Amador High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/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 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.

Ms. Jessica Dorris, Principal

📍 Principal, Amador High

About Our School

Contact

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

Phone: 209-257-7300
E-mail: jjdorris@acusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Amador High
Street	330 Spanish St.
City, State, Zip	Sutter Creek, Ca, 95685-9701
Phone Number	209-257-7300
Principal	Ms. Jessica Dorris, Principal
E-mail Address	jidorris@acusd.org
Web Site	www.amadorhigh.org
County-District-School (CDS) Code	03739810330753

Last updated: 1/11/2018

School Description and Mission Statement (School Year 2017-18)

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: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	196
Grade 10	172
Grade 11	157
Grade 12	143
Total Enrollment	668
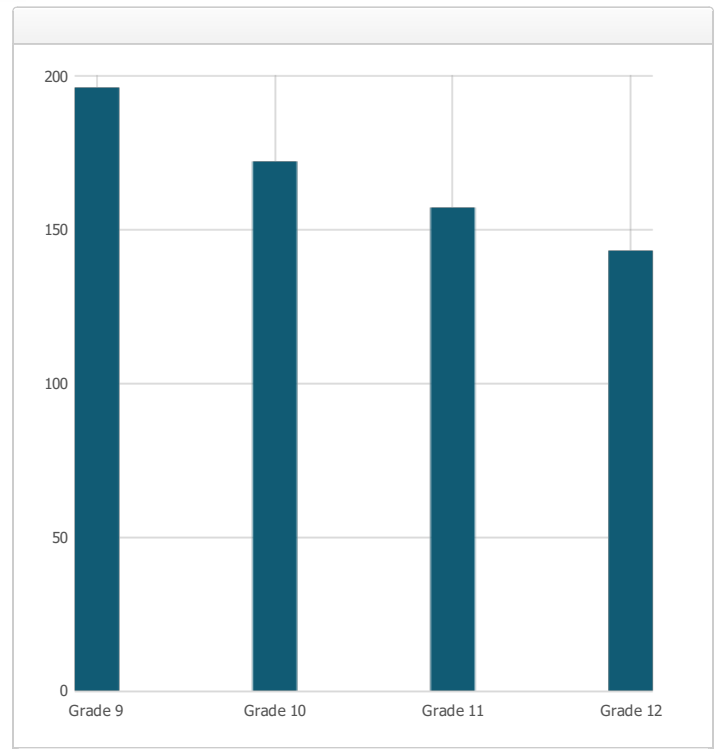
Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	2.1 %
Asian	0.7 %
Filipino	0.4 %
Hispanic or Latino	17.5 %
Native Hawaiian or Pacific Islander	0.1 %
White	71.3 %
Two or More Races	5.8 %
Other	2.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.4 %
English Learners	0.3 %
Students with Disabilities	9.0 %
Foster Youth	1.0 %

