

Amador High

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 Unified |
| Phone Number | (209) 223-1750 |
| Superintendent | Amy Slavensky |
| E-mail Address | aslavensky@amadorcoe.k12.ca.us |
| Web Site | http://www.amadorcoe.org |

| School Contact Information (School Year 2018—19) | |
|--|---|
| School Name | Amador High |
| Street | 330 Spanish St. |
| City, State, Zip | Sutter Creek, Ca, 95685-9701 |
| Phone Number | 209-257-7300 |
| Principal | Mrs. Jessica Dorris, Principal |
| E-mail Address | jdorris@acUSD.org |
| Web Site | https://amadorhs.amadorcoe.org/ |
| County-District-School (CDS) Code | 03739810330753 |

Last updated: 1/9/2019

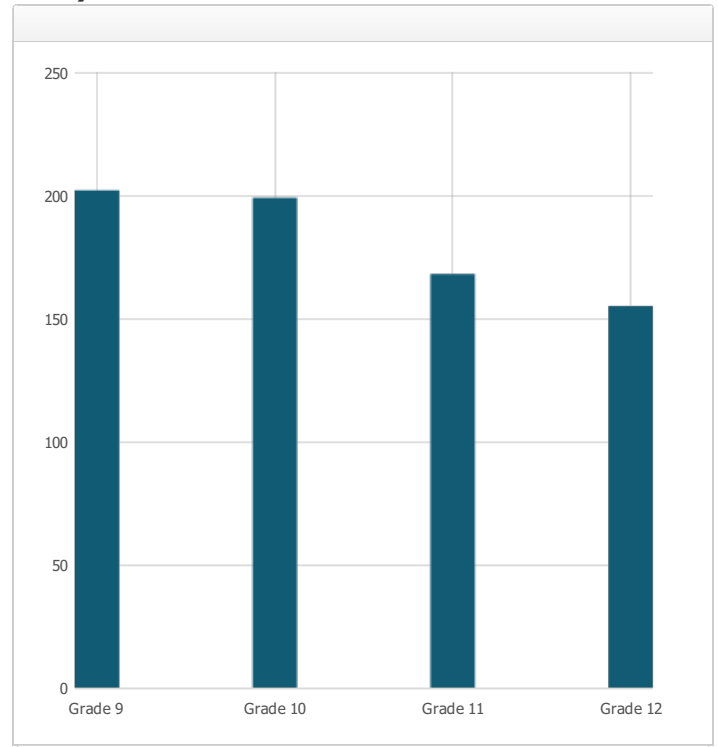
School Description and Mission Statement (School Year 2018—19)

Our mission at Amador High School is to create and maintain a learning environment that provides the opportunity for all students to achieve a high level of college or career preparation as determined by national, state and university standards while fostering positive personal and social growth through exemplary extracurricular programs.

Last updated: 1/9/2019

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 202 |
| Grade 10 | 199 |
| Grade 11 | 168 |
| Grade 12 | 155 |
| Total Enrollment | 724 |



Last updated: 1/9/2019

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 % |
| American Indian or Alaska Native | 2.3 % |
| Asian | 0.3 % |
| Filipino | 0.6 % |
| Hispanic or Latino | 18.8 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 70.0 % |
| Two or More Races | 6.4 % |
| Other | 1.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 41.3 % |
| English Learners | 0.1 % |
| Students with Disabilities | 9.7 % |
| Foster Youth | 0.7 % |

