

Amador County Special Education

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

DataQuest

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

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.

Kathryn Brown, Director Special Education/SELPA

Principal, Amador County Special Education

About Our School

Contact

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

*Phone: 209-257-5306
Email: kathryn.brown@acusd.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Amador County Office of Education
Phone Number	(209) 257-5353
Superintendent	Steve Russell
Email Address	rrussell@acusd.org
Website	http://www.amadorcoe.org/

School Contact Information (School Year 2019—20)	
School Name	Amador County Special Education
Street	217 Rex Ave.
City, State, Zip	Jackson, Ca, 95642-2020
Phone Number	209-257-5306
Principal Education/SELPA	Kathryn Brown, Director Special Education/SELPA
Email Address	kathryn.brown@acusd.org
County-District-School (CDS) Code	03100330330068

Last updated: 1/16/2020

School Description and Mission Statement (School Year 2019—20)

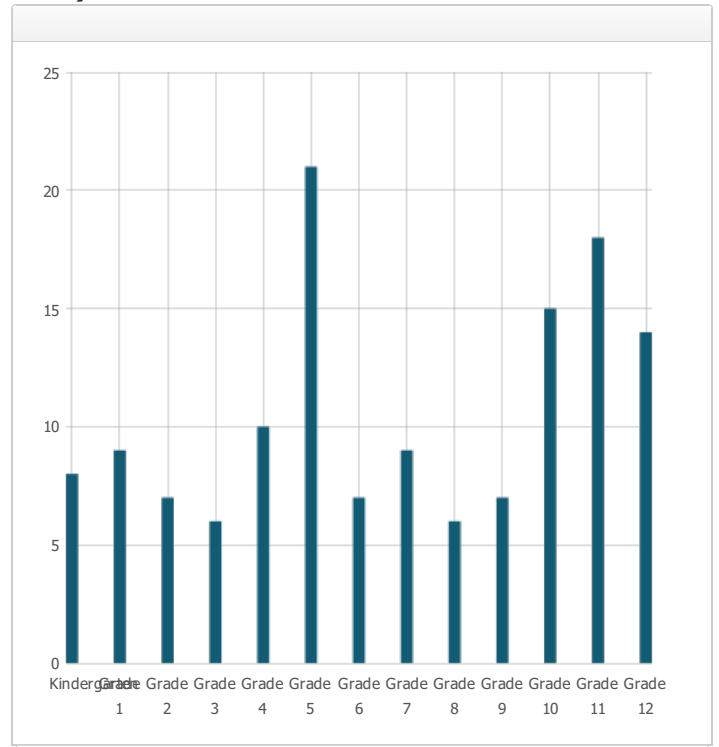
The Amador County SELPA is funded to provide services for special education students ages birth-22 years. These services address the needs of students with mild/moderate and moderate to severe disabilities in the areas of autism, intellectual disability, emotional disturbance, orthopedic disabilities, 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: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	8
Grade 1	9
Grade 2	7
Grade 3	6
Grade 4	10
Grade 5	21
Grade 6	7
Grade 7	9
Grade 8	6
Grade 9	7
Grade 10	15
Grade 11	18
Grade 12	14
Total Enrollment	137



Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	2.20 %
Asian	0.00 %
Filipino	0.00 %
Hispanic or Latino	29.90 %
Native Hawaiian or Pacific Islander	0.00 %
White	59.90 %
Two or More Races	6.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.30 %
English Learners	5.10 %
Students with Disabilities	100.00 %
Foster Youth	2.90 %
Homeless	1.50 %

