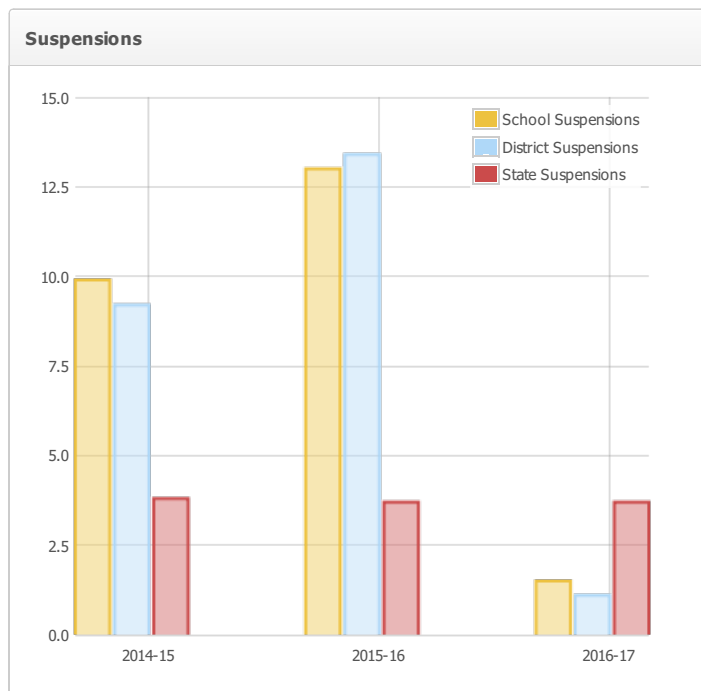
State Priority: School Climate

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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 9.9% | 13.0% | 1.5% | 9.2% | 13.4% | 1.1% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

Our School Safety Plan follows the district adopted protocol for responding to various possible emergencies. Each classroom has a flip chart to consult in case of emergency. We conduct fire and earthquake drills and lock down practice. We have increased safety tremendously by installing a school wide communication system.

Counselors, the campus supervisor, and custodial staff all help in patrolling the campus during school hours to promote safety, prevent violent or destructive behavior and to maintain a clean campus. We enforce the Student Conduct Code to ensure safety and positive learning environment. We report safety hazards and system malfunctions and the district maintenance staff responds as quickly as possible. Amador Special Education programs and classroom safety plans are incorporated in to the school safety plans of the sites in which they are housed.

Last updated: 1/12/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not in PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | -- |

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 1.0 | 1 | 0 | 0 |
| 1 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 2 | 0.0 | 0 | 0 | 0 | 1.0 | 2 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 3 | 0.0 | 0 | 0 | 0 | 5.0 | 1 | 0 | 0 | 1.0 | 1 | 0 | 0 |
| 4 | 3.0 | 2 | 0 | 0 | 0.0 | 0 | 0 | 0 | 3.0 | 2 | 0 | 0 |
| 5 | 7.0 | 3 | 0 | 0 | 4.0 | 6 | 0 | 0 | 4.0 | 5 | 0 | 0 |
| 6 | 3.0 | 12 | 0 | 0 | 5.0 | 20 | 0 | 0 | 3.0 | 24 | 0 | 0 |
| Other | 5.0 | 5 | 0 | 0 | 9.0 | 3 | 0 | 0 | 6.0 | 5 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 3.0 | 31 | 0 | 0 | 4.0 | 27 | 0 | 0 | 4.0 | 26 | 0 | 0 |
| Mathematics | 3.0 | 20 | 0 | 0 | 3.0 | 21 | 0 | 0 | 4.0 | 15 | 0 | 0 |
| Science | 3.0 | 20 | 0 | 0 | 3.0 | 19 | 0 | 0 | 4.0 | 14 | 0 | 0 |
| Social Science | 3.0 | 23 | 0 | 0 | 3.0 | 20 | 0 | 0 | 4.0 | 21 | 0 | 0 |

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

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 1.2 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.5 | N/A |
| Speech/Language/Hearing Specialist | 1.8 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 1.0 | N/A |

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

*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.

