

# Anderson Union High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Anderson Union High School
<b>Street</b>	1471 Ferry Street
<b>City, State, Zip</b>	Anderson, CA 96007
<b>Phone Number</b>	(530) 365-2741 ext. 20001
<b>Principal</b>	Thomas Safford
<b>Email Address</b>	tsafford@auhsd.net
<b>School Website</b>	<a href="https://www.auhsd.net/andersonunionhighschool_home.aspx">https://www.auhsd.net/andersonunionhighschool_home.aspx</a>
<b>County-District-School (CDS) Code</b>	45-69856-4530804

## 2022-23 District Contact Information

<b>District Name</b>	Anderson Union High School District
<b>Phone Number</b>	(530) 365-2741 ext. 10004
<b>Superintendent</b>	Victor Hopper
<b>Email Address</b>	vhopper@auhsd.net
<b>District Website Address</b>	www.auhsd.net

## 2022-23 School Overview

### Mission Statement

Our mission is to create an environment that provides students with access to challenging and rewarding high school experiences, which include quality academic, vocational, visual-performing arts, and extra curricular programs that will allow students access to post-secondary opportunities.

### Vision Statement

Anderson Union High School is dedicated to providing challenging relevant academics, and promoting social and moral excellence, while encouraging student participation and involvement.

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 sustain our SBAC ELA scores and to increase our Math and Science scores, increase use of technology, and to provide social and emotional help that many of our students need.

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 Edgenuity curriculum as well as Title I English and Title I Math. Additionally, our bell schedule includes an Achievement period which consist of 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	170
Grade 10	140
Grade 11	113
Grade 12	113
Total Enrollment	536

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	6.0
Asian	5.6
Black or African American	1.7
Filipino	0.9
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.0
White	55.2
English Learners	6.5
Foster Youth	0.9
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	77.4
Students with Disabilities	16.2



#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	75.19	58.50	70.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.10	4.47	2.40	2.92	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.76	2.10	2.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	15.04	14.80	17.87	12115.80	4.41
<b>Unknown</b>	0.40	1.50	5.20	6.35	18854.30	6.86
<b>Total Teaching Positions</b>	26.60	100.00	83.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.80	86.43	62.00	78.06	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	4.51	2.20	2.77	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	7.58	9.90	12.47	11953.10	4.28
<b>Unknown</b>	0.30	1.44	5.30	6.69	15831.90	5.67
<b>Total Teaching Positions</b>	26.30	100.00	79.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.10
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>1.10</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.20	1.00
Local Assignment Options	1.80	1.00
<b>Total Out-of-Field Teachers</b>	<b>4.00</b>	<b>2.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30	4.20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.10	9.70

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the Tuesday, October 18, 2022 AUHS Board Meeting the Board of Education determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. In addition to sufficient textbooks and instructional materials all students at AUHS have their own Chromebook.

Year and month in which the data were collected

July 2022

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	Yes	0

	Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a>		
<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	0
<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	0
<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	0
<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	0
<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	0
<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	0
<b>Science Laboratory Equipment (grades 9-12)</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	0

## 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 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. In 2018-2019 we installed new roofing on external walkways, the shop classes have 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. In 2020 we installed new HVAC units in the 100 wing and room 315. Before the end of 2022 the Large Gym will receive a new HVAC system.

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.

**Year and month of the most recent FIT report**

January 2023

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	66	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	33	N/A	25	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	104	103	99.04	0.96	66.02
<b>Female</b>	46	46	100.00	0.00	73.91
<b>Male</b>	58	57	98.28	1.72	59.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	29	29	100.00	0.00	68.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	52	51	98.08	1.92	72.55
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	78	78	100.00	0.00	62.82
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	20.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	104	103	99.04	0.96	33.01
<b>Female</b>	46	46	100.00	0.00	32.61
<b>Male</b>	58	57	98.28	1.72	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	29	29	100.00	0.00	34.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	52	51	98.08	1.92	39.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	78	78	100.00	0.00	28.21
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	16.39	23.49	18.05	19.67	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	175	166	94.86	5.14	23.49
<b>Female</b>	78	76	97.44	2.56	30.26
<b>Male</b>	97	90	92.78	7.22	17.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	10	90.91	9.09	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	38	88.37	11.63	23.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100	0	33.33
<b>White</b>	92	90	97.83	2.17	21.11
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	127	123	96.85	3.15	21.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	11	64.71	35.29	0

