

Anderson Union High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://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 <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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Anderson Union High School
Street	1471 Ferry St.
City, State, Zip	Anderson, CA 96007-3313
Phone Number	(530) 365-2741 Ext. 20001
Principal	Brian Parker
Email Address	bparker@auhsd.net
Website	www.auhsd.net
County-District-School (CDS) Code	45 69856 4530804

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Anderson Union High School District
Phone Number	(530) 365-2741 Ext. 10004
Superintendent	Victor Hopper
Email Address	vhopper@auhsd.net
Website	www.auhsd.net

School Description and Mission Statement (School Year 2020-2021)

Anderson Union High School is WASC accredited with a six year accreditation beginning in 2017-2018. AUHS is striving to ensure all of our students are College and/or Career Ready. The AUHS strategic plan is to increase and sustain our SBAC scores, increase the use of technology, to provide social and emotional help that many of our students need, and to mitigate learning loss due to the COVID-19 pandemic.

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. 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 as well as Title I English and Title I Math. Additionally, our bell schedule includes an Achievement period, an extra 30 minutes daily of optional intervention time for each student.

AUHS also has an after school program called Cub Connection offered through 21st Century Project Share 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 2019-2020)

Grade Level	Number of Students
Grade 9	158
Grade 10	137
Grade 11	126
Grade 12	114
Total Enrollment	535

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	7.1
Asian	5.6
Filipino	0.7
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	0.2
White	54.4
Two or More Races	4.1
Socioeconomically Disadvantaged	66.5
English Learners	3.9
Students with Disabilities	16.4
Foster Youth	0.4
Homeless	0.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	29	26	78
Without Full Credential	1	2	0	4
Teaching Outside Subject Area of Competence (with full credential)	5	5	5	18

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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: http://www.auhsd.net	Yes	0
Mathematics	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: http://www.auhsd.net	Yes	0
Science	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: http://www.auhsd.net	Yes	0
History-Social Science	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: http://www.auhsd.net	Yes	0
Foreign Language	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: http://www.auhsd.net	Yes	0
Health	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: http://www.auhsd.net	Yes	0
Visual and Performing Arts	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: http://www.auhsd.net	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	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: http://www.auhsd.net	Yes	0

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

School Facility Conditions and Planned Improvements

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 counseling and principal’s offices were remodeled in 2008, the football stadium completed a major renovation in the Fall of 2009 (including an all-weather track, new snack bar, bleachers, and restrooms), the foyer of the gym was redone in 2014 and the large gym floor was redone in 2020 . In 2018-2019 we installed new roofing on external walkways, the Welding and Wood shops are being completely remodeled, and the old Agriculture classrooms were demolished and replaced with two modern classrooms with one having laboratory capabilities. A sculpture of our school mascot should was also completed near the 100 wing.. 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. Most of our drinking fountains have been replaced with new filtered water stations that allow students to easily fill reusable water bottles. In 2019 our library received a new roof and 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.

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Dec 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Big gym floor has been beautifully redone.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Upgraded exterior lights to LED, aging electrical lines supplying power to the 300 wing have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New filtrated water fountains have been installed on campus.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	69	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	33	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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. Once our students complete one of these programs they earn important job skills and work place confidence enabling them to be competitive in the job market or in their college studies.

Our CTE Advisory Committee consist of the following people and the industries represented.

- Ted James- Sierra Pacific Industries- Lassen Regional Forest Manager- Manufacturing/ Logging
- Delbert Gannon- Owner Creekside Logging- Manufacturing/Welding/Mechanic/Logging/Heavy Equipment
- George Wold AUHS Ag Instructor
- Patty Fuller AUHSD Board Member, Business owner (Financial/Accounting)
- Shawna Kane- Community Member of WVHS, parent
- Tom Vazquez WVHS Ag Instructor,
- John Schmidt - Shasta Community College Industrial Arts Regional Director
- Jay Davis- Shasta Community College- Advanced Manufacturing/Welding
- Hope Seth- Coordinator Grow Manufacturing Initiative & Reach Higher Shasta
- Zane Peterson- Owner Peterson Timber- Trucking/Logging/Heavy Equipment
- Carol Perea community member-former CTE Instructor AUHS working with Smart Center.
- Students Anderson High School - Represent the AUHS student body. Student names redacted.
- Brian Parker - Principal AUHS.
- Cathy Armstrong - AUHS Asst. Principal.
- Scott Booth - AUHSD Director of Curriculum & Instruction.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	342
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	18.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	91.21
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	22.55

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 uses AERIES Communicate, 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 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
Dropout Rate	5	1.8	2.7	10.1	8.2	8.1	9.1	9.6	9
Graduation Rate	92.5	95.6	91.2	87.5	90	87.2	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	4.9	8.7	7.9	3.5	3.5
Expulsions	0.3	0.2	0.5	0.4	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.029	0.068	
Expulsions	0.001	0.0005	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. Each year the School Safety Plan is reviewed and updated as needed. 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. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	24	8	10	3	25	8	7	5	24	11	4	6
Mathematics	22	12	11		24	8	6	7	23	8	11	3
Science	20	4	5		20	4	5		20	5	3	1
Social Science	21	11	8	5	22	9	7	7	22	10	5	7

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	254.8

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,580	1,805	7,775	80,986
District	N/A	N/A	8,519	73,336
Percent Difference - School Site and District	N/A	N/A	-9.1	9.9
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	0.3	-2.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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
- Work Experience
- TRIO
- Upward Bound
- Dual Enrollment
- College Connection
- LCFF Supplemental/Concentration
- College Readiness Block Grant
- Educational Talent Search
- Project Share

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,885	\$49,328
Mid-Range Teacher Salary	\$67,618	\$75,987
Highest Teacher Salary	\$91,698	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$114,109	\$136,386
Superintendent Salary	\$166,464	\$183,166
Percent of Budget for Teacher Salaries	28.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	2	6.2

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	19

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 and departments 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 and our WASC goals. 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 after school 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. Examples of these conferences include a Math Diagnostic Testing Placement Symposium, The National Conference for Teaching Mathematics, EdTech Conference, California Agriculture Teachers' Association Conference, California Association of School Counselors Conference, California Para/Educator Conference, and a next Generation Science Standards Conference. The District is committed to continuous improvement and has been generous in providing release time for professional growth opportunities.