

## Independence High (Continuation)

### 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)	
<b>District Name</b>	Amador County Unified
<b>Phone Number</b>	(209) 223-1750
<b>Superintendent</b>	Amy Slavensky
<b>E-mail Address</b>	<a href="mailto:aslavensky@amadorcoe.k12.ca.us">aslavensky@amadorcoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.amadorcoe.org">http://www.amadorcoe.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Independence High (Continuation)
<b>Street</b>	525 Independence Dr.
<b>City, State, Zip</b>	Sutter Creek, Ca, 95685-9669
<b>Phone Number</b>	209-257-5100
<b>Principal</b>	Frank (Butch) Wagner, Principal
<b>E-mail Address</b>	<a href="mailto:bwagner@amadorcoe.k12.ca.us">bwagner@amadorcoe.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	03739810330019

*Last updated: 1/8/2019*

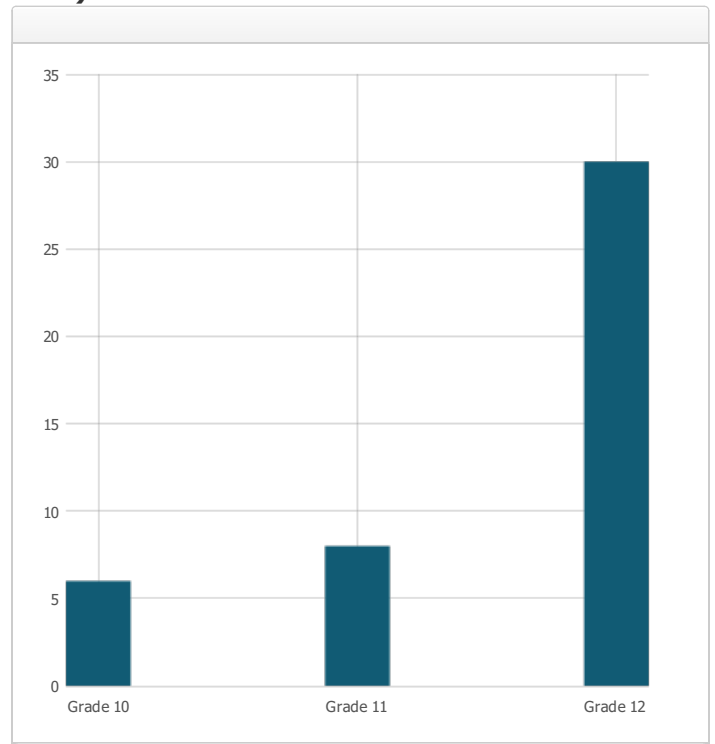
### School Description and Mission Statement (School Year 2018—19)

The mission of Independence High School is to provide each student with new opportunities and alternative ways to fulfill his or her unique potential. We strive to promote student success in a positive alternative environment that acknowledges and nurtures unique learning styles. The staff seeks to provide educational, social and career development services to students based on State, District and school site goals. We also endeavor to create a positive climate with an emphasis on enhancing academic achievement, self-confidence, physical well-being, personal goal setting, and interpersonal skills emphasizing respect for self and others.

*Last updated: 1/8/2019*

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

Grade Level	Number of Students
Grade 10	6
Grade 11	8
Grade 12	30
<b>Total Enrollment</b>	<b>44</b>



Last updated: 1/8/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	13.6 %
Asian	%
Filipino	%
Hispanic or Latino	11.4 %
Native Hawaiian or Pacific Islander	%
White	70.5 %
Two or More Races	2.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.1 %
English Learners	%
Students with Disabilities	9.1 %
Foster Youth	4.5 %

## A. Conditions of Learning

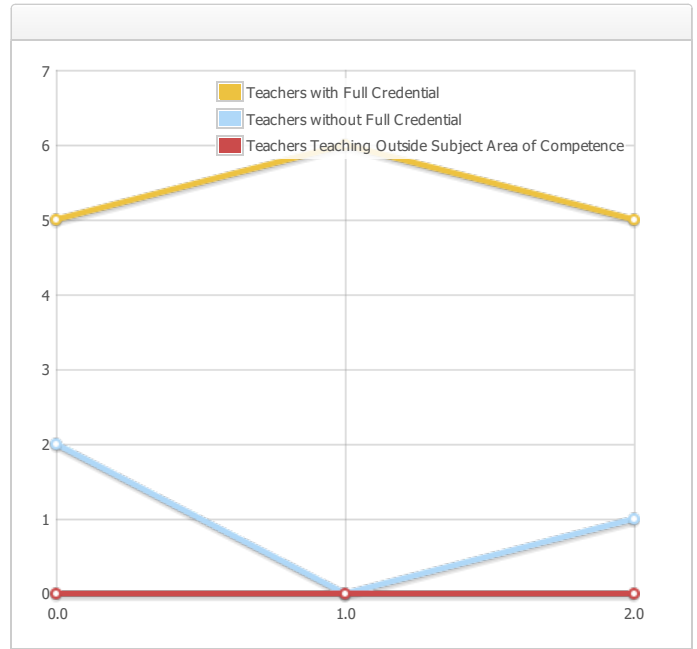
### State Priority: Basic

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	5	6	5	206
Without Full Credential	2	0	1	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11



