

# Anderson High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 at <http://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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Anderson High School
<b>Street</b>	1471 Ferry St.
<b>City, State, Zip</b>	Anderson, CA 96007-3313
<b>Phone Number</b>	(530) 365-2741
<b>Principal</b>	Brian Parker
<b>E-mail Address</b>	bparker@auhsd.net
<b>Web Site</b>	www.auhsd.net
<b>CDS Code</b>	45 69856 4530804

<b>District Contact Information</b>	
<b>District Name</b>	Anderson Union High School District
<b>Phone Number</b>	(530) 365-2741
<b>Superintendent</b>	Tim Azevedo
<b>E-mail Address</b>	tazevedo@auhsd.net
<b>Web Site</b>	www.auhsd.net

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

Anderson Union high School is striving to ensure all of our students are College and/or Career Ready. During the 2015-16 school year, Anderson Union High School began preparing for the WASC six-year term of accreditation which will be in the Spring of the 2017-18. This process will focus on our strategic action plan for increased literacy in all content areas, increasing our math requirement to four years, increasing our A-G and Dual-Enrollment offerings, developing new pathways for our students, and finally, increasing our graduation rate.

AUHS teachers are dedicated to our students' success. We operate with a fundamental belief that for our students, failure is not an option. In this effort, AUHS maintains the highest of academic and behavioral expectations, with all necessary support for success. Each year, we develop/revise curricular pacing guides with corresponding benchmark assessments to monitor the academic progress of our students. Last year our Math department developed all new Integrated I, II, and III curriculum. We also dedicated district time providing time for teachers to collaborate with each other around continuous school improvement efforts, student achievement and increased student learning opportunities. Our master schedule provides for targeted intervention via Plato curriculum. Additionally, our bell schedule includes an Achievement period, an extra 30 minutes daily of optional intervention time for each student.

AUHS also has an afterschool program- Cub Connection through 21st Century Grant. The primary purpose of Cub Connection is to provide academic support and enrichment including no cost academic tutoring and leadership development opportunities. As a site, we endeavor to solidify the family-culture of our school community. We pride ourselves on what it means to be a member of the Cub Family.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	140
<b>Grade 10</b>	156
<b>Grade 11</b>	141
<b>Grade 12</b>	126
<b>Total Enrollment</b>	563

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	7.3
Asian	4.1
Filipino	0.9
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.7
White	62
Two or More Races	0.7
Socioeconomically Disadvantaged	65.2
English Learners	3.6
Students with Disabilities	13.9
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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	28	29	82
Without Full Credential	0	2	1	4
Teaching Outside Subject Area of Competence (with full credential)	7	8	5	14

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	0	0	2
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.

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

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	
<b>Mathematics</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	
<b>Science</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	
<b>History-Social Science</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	
<b>Foreign Language</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	
<b>Health</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	
<b>Visual and Performing Arts</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>	Yes	

### School Facility Conditions and Planned Improvements (Most Recent Year)

Anderson Union High School is proud of its clean and well maintained facilities. Facilities include two gymnasiums, an Olympic sized pool (plus a wading pool), a school farm, a 400-seat performing arts center, and a beautifully groomed campus. Thirty-five classrooms were complete remodeled in 2002, the large gym was remodeled in 2004 and the foyer of the gym was redone in 2014, the counseling and principal's offices were remodeled in 2008, and the football stadium completed a major renovation in the Fall of 2009 (including an all-weather track, new snack bar, bleachers, and restrooms). New heating and air units were installed in the entire 100 wing of classrooms. Many classrooms received new lights, flooring, wall covering, handicapped-accessible entries, and white boards. Last year our library received a new roof and this year the cafeteria received all new tables as well as a new floor. AUHS provides four computer classroom labs for teachers to use for whole class instruction. Our library floor also has 32 computers available for student use during library hours each day.

In the fall of 2012 the Anderson community passed a \$12.3 million facilities improvement bond and Anderson Union High School has been fortunate in being allotted some of this bond money. We have used the bond money to address heating and cooling units, leaking roofs, electrical and technological upgrades, as well as many other facility improvements. In the 2015-16 school year we installed a new HVAC system and a new roof in the 710 building which houses the cafeteria, Library Media Center, career center, teacher lunchroom and workroom, and the student store. We have also repaired the roof on the Performing Arts Center as well. Last year we also installed new HVAC units in the 100 wing and room 315. We removed a 53-year-old boiler and put in an on-demand hot water system for the locker rooms. The track surface has been spot repaired and we installed a triple jump and long jump pit on the track. A 40-year-old dilapidated field has been remodeled to a new beautiful softball field. A new, school wide emergency alert communications systems upgrade including bells/paging/messaging system, clocks and phones with E-911 capability has been installed. In addition, school wide network upgrades have been installed including wireless access for students and guests. AUHS also installed all new door locks which can be locked from the inside in case of an intruder on campus.