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$62628.5 | \$52539.6 | \$10089.0 | \$66195.0 |
| District | N/A | N/A | \$0.0 | \$64055.0 |
| Percent Difference – School Site and District | N/A | N/A | 200.0% | 3.3% |
| State | N/A | N/A | \$6574.0 | \$0.0 |
| Percent Difference – School Site and State | N/A | N/A | 42.2% | 200.0% |

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

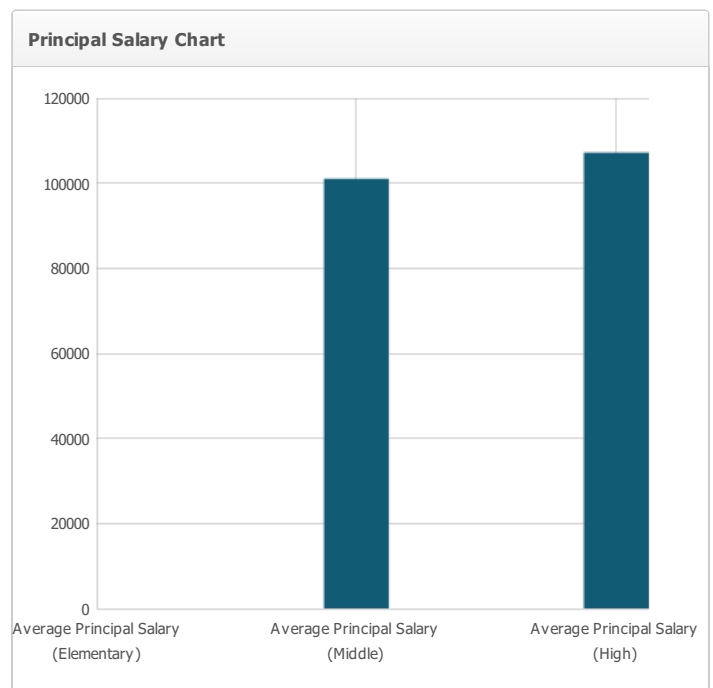
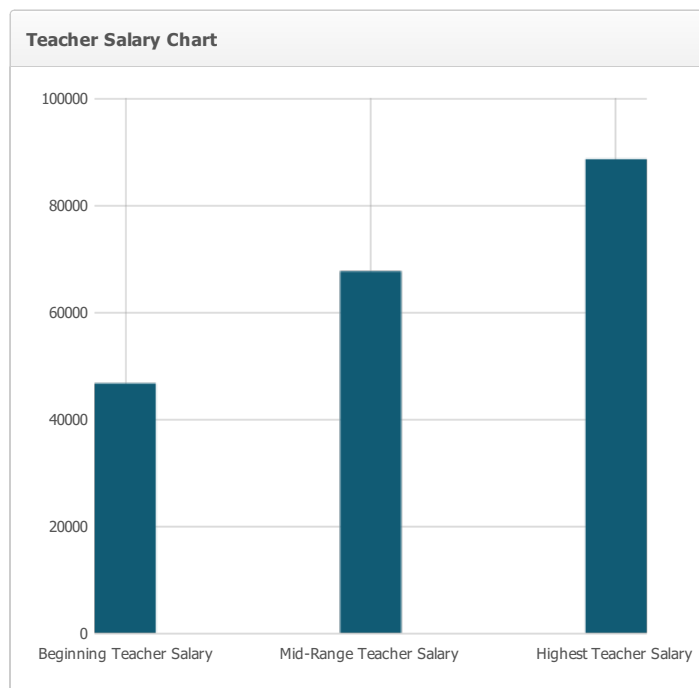
Currently we offer a broad array of support and intervention services, AP courses, and electives that include art, drama, music, agriculture, hospital, technology and culinary arts. We have a new Intensive Intervention program, multiple one-on-one aides, workability, after school tutoring and much more. Please contact our SELPA director for more information.

Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,671 | \$ |
| Mid-Range Teacher Salary | \$67,636 | \$ |
| Highest Teacher Salary | \$88,601 | \$ |
| Average Principal Salary (Elementary) | \$ | \$ |
| Average Principal Salary (Middle) | \$101,034 | \$ |
| Average Principal Salary (High) | \$107,184 | \$ |
| Superintendent Salary | \$1 | \$ |
| Percent of Budget for Teacher Salaries | 28.6% | 0.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 0.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/2018

Professional Development

16/17: 4.5 days
 15/16 4.5 days
 14/15 4.5 days

In the 16/17 school year, we had a total of 4.5 days in the Amador County Schools calendar set aside for professional development and continuous professional growth. The areas of focus for these 4.5 days were selected using student achievement data, teacher surveys, needs determined by our Single Plans for Student Achievement, the new Common Core Standards, our instructional leadership team feedback, and implementation strategies thereof, as well as results

from Response to Intervention classwork.

Professional development is delivered via after school workshops, summer institutes, release days and conference attendance – along with individual teacher mentoring. Teachers are supported through these processes with in-class coaching, teacher/principal coaching and discussions with focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/12/2018