## 2021-22 Career Technical Education Programs

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, welding mechanics, fabrication, and business, science  
 Delbert Gannon, Owner Creekside Logging. welding mechanics, fabrication, and business.  
 Pete Dickerson, CTE Instructor Shasta College, Heavy Equipment and Construction Trades.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	355
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	92.72
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	27.06

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	73.06%	76.17%	77.72%	76.17%	77.72%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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, Blue and Gold Foundation, English Language Advisory Committee (ELAC) and Sober Grad, Coffee with the Principal and Community. The school uses AERIES Communicate and Parent Square which both allow 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. Thomas Safford, Principal, at (530) 365-2741, extension 20001, for more information.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1	4.3		10.5	8.6		8.9	7.8
Graduation Rate		92.8	88.3		86.8	87		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	94	83	88.3
Female	44	42	95.5
Male	50	41	82.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	18	81.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	53	49	92.5
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	77	67	87.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	8	53.3



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	594	556	232	41.7
Female	277	263	117	44.5
Male	317	293	115	39.2
American Indian or Alaska Native	39	33	12	36.4
Asian	32	30	11	36.7
Black or African American	9	9	3	33.3
Filipino	5	5	1	20.0
Hispanic or Latino	134	127	56	44.1
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	37	35	13	37.1
White	325	307	131	42.7
English Learners	39	38	17	44.7
Foster Youth	8	8	4	50.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	469	440	190	43.2
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	98	90	30	33.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.91	4.15	2.45
Expulsions	0.17	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	5.27	6.90	5.71	6.81	0.20	3.17
Expulsions	0.18	0.00	0.17	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.90	0.00
Female	6.50	0.00
Male	7.26	0.00
American Indian or Alaska Native	17.95	0.00
Asian	3.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.11	0.00
White	5.54	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.18	0.00

## 2022-23 School Safety Plan

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. 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 are in us on campus. In addition, AUHS classrooms are furnished with doors which lock from the inside in case an intruder comes on to campus.

The Comprehensive School Safety Plan is reviewed and updated as needed in respect to current industry safety standards. Each year the School Safety Plan is reviewed by the AUHS site council and the last time it was reviewed was November 17th, 2022.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	4	6
Mathematics	23	8	11	3
Science	20	5	3	1
Social Science	22	10	5	7

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	14	7	1
Mathematics	19	14	8	1
Science	17	5	3	
Social Science	24	7	9	2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	7	4
Mathematics	22	12	7	4
Science	23	3	3	2
Social Science	25	6	10	4

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	268

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,495	\$3,140	\$8,355	\$80,775
<b>District</b>	N/A	N/A	\$9,363	\$75,949
<b>Percent Difference - School Site and District</b>	N/A	N/A	-11.4	6.2
<b>State</b>	N/A	N/A	\$6,594	\$84,932
<b>Percent Difference - School Site and State</b>	N/A	N/A	23.6	-5.0

## 2021-22 Types of Services Funded

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
- Educational Talent Search
- Project Share

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$40,953	\$50,352
<b>Mid-Range Teacher Salary</b>	\$71,463	\$83,849
<b>Highest Teacher Salary</b>	\$98,137	\$103,007
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$169,216
<b>Average Principal Salary (High)</b>	\$125,338	\$144,431
<b>Superintendent Salary</b>	\$152,000	\$193,259
<b>Percent of Budget for Teacher Salaries</b>	30%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	6.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	19	21