

Amador County Special Education

School Accountability Report Card Reported Using Data from the 2017—18 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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Amador County Special Education
Street	217 Rex Ave.
City, State, Zip	Jackson, Ca, 95642-2020
Phone Number	209-257-5330
Principal Education	Mitzi Faulkner, Assistant Sup. Special Education
E-mail Address	mfaulkner@amadorcoe.k12.ca.us
County-District-School (CDS) Code	03100330330068

Last updated: 1/9/2019

School Description and Mission Statement (School Year 2018—19)

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.

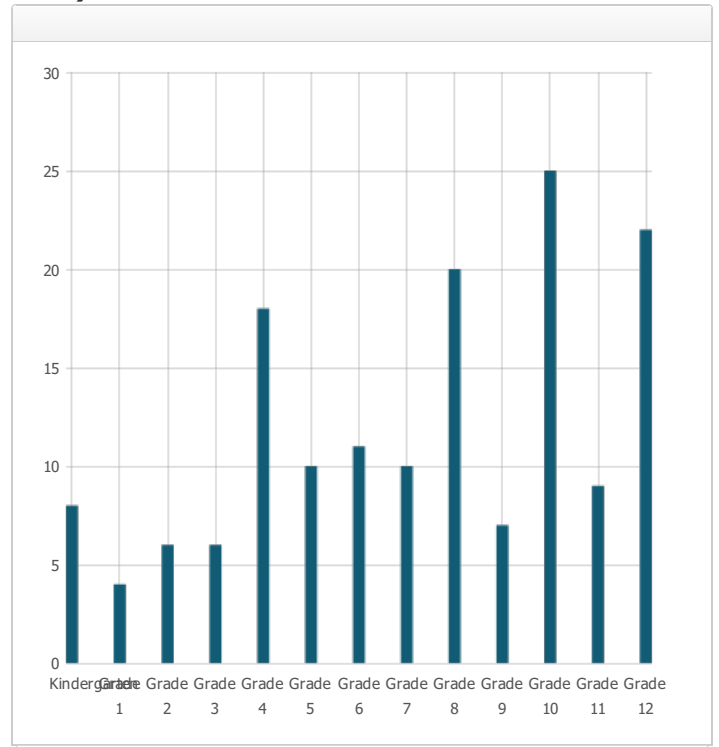
The Amador County SELPA also has the direct responsibility of providing speech and language services for students, occupational therapy, adapted physical education, physical therapy, behavior services, vision services, deaf and hard of hearing, school psychologist services, WorkAbility, Infant and Toddler 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: 1/9/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	8
Grade 1	4
Grade 2	6
Grade 3	6
Grade 4	18
Grade 5	10
Grade 6	11
Grade 7	10
Grade 8	20
Grade 9	7
Grade 10	25
Grade 11	9
Grade 12	22
Total Enrollment	156



Last updated: 1/9/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	5.1 %
Asian	%
Filipino	%
Hispanic or Latino	32.1 %
Native Hawaiian or Pacific Islander	%
White	53.8 %
Two or More Races	7.7 %
Other	1.3 %
Student Group (Other)	
Socioeconomically Disadvantaged	47.4 %
English Learners	4.5 %
Students with Disabilities	93.6 %
Foster Youth	2.6 %

