

Amador High

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.

Mrs. Jessica Dorris, Principal

 Principal, Amador High

About Our School

Having attended Amador High School myself, I am extremely grateful to not only be a part of the staff but to lead the school as Principal. Amador is a very special school with a strong history of promoting academic excellence and cultivating students of character who care deeply for our community. Although our students take diverse academic paths, there is a common sentiment about what it means to be a Buffalo. It isn't a temporary affiliation for students' high school years; it is a way of life, an identity that extends from one generation to the next. For many students, Amador High is the place where they begin to see how their talents and passions can be channeled into something concrete in the future. As students walk through the campus, albeit a little too slowly during passing periods, they catch their first glimpses of their destinies. Not all at once, of course, but through a series of opportunities and experiences and successes and challenges.

It is this remarkable quality that truly defines our school. Amador is an impressively beautiful campus with all the charm Sutter Creek has to offer. In addition, our teachers and counselors work diligently to provide students with academic opportunities that rival that of large schools. Our students are talented musicians, artists, athletes, actors, scholars, and agriculturalists. They demonstrate leadership and strong work ethic, patience, and good humor. All of these accomplishments, however, are more significant within the context of what Amador is really about. To many, Amador is where real life finally begins; it is the training ground to prepare our students for all that is to come. I hope you have enjoyed seeing a window into the world of Amador High. I know I never tire of the view myself.

Jessica Dorris

Principal, Amador High

Contact

Amador High
330 Spanish St.
Sutter Creek, CA 95685-9701

Phone: 209-257-7300
Email: jdorris@acUSD.org

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Amador County Unified |
| Phone Number | (209) 223-1750 |
| Superintendent | Amy Slavensky |
| Email Address | aslavensky@amadorcoe.k12.ca.us |
| Website | http://www.amadorcoe.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| 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 |
| Email Address | jdorris@acUSD.org |
| County-District-School (CDS) Code | 03739810330753 |

Last updated: 1/16/2020

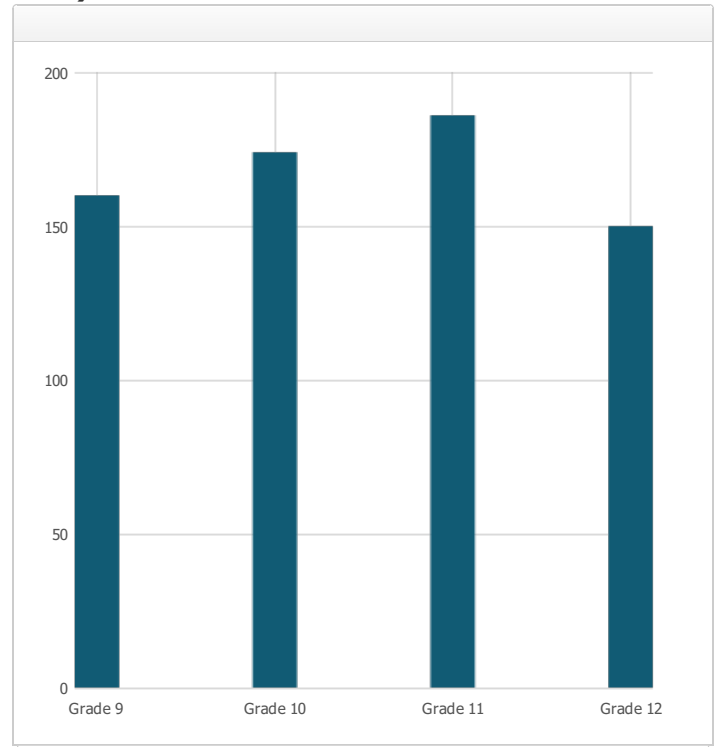
School Description and Mission Statement (School Year 2019—20)

Amador High School's community inspires students to achieve academic and professional goals today while empowering them to become compassionate citizens of tomorrow.