A. Conditions of Learning

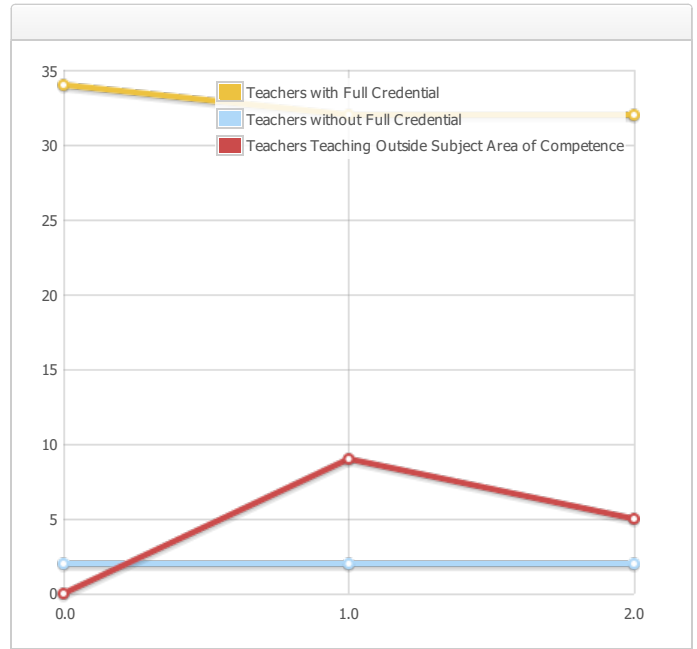
State Priority: Basic

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

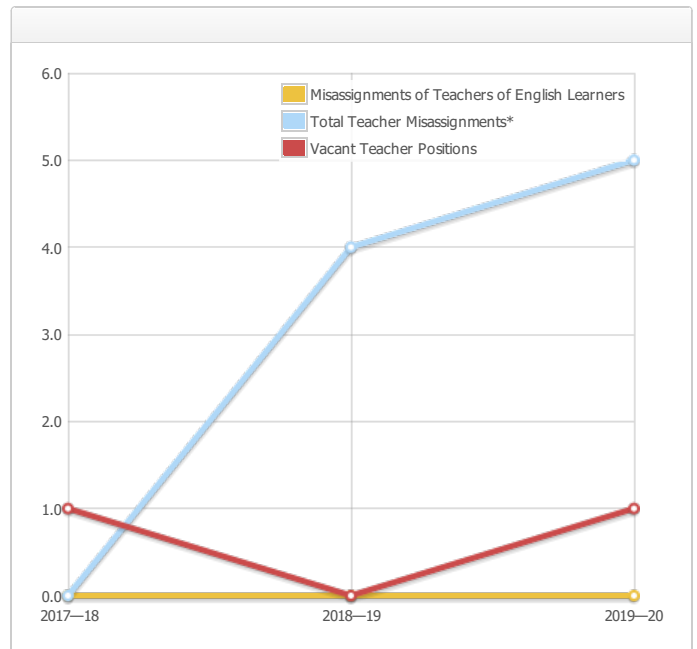
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	34	32	32	32
Without Full Credential	2	2	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	9	5	5



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	4	5
Vacant Teacher Positions	1	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: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other 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	0.00 %
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	0.00 %
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	0.00 %
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	0.00 %
Foreign Language	Realidades All: 2011: Holt, Rinehart and Winston: Allez Viens Pearson	Yes	0.00 %
Health	Glencoe Health	Yes	0.00 %
Visual and Performing Arts	Art History: Prentice Hall Everything About Theatre: Meriwether Publishing	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2020

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: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
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Last updated: 1/16/2020

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	8.0%	21.0%	12.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	3.0%	2.0%	6.0%	6.0%	38.0%	39.0%

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.

Note: 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.

Last updated: 1/16/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39%	1.61%	8.20%
Male	46	46	100.00%	0.00%	8.70%
Female	16	15	93.75%	6.25%	6.67%
Black or African American	0	0	0%	0%	0%
American Indian or Alaska Native	--	--	--	--	0%
Asian	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	18	18	100.00%	0.00%	5.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
White	39	38	97.44%	2.56%	7.89%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	7.50%
English Learners	--	--	--	--	0%
Students with Disabilities	62	61	98.39%	1.61%	8.20%
Students Receiving Migrant Education Services		0	0%	0%	0%
Foster Youth	--	--	--	--	0%
Homeless	--	--	--	--	--