A. Conditions of Learning

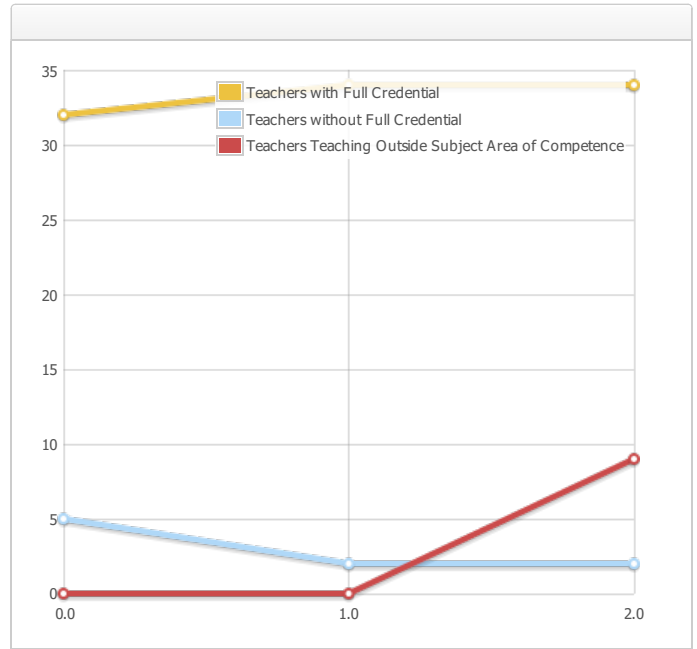
State Priority: Basic

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

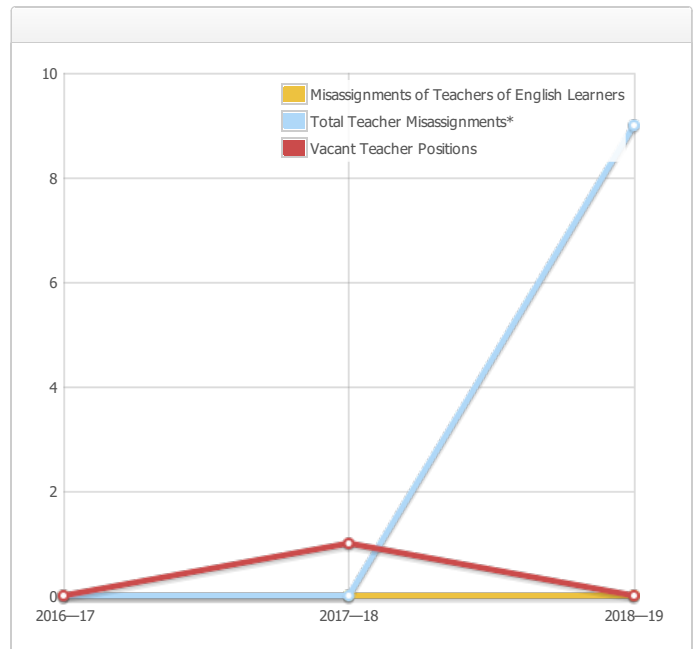
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	32	34	34	36
Without Full Credential	5	2	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	9	9



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	9
Vacant Teacher Positions	0	1	0



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: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Benchmark Education Benchmark Steps to Advance: Benchmark Education Houghton Mifflin Harcourt California Collections (2016) Vocabulary for the College Bound Student (Levine) The Language of Composition (Shea, Scanlon, Aufses) Literature and Composition (Shea, Scanlon, Aufses, Jago) AP Language and Composition Examination (Dr. Richard Vogel) AP Literature and Composition Examination (Dr. Richard Vogel) Vocabulary for Achievement (Houghton Mifflin)	Yes	0.0 %
Mathematics	McGraw Hill My Math Algebra 1: CPM Geometry: CPM Algebra II: CPM PreCalculus/Trig: Houghton Mifflin Calculus: CPM Analysis, Houghton Mifflin, Calculus/Single Variable AP Calculus: Houghton Mifflin, Calculus/Single Variable	Yes	0.0 %
Science	McMillan/McGraw Hill: California Science 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	Harcourt: Reflections (Grades K-5) Teachers Curriculum Institute (TCI): History Alive! 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 Economics: New Ways of Thinking AP Human Geography: Human Geography: People, Place and Culture (Wiley)	Yes	0.0 %
Foreign Language	Realidades All: 2011: Holt, Rinehart and Winston: Allez Viens Pearson	Yes	0.0 %
Health	Health:Glencoe	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.