Last updated: 1/16/2020

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 160 |
| Grade 10 | 174 |
| Grade 11 | 186 |
| Grade 12 | 150 |
| Total Enrollment | 670 |



Last updated: 1/16/2020

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.31 % |
| American Indian or Alaska Native | 2.04 % |
| Asian | 0.47 % |
| Filipino | 0.16 % |
| Hispanic or Latino | 16.33 % |
| Native Hawaiian or Pacific Islander | 0.16 % |
| White | 72.37 % |
| Two or More Races | 8.16 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 0.36 % |
| English Learners | 0.02 % |
| Students with Disabilities | 11.40 % |
| Foster Youth | 0.70 % |
| Homeless | 0.90 % |

A. Conditions of Learning

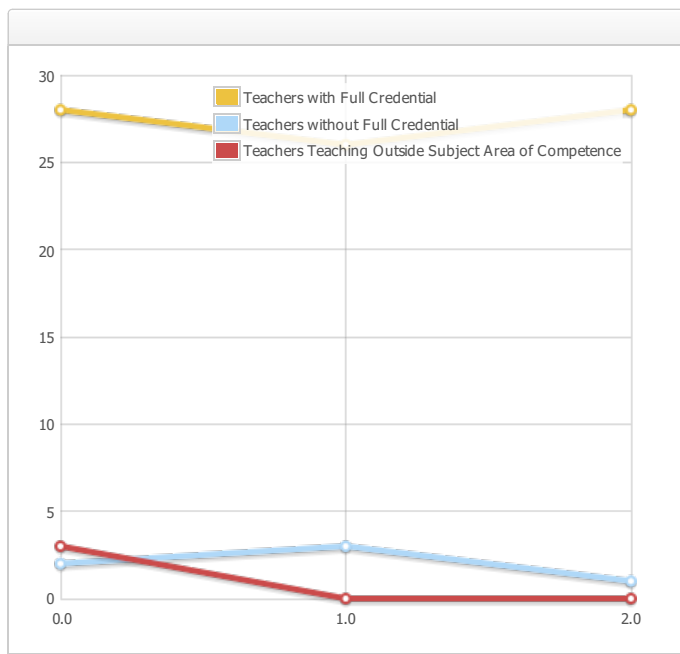
State Priority: Basic

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

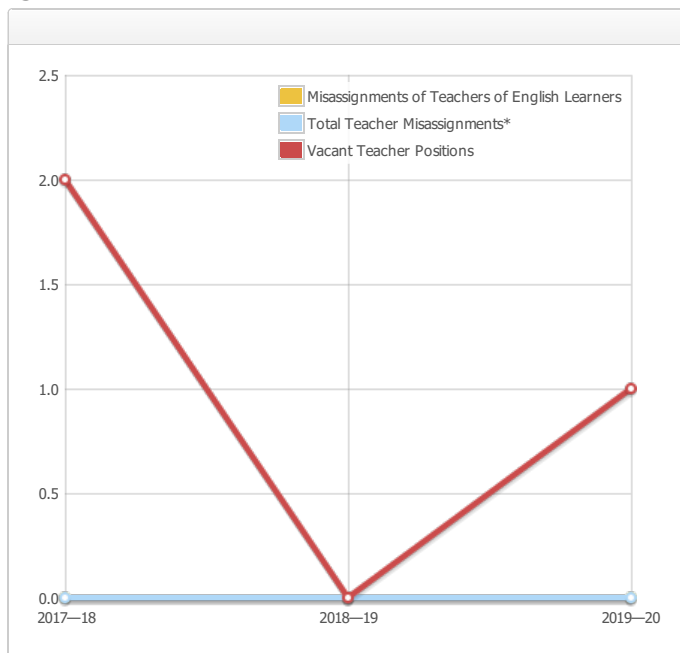
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 28 | 26 | 28 | 172 |
| Without Full Credential | 2 | 3 | 1 | 8 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 3 | 0 | 0 | 2 |



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 | 0 | 0 |
| Vacant Teacher Positions | 2 | 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: January 2019

| Subject | Textbooks and Other 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 | 0.00 % |
| 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 | 0.00 % |
| 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 | 0.00 % |
| 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 | 0.00 % |
| Foreign Language | Realidades All: 2011 Holt, Rinehart and Winston: Allez Viens Pearson | Yes | 0.00 % |
| Health | Health:Glencoe | Yes | 0.00 % |
| Visual and Performing Arts | Art History: Prentice Hall Everything about Theatre: Meriwether Publishing | | 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: 1/16/2020

School Facility Conditions and Planned Improvements

Amador High School's buildings and 39 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately.