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: 1/16/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	63	100.00%	0.00%	1.59%
Male	47	47	100.00%	0.00%	2.13%
Female	16	16	100.00%	0.00%	0.00%
Black or African American	0	0	0%	0%	0%
American Indian or Alaska Native	--	--	--	--	0%
Asian	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	18	18	100.00%	0.00%	5.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
White	40	40	100.00%	0.00%	0.00%
Two or More Races	--	--	--	--	0%
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	2.50%
English Learners	--	--	--	--	0%
Students with Disabilities	63	63	100.00%	0.00%	1.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	--	--	--	--	0%
Homeless	--	--	--	--	--

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: 1/16/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/16/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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: 1/16/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/16/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	25.50%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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 school site

Opportunities for Parental Involvement (School Year 2019–20)

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: 1/16/2020

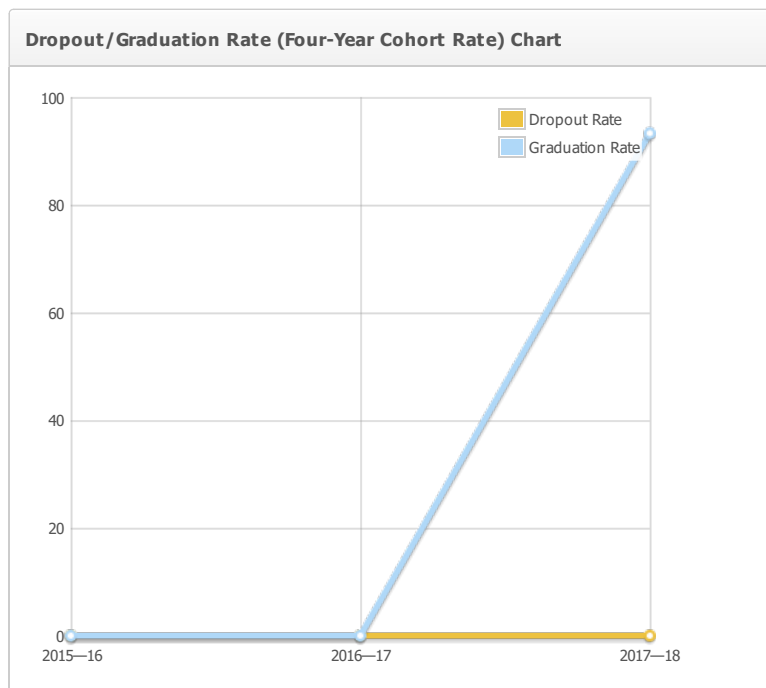
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.00%	28.60%	9.70%
Graduation Rate	0.00%	50.00%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	0.00%	36.40%	19.00%	9.10%	9.60%
Graduation Rate	0.00%	93.30%	45.50%	66.70%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.50%	11.30%	5.90%	1.10%	9.70%	5.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	1.00%	0.00%	0.00%	0.70%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

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: 1/16/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	1.00	1	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	1.00	1	0	0
4	3.00	2	0	0
5	4.00	5	0	0
6	3.00	24	0	0
Other**	6.00	5	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	5.00	3	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	3.00	2	0	0
4	1.00	3	0	0
5	2.00	5	0	0
6	2.00	37	0	0
Other**	8.00	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	11.00	1	0	0
1	0.00	0	0	0
2	3.00	2	0	0
3	0.00	0	0	0
4	3.00	1	0	0
5	5.00	6	0	0
6	2.00	17	0	0
Other**	6.00	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	26	0	0
Mathematics	4.00	15	0	0
Science	4.00	14	0	0
Social Science	4.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	3.00	32	0	0
Mathematics	4.00	17	0	0
Science	3.00	28	0	0
Social Science	3.00	28	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	26	0	0
Mathematics	2.00	17	0	0
Science	2.00	22	0	0
Social Science	3.00	23	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: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1370.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	2.30
Resource Specialist (non-teaching)	0.30
Other	0.40