Work will begin in 2019 at Plymouth Elementary, Argonaut High School, and Jackson Junior High School on new special education classrooms 100% funded by proposition 51 money.

Last updated: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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 2018

Overall Rating	Exemplary
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Last updated: 1/16/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	2.0%	7.0%	15.0%	21.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	7.0%	6.0%	37.0%	38.0%

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: 1/9/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	57	75.00%	7.02%
Male	50	41	82.00%	9.76%
Female	26	16	61.54%	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	23	18	78.26%	16.67%
Native Hawaiian or Pacific Islander				
White	42	30	71.43%	3.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	44	78.57%	6.82%
English Learners	--	--	--	
Students with Disabilities	75	56	74.67%	7.14%
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: 1/9/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	66	85.71%	3.03%
Male	50	45	90.00%	4.44%
Female	27	21	77.78%	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	23	20	86.96%	--
Native Hawaiian or Pacific Islander				
White	43	36	83.72%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	52	92.86%	3.85%
English Learners	--	--	--	
Students with Disabilities	76	65	85.53%	3.08%
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: 1/9/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/9/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	27.0%
2016–17 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/16/2019

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 2018—19)

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

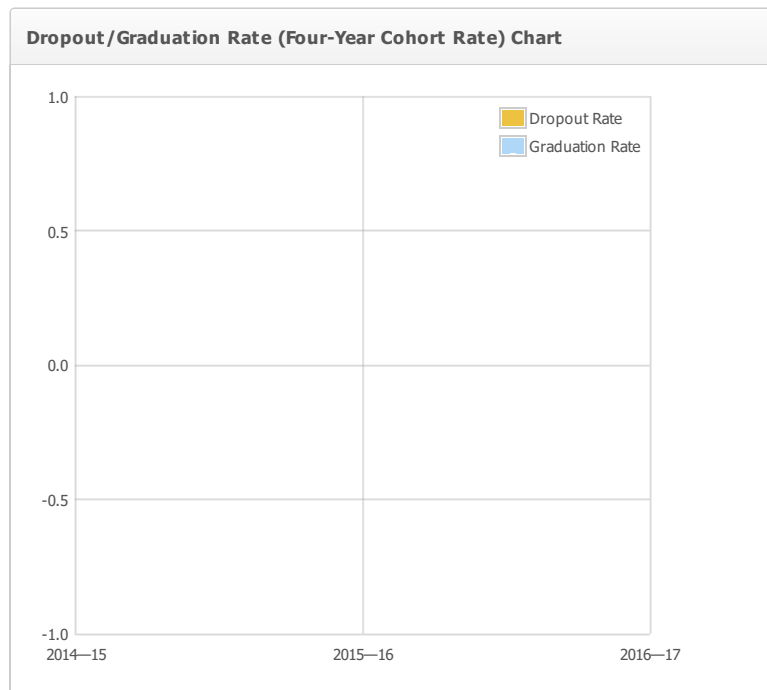
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	28.6%	10.7%	9.7%
Graduation Rate	--	--	--	50.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	36.4%	9.1%
Graduation Rate	--	45.5%	82.7%



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

Last updated: 1/16/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	38.5%	27.8%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	50.0%	33.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	33.3%	25.0%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	33.3%	25.0%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	38.5%	31.3%	67.1%
Foster Youth	0.0%	0.0%	74.1%