A. Conditions of Learning

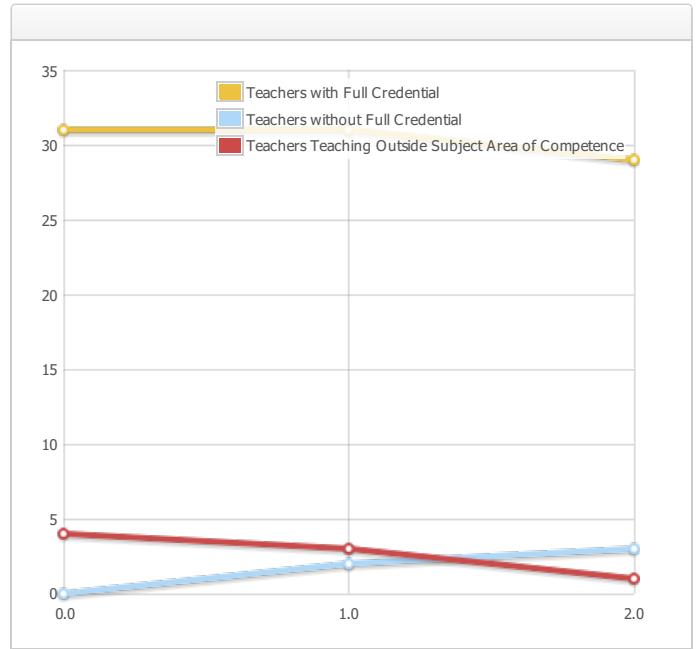
State Priority: Basic

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 | 31 | 31 | 29 | 206 |
| Without Full Credential | 0 | 2 | 3 | 14 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 4 | 3 | 1 | 11 |



Last updated: 1/9/2019

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

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

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Reading/Language Arts | 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) | Yes | 0.0 % |
| Mathematics | 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 | 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 | 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 | 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.

Last updated: 1/9/2019

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 |
|----------------|-----------|

Last updated: 1/9/2019

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) | 73.0% | 63.0% | 46.0% | 45.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 35.0% | 29.0% | 32.0% | 29.0% | 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 | 161 | 155 | 96.27% | 62.58% |
| Male | 78 | 76 | 97.44% | 59.21% |
| Female | 83 | 79 | 95.18% | 65.82% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 27 | 24 | 88.89% | 33.33% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 110 | 109 | 99.09% | 68.81% |
| Two or More Races | 14 | 14 | 100.00% | 64.29% |
| Socioeconomically Disadvantaged | 75 | 71 | 94.67% | 66.20% |
| English Learners | -- | -- | -- | |
| Students with Disabilities | 23 | 21 | 91.30% | 23.81% |
| 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 | 161 | 156 | 96.89% | 29.49% |
| Male | 78 | 77 | 98.72% | 27.27% |
| Female | 83 | 79 | 95.18% | 31.65% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 27 | 26 | 96.30% | 15.38% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 110 | 108 | 98.18% | 31.48% |
| Two or More Races | 14 | 14 | 100.00% | 42.86% |
| Socioeconomically Disadvantaged | 75 | 72 | 96.00% | 25.00% |
| English Learners | -- | -- | -- | |
| Students with Disabilities | 23 | 23 | 100.00% | 4.35% |
| 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

Career Technical Education (CTE) Programs (School Year 2017–18)

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: 1/9/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 244 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 15.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.0% |

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 | 96.9% |
| 2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission | 43.4% |

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 |
|-------------|--|--|---|
|-------------|--|--|---|

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: 1/8/2019

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)

Interested parents may attend School Site Council meetings held six times each school year. This organization acts as an advisory group to the principal and staff. The Booster Club meets regularly with the athletic director and supports the school's co-curricular activities and programs. The athletic teams and drama and music programs also have parent support groups organized by the teachers of those programs.

Various events and activities such as Homecoming and dances are enhanced with the participation of parent volunteers.