Last updated: 1/9/2019

#### 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	0
Vacant Teacher Positions	0	0	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: 1/9/2019

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	California Collections - Houghton Mifflin Harcourt	Yes	0.0 %
Mathematics	Edgenuity Online Algebra 1: Prentice Hall Geometry: Prentice Hall	Yes	0.0 %
Science	Biology and Ag Biology: Glencoe California Edgenuity Online	Yes	0.0 %
History-Social Science	World Geography: Glencoe World History: Prentice Hall, The Modern World The Americans: Reconstruction to the 21st Century Government in America Economics: A New Way of Thinking Edgenuity Online	Yes	0.0 %
Foreign Language	Realidades: Holt, Rinehart, and Winston: Allez Viens Pierson	Yes	0.0 %
Health	Health: Glencoe	Yes	0.0 %
Visual and Performing Arts			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: 1/16/2019

## School Facility Conditions and Planned Improvements

Independence High School's buildings and 8 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: 1/16/2019*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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)	9.0%	6.0%	46.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	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: 1/8/2019*

## 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	21	16	76.19%	6.25%
Male	11	--	72.73%	12.50%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	14	--	71.43%	--
Two or More Races				
Socioeconomically Disadvantaged	16	13	81.25%	7.69%
English Learners				
Students with Disabilities	--	--	--	--
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: 1/8/2019



## 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	21	17	80.95%	
Male	11	--	72.73%	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	14	11	78.57%	
Two or More Races				
Socioeconomically Disadvantaged	16	12	75.00%	
English Learners				
Students with Disabilities	--	--	--	
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: 1/8/2019

## 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: 1/8/2019*

### 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	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
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	48.9%
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: 1/9/2019

## 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)

Independence High is always looking for parents and community members to volunteer at our site. Because of the limited number of students, it is difficult to get parents involved in areas where they are needed. We have been somewhat successful in recruiting parent and community volunteers for our School Site Council (SSC). There are parent volunteer sign-up forms in the office during Back to School Night and Open House. We also ask for SSC volunteers in our mailings to parents at the beginning of each school year and in our mailings home in the Spring for the following school year.

We had an incredible response from members of our community when we invited them to participate in our Career Week at school. These events have been very positive for our students and have helped them to make informed decisions about their futures.

In Spring of each year, we hold Open House during the day and serve lunch. This event has been very successful. Students and their parents participate and a good proportion of our community visits. They tour our school, have lunch, talk to the teachers and socialize with others attending the event. Each fall we have Parent Awareness/Back to School Night. We invite parents to come to the school and learn about when their children will be doing over the course of the school year. On this occasion, we ask parents to help with field trips, district parent committees and other activities that need parent involvement. To volunteer at our school, please contact the school principal at 209-257-5100.

# State Priority: Pupil Engagement

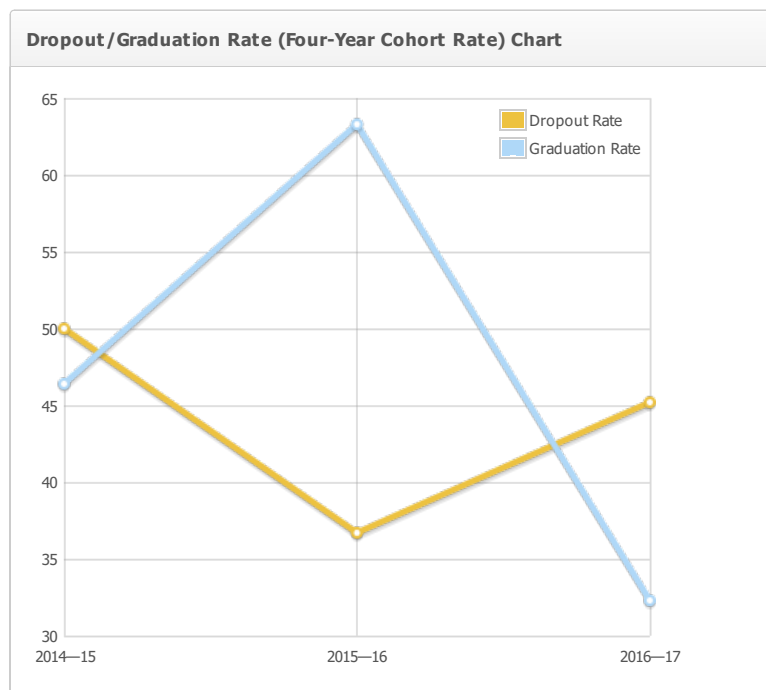
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	50.0%	36.7%	8.9%	10.3%	10.7%	9.7%
Graduation Rate	46.4%	63.3%	90.5%	89.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	45.2%	9.1%	9.1%
Graduation Rate	32.3%	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: 1/8/2019