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	28	28	171
Without Full Credential	0	0	2	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	4	3	6
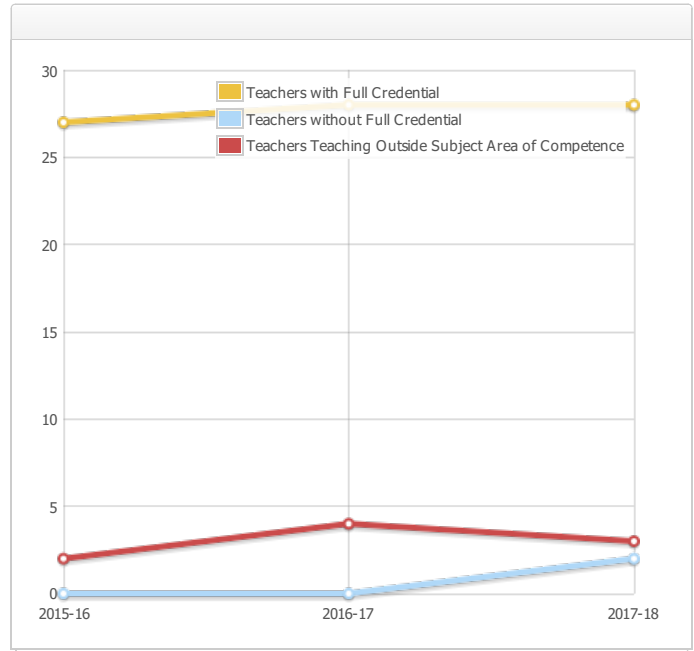
Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	4	3
Vacant Teacher Positions	0	0	2
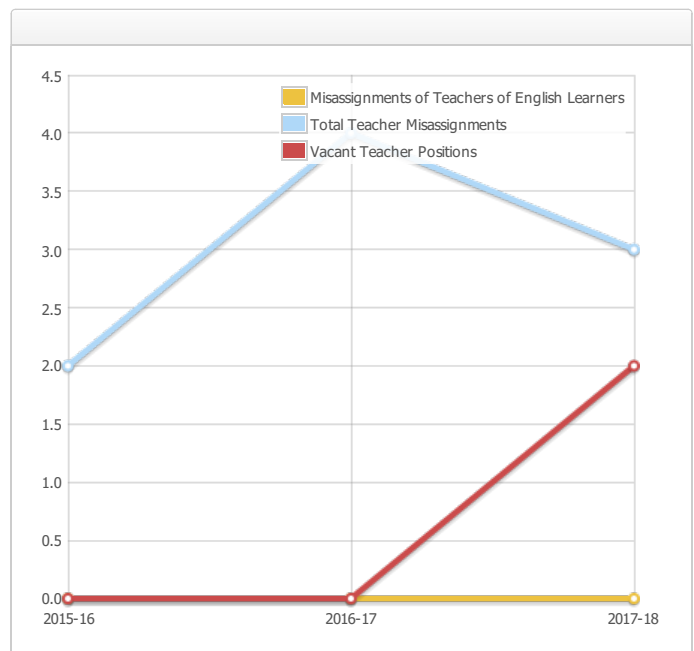
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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: 1/12/2018

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: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles
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: November 2017

Overall Rating	Good

Last updated: 1/12/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	81%	73%	42%	46%	48%	48%
Mathematics (grades 3-8 and 11)	44%	35%	28%	32%	36%	37%

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: 1/12/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	151	99.34%	72.85%
Male	77	76	98.70%	69.74%
Female	75	75	100.00%	76.00%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	29	29	100.00%	72.41%
Native Hawaiian or Pacific Islander				
White	108	107	99.07%	71.03%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	56	100.00%	66.07%
English Learners				
Students with Disabilities			100.00%	27.27%
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: 1/12/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	149	98.03%	34.90%
Male	77	76	98.70%	34.21%
Female	75	73	97.33%	35.62%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	29	29	100.00%	20.69%
Native Hawaiian or Pacific Islander				
White	108	105	97.22%	37.14%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	54	96.43%	25.93%
English Learners				
Students with Disabilities		--	81.82%	--
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: 1/12/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66.0%	52.0%	61.0%	58.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

Career Technical Education Programs (School Year 2016-17)

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: 1/17/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	641
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	1.0%

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
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	30.9%

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	18.2%	19.3%	34.8%

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: 1/12/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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

Last updated: 1/12/2018

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)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.5%	2.8%	4.7%	9.3%	8.9%	10.3%	11.5%	10.7%	9.7%
Graduation Rate	95.8%	96.6%	95.4%	89.0%	90.5%	89.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
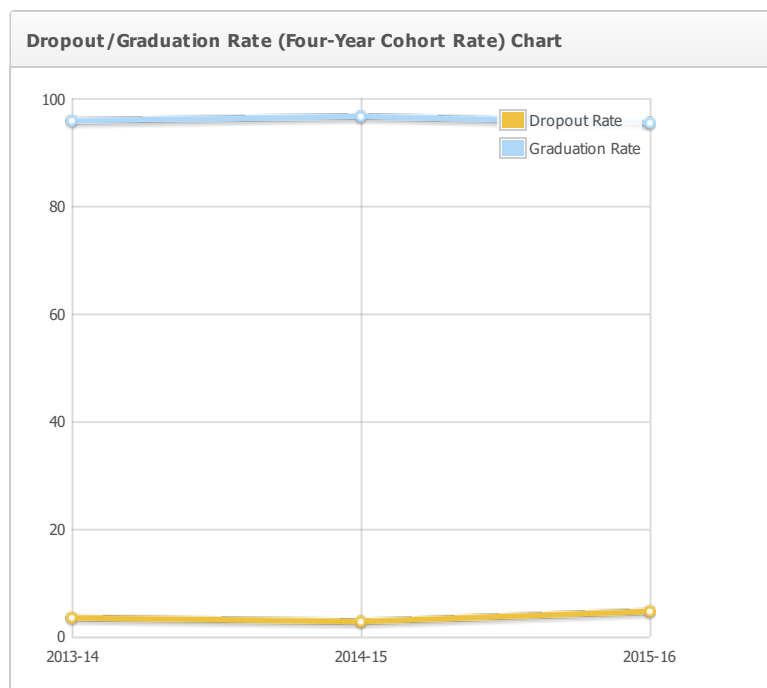
Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group	School	District	State
All Students	87.9%	87.0%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	75.0%	91.7%	80.2%
Asian	0.0%	50.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	75.0%	72.4%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	90.6%	90.8%	91.0%
Two or More Races	100.0%	83.3%	90.6%
Socioeconomically Disadvantaged	67.6%	72.5%	85.5%
English Learners	50.0%	50.0%	55.4%
Students with Disabilities	78.6%	88.0%	63.9%
Foster Youth	0.0%	25.0%	68.2%