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 | Exemplary |
|----------------|-----------|

Last updated: 1/15/2020

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) | 63.0% | 63.0% | 45.0% | 47.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 29.0% | 31.0% | 29.0% | 32.0% | 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 | 175 | 174 | 99.43% | 0.57% | 62.64% |
| Male | 86 | 86 | 100.00% | 0.00% | 61.63% |
| Female | 89 | 88 | 98.88% | 1.12% | 63.64% |
| Black or African American | -- | -- | -- | -- | 0% |
| American Indian or Alaska Native | -- | -- | -- | -- | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 31 | 31 | 100.00% | 0.00% | 51.61% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | 0% |
| White | 130 | 129 | 99.23% | 0.77% | 65.89% |
| Two or More Races | -- | -- | -- | -- | 0% |
| Socioeconomically Disadvantaged | 66 | 65 | 98.48% | 1.52% | 47.69% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 15 | 15 | 100.00% | 0.00% | 0.00% |
| Students Receiving Migrant Education Services | 0 | 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 | 175 | 173 | 98.86% | 1.14% | 31.21% |
| Male | 86 | 86 | 100.00% | 0.00% | 30.23% |
| Female | 89 | 87 | 97.75% | 2.25% | 32.18% |
| Black or African American | -- | -- | -- | -- | 0% |
| American Indian or Alaska Native | -- | -- | -- | -- | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 31 | 31 | 100.00% | 0.00% | 12.90% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | 0% |
| White | 130 | 129 | 99.23% | 0.77% | 35.66% |
| Two or More Races | -- | -- | -- | -- | 0% |
| Socioeconomically Disadvantaged | 66 | 65 | 98.48% | 1.52% | 18.46% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 15 | 15 | 100.00% | 0.00% | 6.67% |
| 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)

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

Last updated: 1/16/2020

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

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 473 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 48.60% |
| 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 | 96.50% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 24.60% |

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 2018—19)

| 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 |
|-------------|--|--|---|
| 9 | 80.00% | 61.50% | 37.90% |

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

Last updated: 1/16/2020

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)

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, 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 at (209) 257-7341.

State Priority: Pupil Engagement

Last updated: 1/16/2020

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

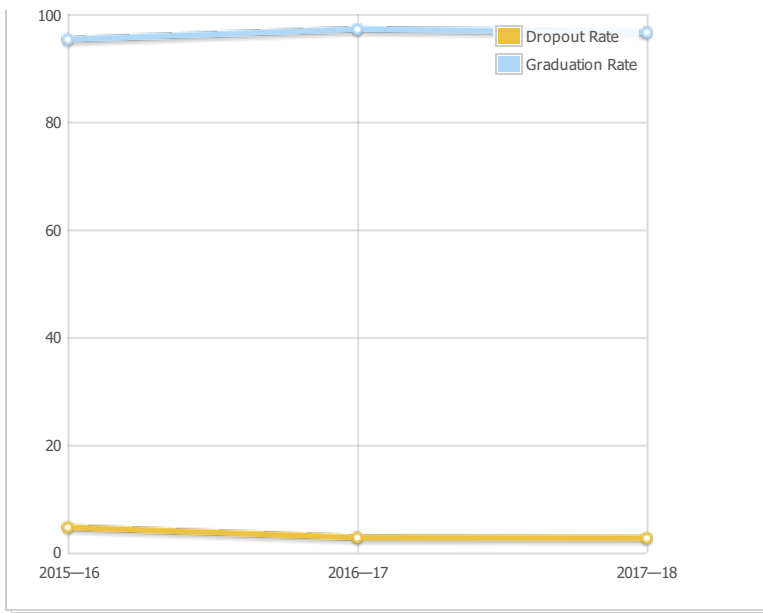
- High school dropout rates; and
- High school graduation rates

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

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 4.70% | 10.30% | 9.70% |
| Graduation Rate | 95.30% | 89.70% | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | 2.80% | 2.70% | 9.10% | 3.90% | 9.10% | 9.60% |
| Graduation Rate | 97.20% | 96.60% | 87.90% | 89.90% | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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/>.

Last updated: 1/16/2020

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 | 9.50% | 5.80% | 8.50% | 6.50% | 5.70% | 5.70% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.30% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

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 go to the board annually. We practice fire, active shooter, lock down 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 lanyard. 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 emergency

Last updated: 1/2/2020

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 (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 19.00 | 19 | 13 | 6 |
| Mathematics | 20.00 | 12 | 14 | 2 |
| Science | 22.00 | 8 | 13 | 0 |
| Social Science | 22.00 | 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 * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 20.00 | 17 | 13 | 9 |
| Mathematics | 18.00 | 17 | 10 | 6 |
| Science | 19.00 | 12 | 11 | 1 |
| Social Science | 21.00 | 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.

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 | 19.00 | 18 | 17 | 5 |
| Mathematics | 20.00 | 14 | 9 | 4 |
| Science | 22.00 | 7 | 12 | 0 |
| Social Science | 20.00 | 15 | 16 | 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.