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

Student Group	School	District	State
All Students	47.6%	92.4%	88.7%
Black or African American	0.0%	50.0%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	25.0%	83.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	53.3%	94.1%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	53.3%	88.8%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	50.0%	100.0%	67.1%
Foster Youth	100.0%	100.0%	74.1%

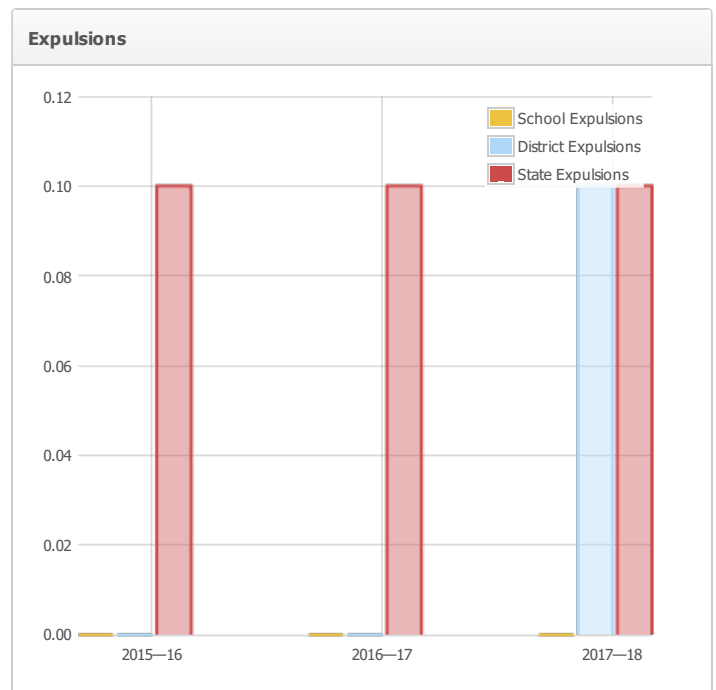
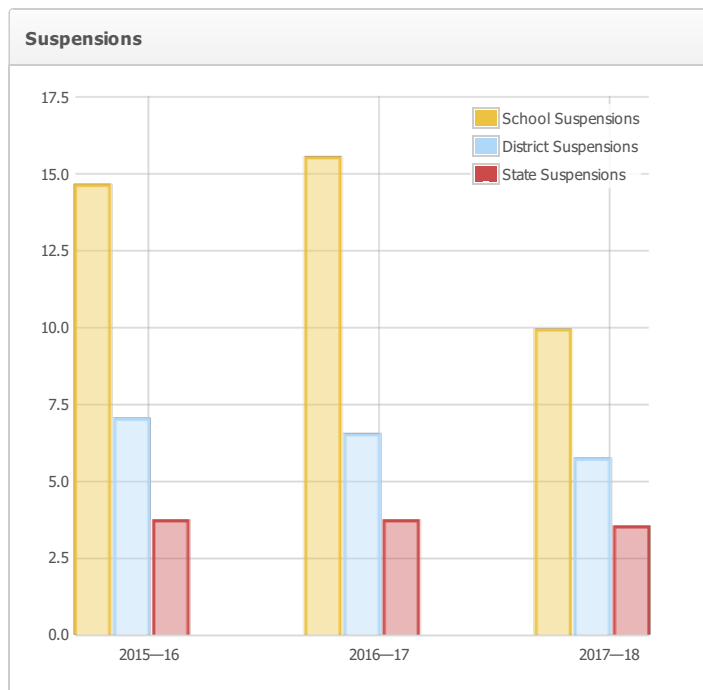
# State Priority: School Climate

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	14.6%	15.5%	9.9%	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: 1/8/2019

## School Safety Plan (School Year 2018—19)

Each September, our staff reviews our School Safety Plan. It includes emergency numbers, a disaster preparedness plan, and instructions for evacuating the building. We have posted a map next to each door in every classroom that shows designated areas for evacuation.