Parents interested in becoming involved are advised to contact the school principal

State Priority: Pupil Engagement

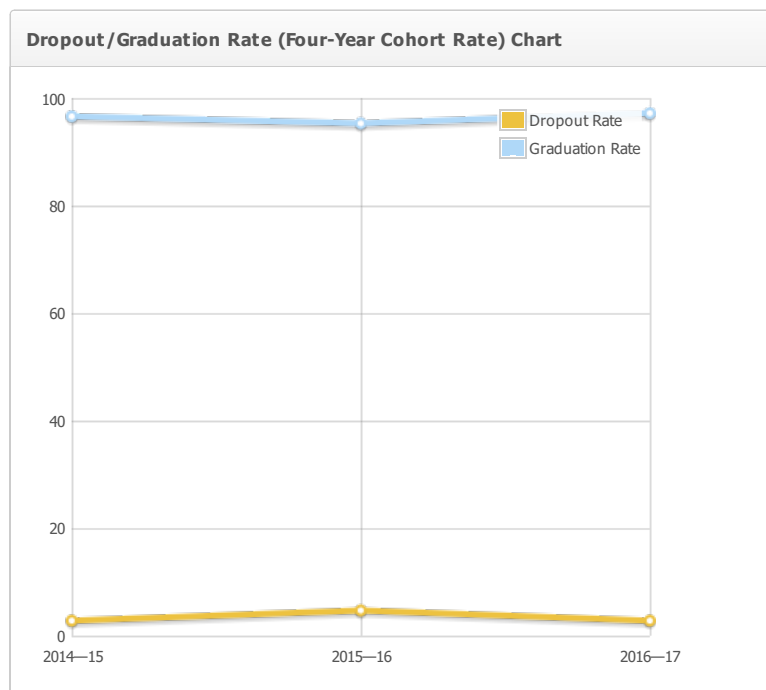
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | 2.8% | 4.7% | 8.9% | 10.3% | 10.7% | 9.7% |
| Graduation Rate | 96.6% | 95.3% | 90.5% | 89.7% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 2.8% | 9.1% | 9.1% |
| Graduation Rate | 97.2% | 87.9% | 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: 12/13/2018

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

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 95.1% | 92.4% | 88.7% |
| Black or African American | 0.0% | 50.0% | 82.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 82.8% |
| Asian | 100.0% | 100.0% | 94.9% |
| Filipino | 0.0% | 0.0% | 93.5% |
| Hispanic or Latino | 83.3% | 83.3% | 86.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 88.6% |
| White | 97.1% | 94.1% | 92.1% |
| Two or More Races | 100.0% | 100.0% | 91.2% |
| Socioeconomically Disadvantaged | 89.7% | 88.8% | 88.6% |
| English Learners | 0.0% | 0.0% | 56.7% |
| Students with Disabilities | 100.0% | 100.0% | 67.1% |
| Foster Youth | 100.0% | 100.0% | 74.1% |