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			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.1%	8.3%	9.5%	6.1%	7.0%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
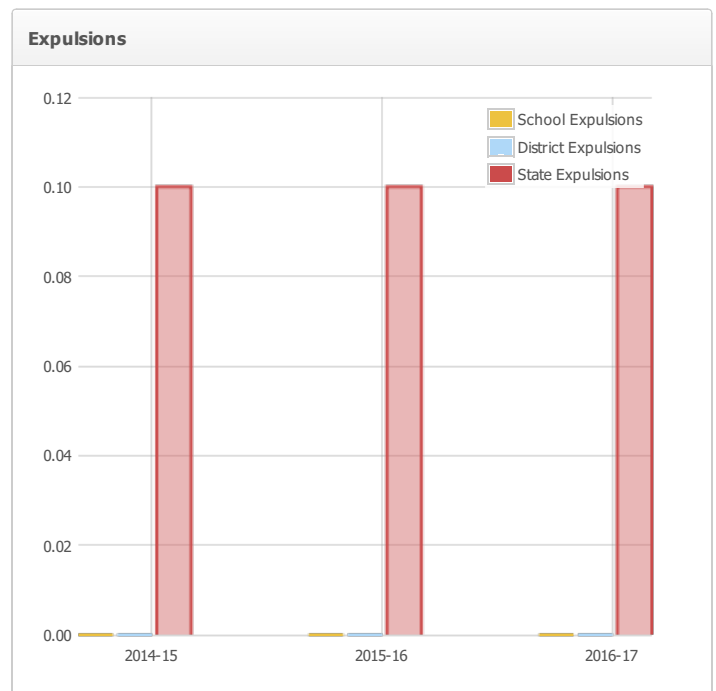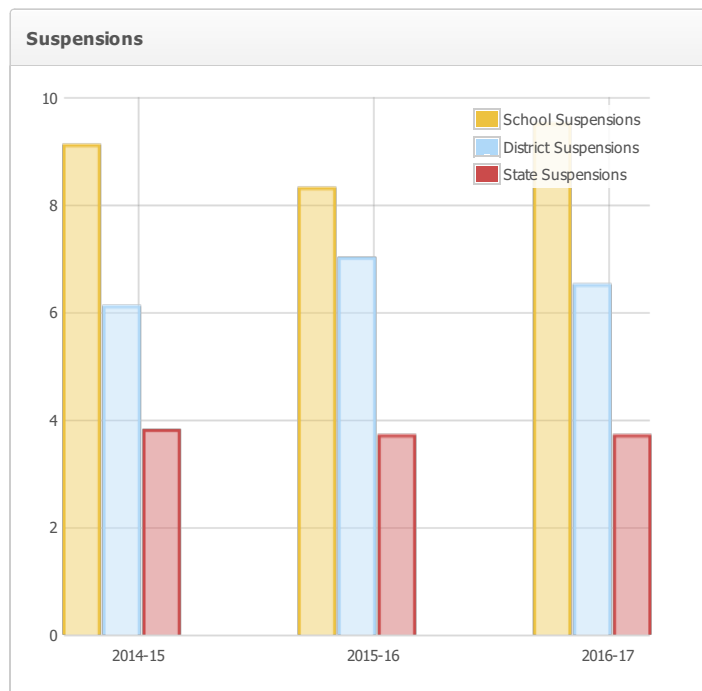
School Safety Plan (School Year 2017-18)

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 emerency 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	17.0	24	11	6	18.0	19	16	3	19.0	19	13	6
Mathematics	20.0	14	18	0	21.0	11	15	0	20.0	12	14	2
Science	20.0	13	8	3	22.0	11	8	2	22.0	8	13	0
Social Science	20.0	16	13	3	21.0	13	11	5	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.