Projects planned for the future include new roofs on the external walkways. New grass and a school garden in-between the 100 wings behind the culinary classroom. A sculpture of a bear and two cubs in the circular area in front of room 211 is currently being built. The Agriculture building as well as the metal and wood shops are scheduled for remodeling and should begin during the summer of 2018.

The buildings and grounds reflect a clean and safe environment. The maintenance and custodial departments, along with help from staff and students, take pride in keeping our campus clean. The maintenance and custodial departments strictly adhere to a daily routine and annual maintenance schedule to keep our campus running smoothly and looking beautiful. The superintendent has dedicated his effort and the districts resources to help keep Anderson Union High School a safe and beautiful environment.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month of the most recent FIT report: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		A few of our external walkway roofs are scheduled for repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: June 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	69	50	56	48	48
Mathematics (grades 3-8 and 11)	19	36	28	28	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.

### 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	128	121	94.53	68.6
Male	66	61	92.42	63.93
Female	62	60	96.77	73.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3	61.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	83	96.51	71.08
Socioeconomically Disadvantaged	77	73	94.81	64.38
English Learners	--	--	--	--
Students with Disabilities	13	7	53.85	14.29

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.

**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	128	121	94.53	36.36
Male	66	60	90.91	38.33
Female	62	61	98.39	34.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	22	95.65	13.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.35	42.68
Socioeconomically Disadvantaged	77	71	92.21	28.17
English Learners	--	--	--	--
Students with Disabilities	13	8	61.54	0

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49	58	47	47	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.

## Career Technical Education Programs (School Year 2016-17)

This year we have been fortunate to be a partner in a Career Pathways Trust Grant. This grant administered through Shasta College has a Manufacturing Trades and Health occupations focus. These new initiatives have only added to our already strong CTE programs in Agriculture, Culinary, Information Technology, and Public Safety. Our Freshman Career Choices curriculum is the foundation for preparing students to focus on a career and exploring our CTE pathways. Nearly all of our students participate in one way or another in CTE classes where they gain valuable “real-world” experiences with industry standard skills.

Another strength of our program is our ability to send students to the Shasta Trinity Regional Occupation Center. Our students have choices in Firefighting, Administration of Justice, Culinary, Medical Careers, Cosmetology, Careers with Children, Cisco Networking, and Automotive Technology. Our students complete a program with important job skills and work place confidence enabling them to be competitive in the job market or in their college studies.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	310
% of pupils completing a CTE program and earning a high school diploma	56
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14

### 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	89.18
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	26.71

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.3	21.8	24.1

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.



## 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)

The Anderson community is very supportive of Anderson Union High School. The staff of AUHS believes that an active and involved parental community is essential to a well-run school. Parents and interested citizens have many opportunities to become involved with school. Some of these opportunities include the School Site Council, Athletic Boosters, Music Boosters, Big Blue Foundation, English Language Advisory Committee (ELAC), and Sober Grad. The school has a new dialer system and has also implemented ParentLINK, an application that allows for better communication between the school and parents. Parent and community volunteers are often asked to assist with various activities sponsored by the school. There is always an activity going on that can use volunteers. If someone wishes to help with a particular program, they are invited to contact Mr. Brian Parker, Principal, at (530) 365-2741, extension 20001, for more information.