Early in the Fall Semester our Safety Plan is reviewed by our Site Council and then presented to the school board for approval. It is available to view in the school office.

Last updated: 1/9/2019



## **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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	5		
Mathematics	15.0	3		
Science				
Social Science	6.0	11		

\* 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	6.0	10		
Mathematics	8.0	5		
Science				
Social Science	7.0	10		

\* 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	4.0	15		
Mathematics	8.0	2		
Science	10.0	3		
Social Science	3.0	27		

\* 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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.8	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$16960.5	\$21.6	\$16938.9	\$67507.5
District	N/A	N/A	\$4505.0	\$69005.0
Percent Difference – School Site and District	N/A	N/A	276.0%	-2.2%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	158.0%	-3.3%

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

*Last updated: 1/11/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The 2015-2016 California budget introduced the Local Control Funding Formula (LCFF), dramatically reforming California's educational funding system. The LCFF eliminates most categorical funding streams, replacing them with funds based on each LEA's student demographic profile. The LCFF institutes a change in LEA accountability for unrestricted funding in the form of a three-year, annually renewed, Local Control Accountability Plan (LCAP). Currently, we offer a broad array of support and intervention services, two online credit recovery programs and are switching to project-based learning, Career Technical, integrated school program.

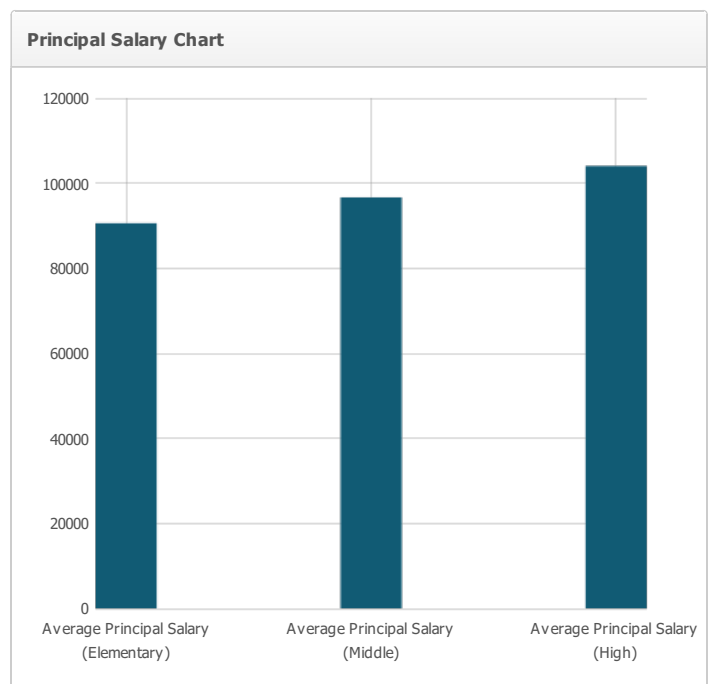
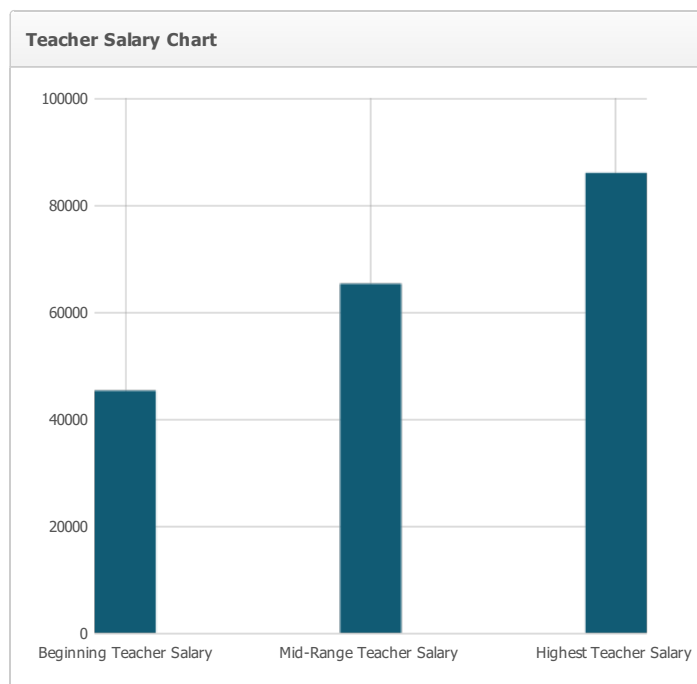
Our online credit recovery program is: Edgenuity  
Our online a-g program is: Edgenuity

*Last updated: 1/9/2019*

## 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/>.



*Last updated: 1/8/2019*

**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: 1/8/2019*

**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.

*Last updated: 1/9/2019*