Last updated: 1/16/2020

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

| Title | Ratio** |
|-------------|---------|
| Counselors* | 374.0 |

*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) | 0.10 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.90 |
| Psychologist | 0.20 |
| Social Worker | 0.00 |
| Nurse | 0.10 |
| Speech/Language/Hearing Specialist | 0.20 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 0.20 |

*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 | \$5784.66 | \$197.75 | \$5586.90 | \$70127.26 |
| District | N/A | N/A | \$0.00 | \$71860.00 |
| Percent Difference – School Site and District | N/A | N/A | 185.00% | -4.30% |
| State | N/A | N/A | \$7506.64 | \$64369.00 |
| Percent Difference – School Site and State | N/A | N/A | -3.00% | -9.20% |

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

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

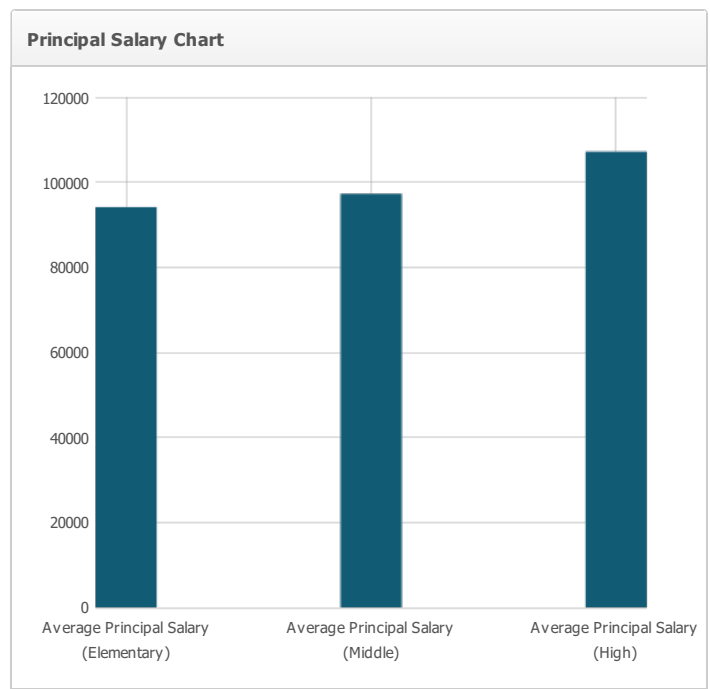
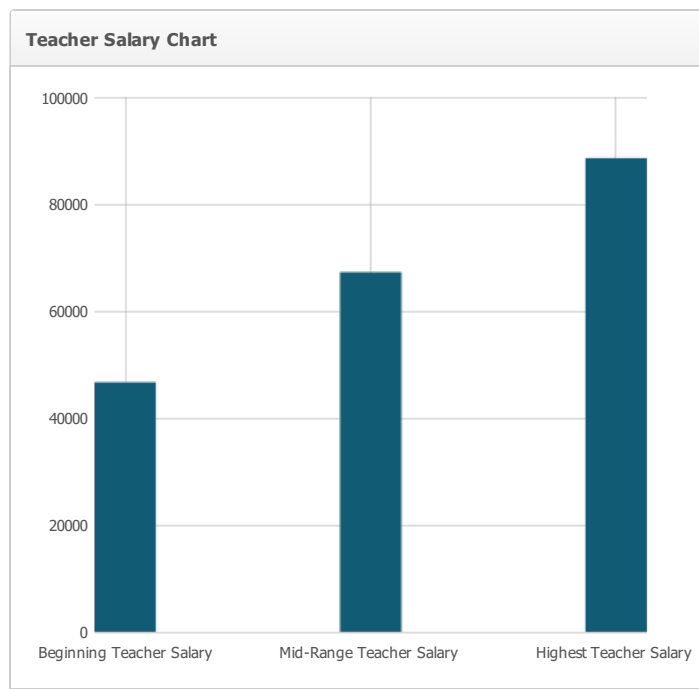
Working under the LCAP Amador High School is adding a true graphic design pathway as well as updating our programs and facilities. Currently we offer a broad array of support and intervention services, AP courses and electives that include art, drama, music, agriculture, hospital, technology and culinary arts.

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 | \$127,356 |
| 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 | 4 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 3 | N/A |
| Social Science | 6 | N/A |
| All Courses | 13 | 25.50% |

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