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	379.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	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: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6630.1	$266.3	$6363.8	$63158.0
District	N/A	N/A	$0.0	$66716.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-5.5%
State	N/A	N/A	$6574.0	$69649.0
Percent Difference – School Site and State	N/A	N/A	-3.3%	-9.8%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

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: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,569	$44,144
Mid-Range Teacher Salary	$62,791	$69,119
Highest Teacher Salary	$82,712	$86,005
Average Principal Salary (Elementary)	$87,252	$106,785
Average Principal Salary (Middle)	$76,319	$111,569
Average Principal Salary (High)	$98,603	$121,395
Superintendent Salary	$144,077	$178,104
Percent of Budget for Teacher Salaries	32.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
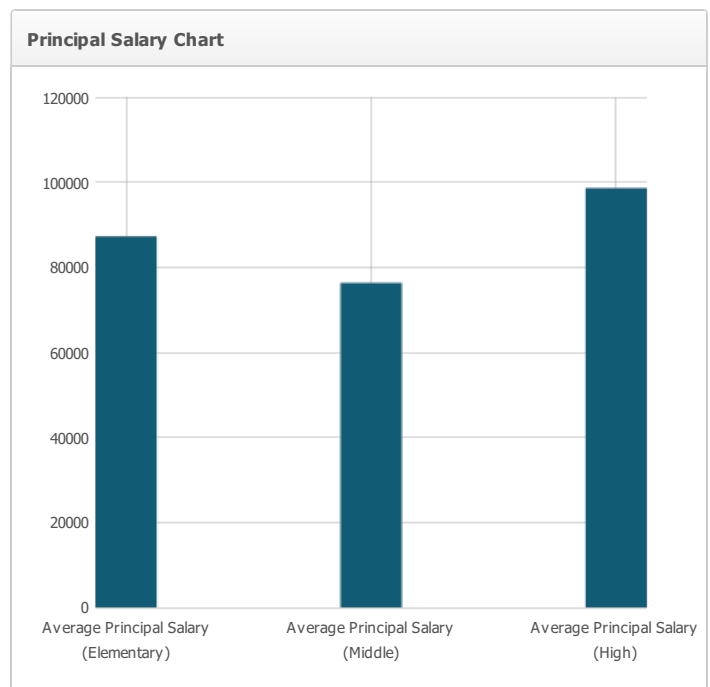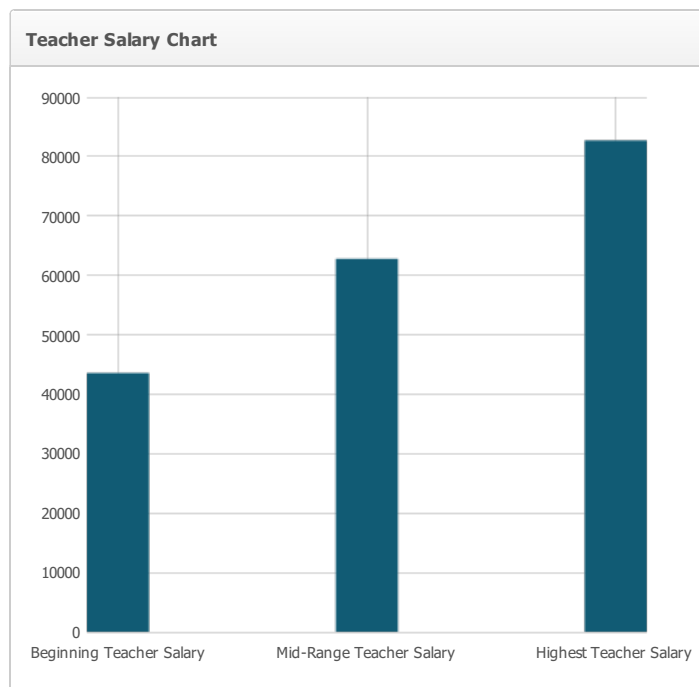
Last updated: 1/12/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	10	21.6%

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

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

Last updated: 1/17/2018

Professional Development

16/17: 4.5 days

15/16 4.5 days

14/15 4.5 days

In the 16/17 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 4.5 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 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: 1/12/2018