### 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	8.7	4.8	1.8	14.9	13.4	9.9	11.5	10.7	9.7
<b>Graduation Rate</b>	88.98	91.94	95.83	83.33	85.6	88.87	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	94.15	95.87	87.11
<b>Black or African American</b>	100	100	79.19
<b>American Indian or Alaska Native</b>	84.62	96.88	80.17
<b>Asian</b>	100	100	94.42
<b>Filipino</b>	100	100	93.76
<b>Hispanic or Latino</b>	95.12	91.25	84.58
<b>Native Hawaiian/Pacific Islander</b>	100	100	86.57
<b>White</b>	93.52	97.13	90.99
<b>Two or More Races</b>	0	88.24	90.59
<b>Socioeconomically Disadvantaged</b>	98.96	99.55	85.45
<b>English Learners</b>	100	66.67	55.44
<b>Students with Disabilities</b>	77.42	97.78	63.9
<b>Foster Youth</b>	0	0	68.19

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	9.7	6.5	9.1	9.1	7.7	9.9	3.8	3.7	3.6
<b>Expulsions</b>	0.4	0.0	0.2	0.5	0.2	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Having a well-deserved reputation as a safe and secure facility, AUHS is dedicated to providing a safe and secure environment for both students and staff. AUHS has a comprehensive School Safety Plan (SSP) that was initially created in 1986, revised completely in 2003, and updated in 2006 and 2014. In December of 2015 the SSP was completely gone through and updated again. Local police and fire agencies collaborated with school personnel in the plan's development and ongoing modifications. The AUHS administrative representatives attend trainings provided by the Shasta County Office of Education, and all staff members receive updated information and training in regard to school safety. In conjunction with the Anderson Police Department and the Anderson Fire Department, AUHS conducts emergency drills and training to provide the best possible preparation in the event of an actual emergency. In addition to staff training, AUHS also has a full time Campus Security Supervisor on site and we have a full time School Resource Officer through the Anderson Police Department on site. APD and other Security personnel provide additional support during events outside the regular school day such as athletics and dances. To assist in monitoring the campus, digital security cameras and new lighting have been installed to replace the old antiquated system that previously existed. In addition, a new gate, safety barriers, and new regulatory driving signs have been installed to keep automotive traffic out of student areas. AUHS installed all new locks on our doors which lock from the inside in case an intruder comes on to campus. Our future safety plans include developing/building fencing that funnels visitors to the front office and keeps them from wandering directly on to campus near students.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2007-2008
<b>Year in Program Improvement*</b>	Year 4	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	75

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	9	10	7	21	11	14	2	22	10	12	2
Mathematics	24	11	10	3	23	10	9	2	20	13	11	
Science	25	4	4	4	25	2	7	2	19	8	1	3
Social Science	24	8	10	8	21	13	14	2	25	5	13	

Note: 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.

**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	2.2	255.91
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8700.00	2116	6584	70856
District	N/A	N/A	7716	\$69,290
Percent Difference: School Site and District	N/A	N/A	-15.8	2.2
State	N/A	N/A	\$6,574	\$77,535
Percent Difference: School Site and State	N/A	N/A	0.2	-9.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

Services as defined in the district's Local Control Accountability Plan (LCAP)

- Special Education
- Title I (Part A)
- Title II (Part A)
- Gifted and Talented Education (GATE)
- School Safety & Violence Prevention
- ROP
- VEA IIC Carl Perkins
- Indian Education

- Agriculture Education
- IMFRP Instructional Material
- California Academic Partnership Program (CAPP)
- Work Experience
- GEAR-UP
- Educator Effectiveness
- Dual Enrollment
- College Connection
- LCFF Supplemental/Concentration

#### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,168	\$46,060
<b>Mid-Range Teacher Salary</b>	\$64,360	\$70,769
<b>Highest Teacher Salary</b>	\$86,020	\$98,039
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>	\$100,949	\$127,576
<b>Superintendent Salary</b>	\$166,464	\$170,379
<b>Percent of Budget for Teacher Salaries</b>	32%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>		N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>	1	N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>	2	10

Cells with N/A values do not require data.

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

#### Professional Development (Most Recent Three Years)

Over the past two years and moving forward into next year AUHS has nine collaboration days and four of them are district wide days so all staff in the district can collaborate. In addition, AUHS has ten faculty meetings per year. During these meetings we focus on implementing the strategies our staff learned from their professional development. In addition to the aforementioned time, the district has provided numerous release days for departments and individuals to receive professional development around specific topics. We have created a week long workshop in the summer to create and evaluate common benchmark tests and pacing guides. We offer afterschool workshops primarily focused on Instructional Technology and Common Core State Standards. In addition, we sometimes offer training during vacation time and offer stipends for staff to get trained during their time off. Individual teachers have been provided opportunities to attend conferences in Boston, San Diego, and Sacramento on a wide variety of topics. The District is committed to continuous improvement and has been generous in providing release time for professional growth opportunities.