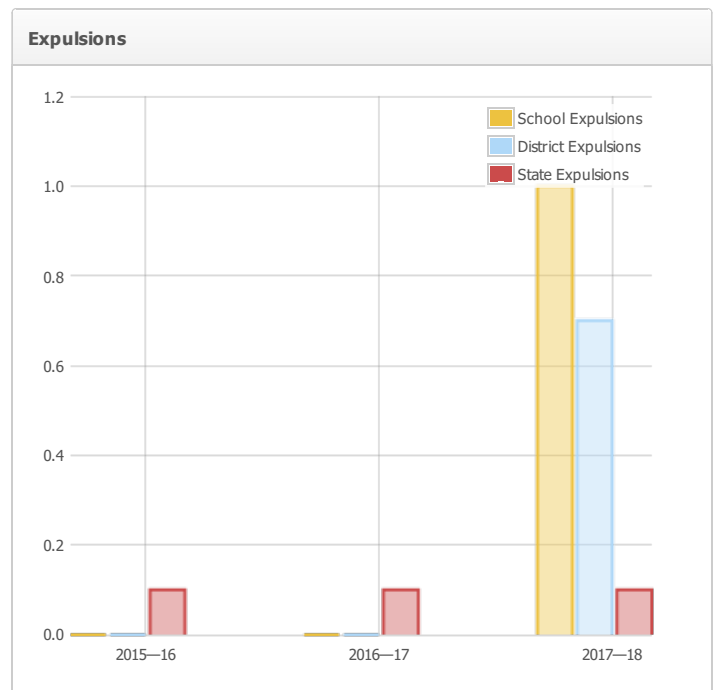
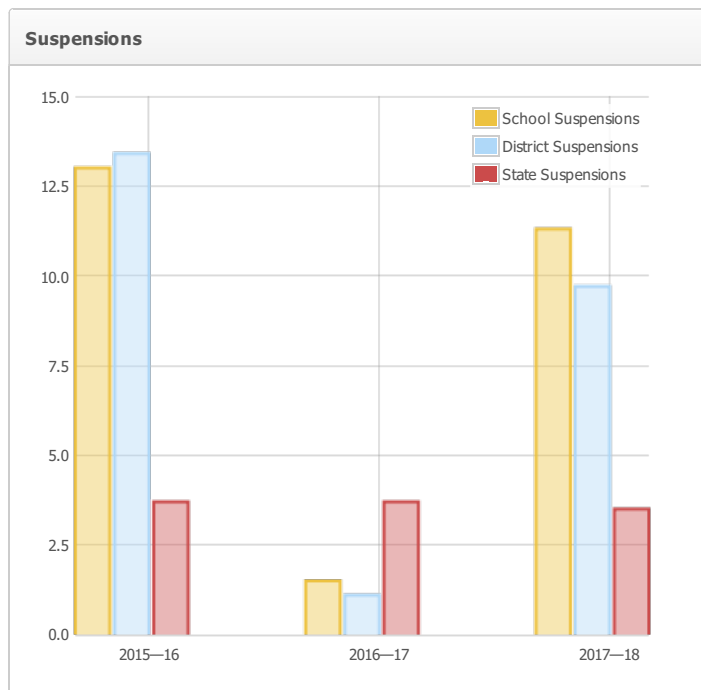
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	13.0%	1.5%	11.3%	13.4%	1.1%	9.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	1.0%	0.0%	0.0%	0.7%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

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: 1/16/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2	1.0	2		
3	5.0	1		
4				
5	4.0	6		
6	5.0	20		
Other**	9.0	3		

* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	1.0	1		
1				
2				
3	1.0	1		
4	3.0	2		
5	4.0	5		
6	3.0	24		
Other**	6.0	5		

* 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	5.0	3		
1				
2				
3	3.0	2		
4	1.0	3		
5	2.0	5		
6	2.0	37		
Other**	8.0	2		

* 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 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	27		
Mathematics	3.0	21		
Science	3.0	19		
Social Science	3.0	20		

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	26		
Mathematics	4.0	15		
Science	4.0	14		
Social Science	4.0	21		

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	32		
Mathematics	4.0	17		
Science	3.0	28		
Social Science	3.0	28		

* 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: 1/9/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	4.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	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: 1/25/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$37037.1	\$30469.0	\$6568.1	\$69265.0
District	N/A	N/A	\$4365.5	\$68025.0
Percent Difference – School Site and District	N/A	N/A	688.0%	1.0%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	563.0%	3.0%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