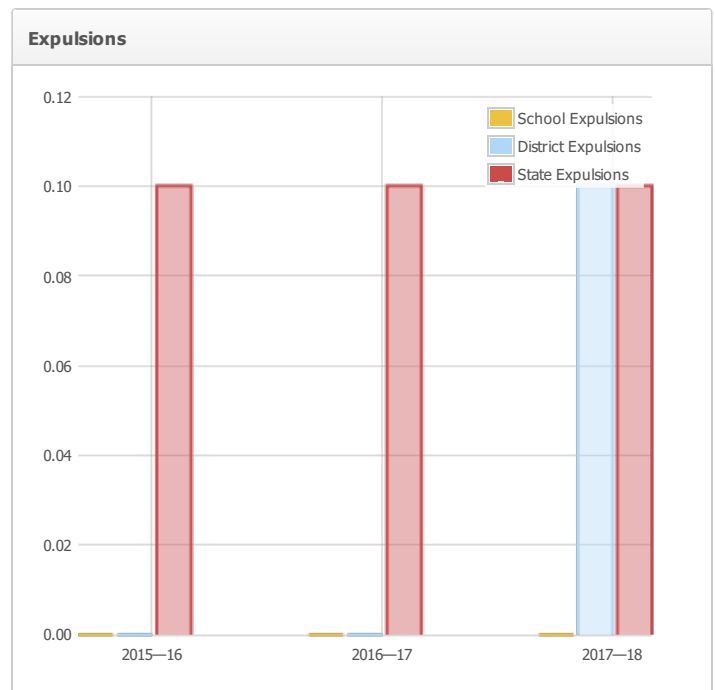
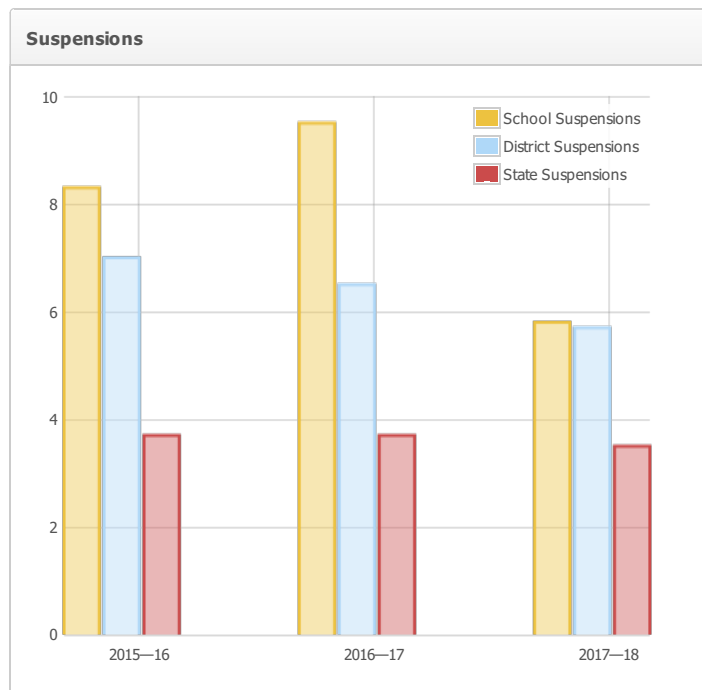
State Priority: School Climate

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 | 8.3% | 9.5% | 5.8% | 7.0% | 6.5% | 5.7% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 12/13/2018

School Safety Plan (School Year 2018—19)

We review and correct all reported safety hazards immediately. We schedule time during each staff meeting to discuss safety issues. We have developed a School Safety Plan which includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is on our school website and there are copies in the office for our parents. We review the School Safety Plan annually and we share the plan with all staff during a school wide staff meeting. Our school safety plans goes to the board annually. We practice fire and earthquake drills three times per year and hold trainings for staff on emergency preparedness in late April. We have also formed a School Crisis Team for emergencies and all staff members have assignments.

All visitors and volunteers must sign in at the main office and wear an identification button. The staff will approach and question any person on campus who is not known or identified. We do have a closed campus at lunch.

The assistant principal and campus supervisor monitor the grounds for half an hour before classes begin and for half an hour after dismissal. Local law enforcement are on call and readily available for support and emergencies.

Last updated: 12/13/2018

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.

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 | 18.0 | 19 | 16 | 3 |
| Mathematics | 21.0 | 11 | 15 | |
| Science | 22.0 | 11 | 8 | 2 |
| Social Science | 21.0 | 13 | 11 | 5 |

* 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 | 19.0 | 19 | 13 | 6 |
| Mathematics | 20.0 | 12 | 14 | 2 |
| Science | 22.0 | 8 | 13 | |
| Social Science | 22.0 | 13 | 11 | 5 |

* 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 | 20.0 | 17 | 13 | 9 |
| Mathematics | 18.0 | 17 | 10 | 6 |
| Science | 19.0 | 12 | 11 | 1 |
| Social Science | 21.0 | 15 | 10 | 9 |

* 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 | 2.0 | 362.0 |
| Counselor (Social/Behavioral or Career Development) | 0.1 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 9.0 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.2 | 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: 1/9/2019