*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: 1/16/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8752.18	\$0.00	\$8752.18	\$96664.40
District	N/A	N/A	\$0.00	\$0.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$64369.00
Percent Difference – School Site and State	N/A	N/A	45.50%	190.00%

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

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

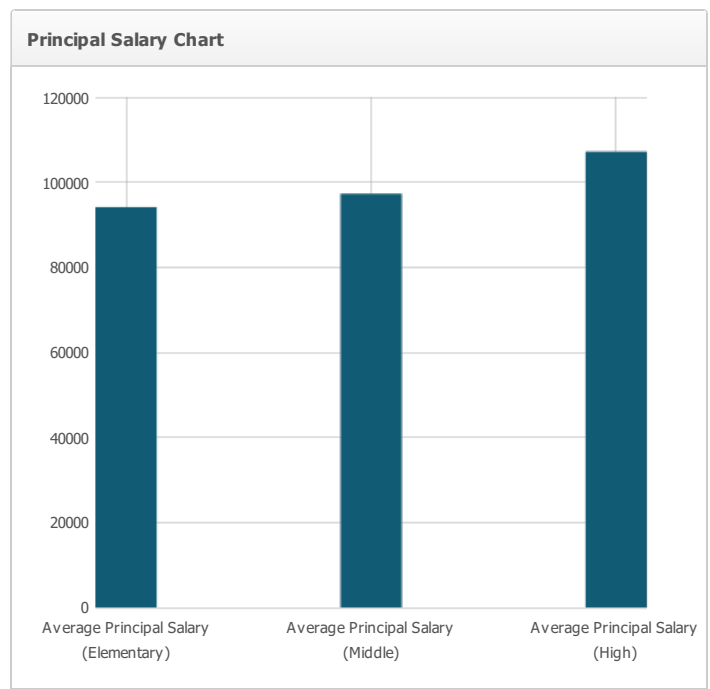
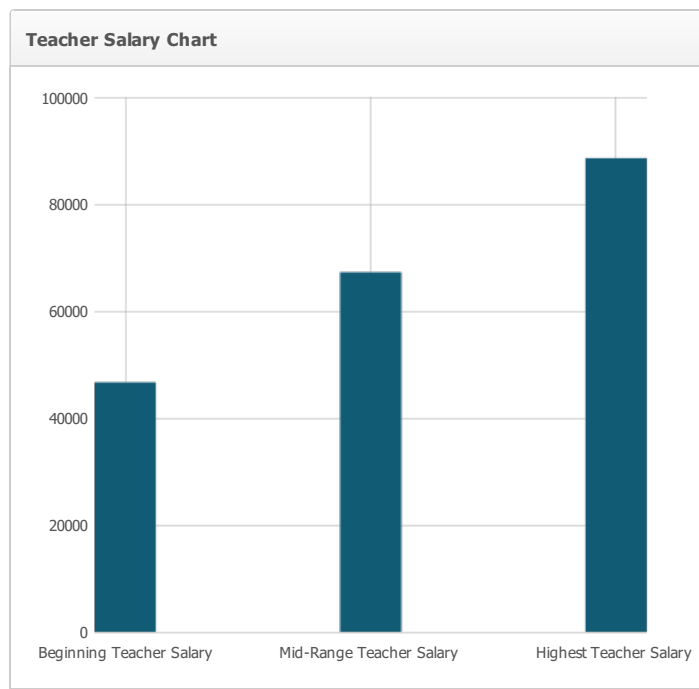
Amador County Community School offers credit recovery, individual tutoring, study skills and an array of classes and services to meet the needs of our students. Amador County Community School is actively rejuvenating our Career Technical Program.

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,671	\$46,208
Mid-Range Teacher Salary	\$67,262	\$72,218
Highest Teacher Salary	\$88,601	\$92,742
Average Principal Salary (Elementary)	\$94,141	\$134,864
Average Principal Salary (Middle)	\$97,278	\$118,220
Average Principal Salary (High)	\$107,184	\$127,353
Superintendent Salary	\$164,800	\$186,823
Percent of Budget for Teacher Salaries	30.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

Last updated: 1/16/2020