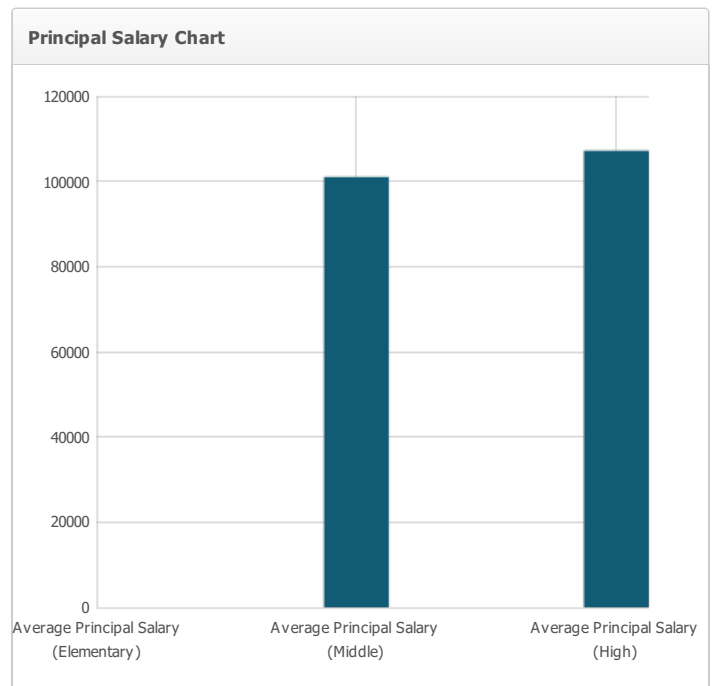
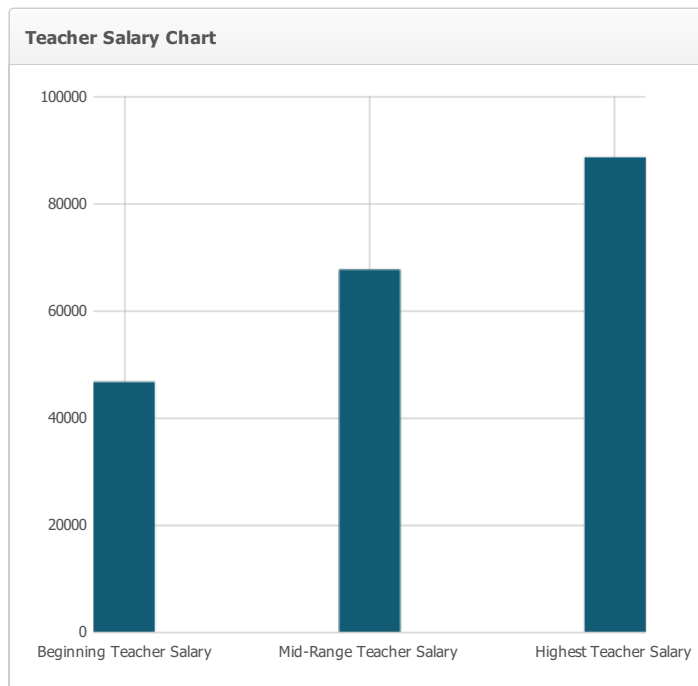
Currently we offer a broad array of support and intervention services, AP courses, and electives that include art, drama, music, agriculture, hospital, technology and culinary arts. We have a new Intensive Intervention program, multiple one-on-one aides, workability, after school tutoring and much more.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

Last updated: 1/25/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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	\$12	--
Percent of Budget for Teacher Salaries	81.4%	--
Percent of Budget for Administrative Salaries	4.0%	--

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



Last updated: 1/25/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	0.0%

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

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

Last updated: 1/25/2019

Professional Development

18/19: 4.5 days

17/18: 4.5 days

16/17: 4.5 days

In the 18/19 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 days were selected using student achievement data, teacher surveys needs to be 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 site-based minimum day activities, 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 a focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

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