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 | \$6033.1 | \$251.2 | \$5781.9 | \$67209.0 |
| District | N/A | N/A | \$4505.0 | \$69005.0 |
| Percent Difference – School Site and District | N/A | N/A | 28.3% | -2.6% |
| State | N/A | N/A | \$6574.0 | \$71392.0 |
| Percent Difference – School Site and State | N/A | N/A | -12.0% | -5.9% |

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

Last updated: 1/11/2019

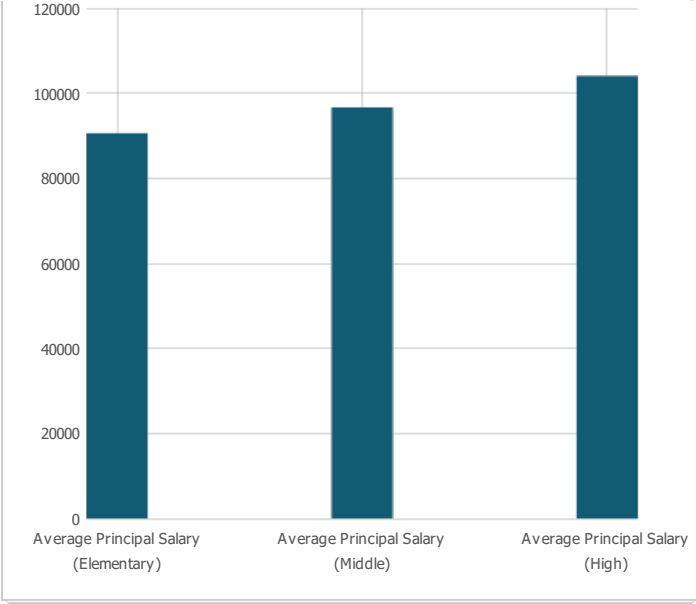
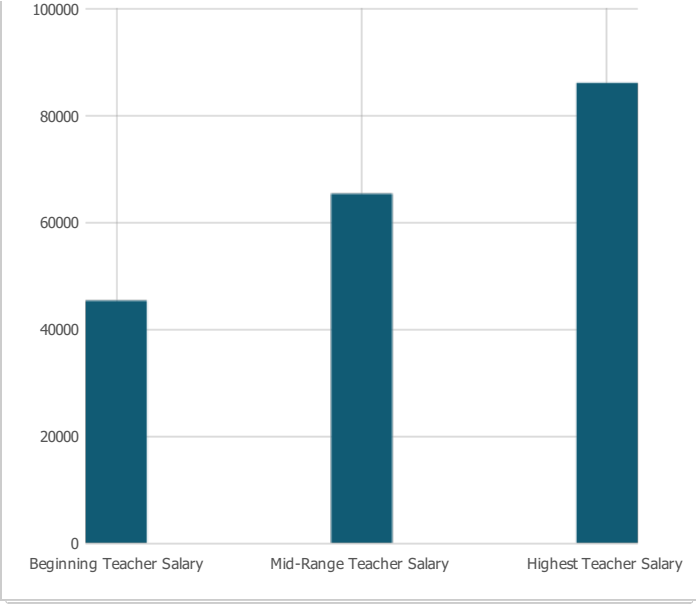
Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,312 | \$45,681 |
| Mid-Range Teacher Salary | \$65,303 | \$70,601 |
| Highest Teacher Salary | \$86,020 | \$89,337 |
| Average Principal Salary (Elementary) | \$90,581 | \$110,053 |
| Average Principal Salary (Middle) | \$96,661 | \$115,224 |
| Average Principal Salary (High) | \$104,062 | \$124,876 |
| Superintendent Salary | \$160,000 | \$182,466 |
| Percent of Budget for Teacher Salaries | 32.0% | 33.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 6.0% |

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/13/2018

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 | 3 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 2 | N/A |
| Social Science | 6 | N/A |
| All Courses | 11 | 18.8% |

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

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

Last updated: 12/13/2018

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 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 focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 12/13/2018