

# Anderson Community Day School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Anderson Community Day School   |
| <b>Street</b>                            | 20083 Olinda Road   |
| <b>City, State, Zip</b>                  | Anderson, CA 96007  |
| <b>Phone Number</b>                      | (530) 365-6054  |
| <b>Principal</b>                         | Gregory Walker  |
| <b>Email Address</b>                     | gwalker@auhsd.net   |
| <b>School Website</b>                    | <a href="https://www.auhsd.net/AndersonCommunityDay.aspx">https://www.auhsd.net/AndersonCommunityDay.aspx</a> |
| <b>Grade Span</b>                        | 9-12  |
| <b>County-District-School (CDS) Code</b> | 45-69856-4530192  |

## 2024-25 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Anderson Union High School District                     |
| <b>Phone Number</b>     | (530) 378-0568  |
| <b>Superintendent</b>   | Brian Parker  |
| <b>Email Address</b>    | bparker@auhsd.net                                       |
| <b>District Website</b> | <a href="http://www.auhsd.net">http://www.auhsd.net</a> |

## 2024-25 School Description and Mission Statement

Anderson Union High School District has a Community Day School (CDS) program as a component of the Anderson High School District Alternative Education Department. Community Day School provides appropriate education for students with behavioral needs beyond the capacity of that of a typical comprehensive school setting. The Community Day School serves students in 9th through 12th grades and/or students. CDS provides education in two self-contained classrooms. A single teacher per classroom, and a paraprofessional is utilized to instruct all subject areas. This allows for better behavioral consistency, as well as more individualized attention to academics. All curriculum is consistent with California State Standards. The primary goal of CDS is behavioral modification and credit recovery, leading to the eventual transition to a more

## 2024-25 School Description and Mission Statement

comprehensive site.

Mission Statement:

The mission of the Anderson Union High School District, the staff of Community Day School will provide every student the opportunity to develop the knowledge, skills, and character required to be successful students and responsible members of the community.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 5                  |
| Grade 10                | 13                 |
| Grade 12                | 2                  |
| <b>Total Enrollment</b> | <b>20</b>          |

### 2023-24 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 30                          |
| Male                             | 70                          |
| American Indian or Alaska Native | 5                           |
| Hispanic or Latino               | 15                          |
| White                            | 80                          |
| Socioeconomically Disadvantaged  | 95                          |
| Students with Disabilities       | 10                          |

## 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> | 0.20          | 14.39          | 58.50           | 70.27            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.20          | 17.27          | 2.40            | 2.92             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 2.10            | 2.55             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.90          | 69.06          | 14.80           | 17.87            | 12115.80     | 4.41          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 5.20            | 6.35             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 1.30          | 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> | 0.50          | 42.02          | 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>                      | 0.00          | 0.00           | 2.20            | 2.77             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.70          | 58.82          | 9.90            | 12.47            | 11953.10     | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 5.30            | 6.69             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 1.10          | 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.

## 2022-23 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> | 0.70          | 40.00          | 58.20           | 74.38            | 231142.40    | 100.00        |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.80            | 1.09             | 5566.40      | 2.00          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 2.20            | 2.86             | 14938.30     | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.90          | 52.22          | 9.10            | 11.69            | 11746.90     | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0.10          | 7.22           | 7.70            | 9.95             | 14303.80     | 5.15          |
| <b>Total Teaching Positions</b>  | 1.80          | 100.00         | 78.20           | 100.00           | 277698       | 100           |

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 | 2022-23 |
|---|---------|---------|---------|
| <b>Permits and Waivers</b>                    | 0.00    | 0.00    | 0       |
| <b>Misassignments</b>                         | 0.00    | 0.00    | 0       |
| <b>Vacant Positions</b>                       | 0.00    | 0.00    | 0       |
| <b>Total Teachers Without Credentials and</b> | 0.00    | 0.00    | 0       |

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

| Indicator   | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0.00    | 0       |
| <b>Local Assignment Options</b>                               | 0.90    | 0.70    | 0.9     |
| <b>Total Out-of-Field Teachers</b>                            | 0.90    | 0.70    | 0.9     |

## Class Assignments

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              |         | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 90.90   | 0       | 0       |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Community Day has access to all district adopted text books. Additionally, teaching staff utilizes multiple sources for instructional materials to adapt curriculum for multiple levels and modalities.

**Year and month in which the data were collected** September 2024

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b> | Holt Literature & Language Arts, 3, 4, 5, 6<br>Literature and Composition: Reading, Writing, Thinking<br>AP Literature & Composition<br>AP The Language of Composition<br>My Perspectives  | Yes                         | 0  |
| <b>Mathematics</b>           | A Blueprint for the Foundation of Algebra<br>Algebra & Trigonometry<br>Algebra 2<br>Algebra Connections<br>Algebra I<br>College Preparatory Mathematics (CPM) 2<br>Discovering Advanced Algebra<br>Discovering Algebra<br>Discovering Geometry<br>Precalculus with Trigonometry<br>Calculus: Graphical, Numerical, Algebraic<br>Living by Chemistry 2nd Edition<br>Statistical Reasoning in Sports<br>The Practice of Statistics | Yes                         | 0  |
| <b>Science</b>               | AGS Biology<br>AGS Earth Science<br>AGS General Science<br>AGS Physical Science<br>Atlas of the Human Body<br>Chemistry in the Community<br>Conceptual Physics<br>Earth Science  | Yes                         | 0  |

|                                   |  |     |   |
|-----------------------------------|--|-----|---|
|                                   | Essentials of Anatomy and Physiology<br>Fundamentals of Anatomy & Physiology<br>Modern Biology<br>Modern Chemistry<br>Principles of Physics<br>Science and Sustainability<br>The Art of Floral Design  |     |   |
| <b>History-Social Science</b>     | AGS Economics<br>AGS Geography<br>AGS United States Government<br>AGS United States History<br>AGS World History<br>Drive Right<br>Economics Today and Tomorrow<br>Government in America: People, Politics and Policy<br>Magruder's American Government<br>Modern World History: Patterns of Interaction<br>The American Pageant<br>The Americans: Reconstruction to the 21st Century<br>The Earth and Its People: A Global History<br>Traditions and Encounters<br>We the People<br>World Geography: Building a Global Perspective<br>World History - A Modern World<br>Economics<br>World History: Patterns of Interaction<br>The Cultural Landscape; An introduction to Human Geography | Yes | 0 |
| <b>Foreign Language</b>           | Nuevas Vistas<br>Preparing for the Language Examination<br>Signing Naturally<br>Ven Conmigo - Album<br>Ven Conmigo - Level 1<br>Ven Conmigo - Level 2<br>Ven Conmigo - Level 3<br>Descubre - 1, 2, 3   | Yes | 0 |
| <b>Health</b>                     | AGS Life Skills<br>Creative Living<br>Culinary Essentials<br>Skills for Personal & Family Living<br>The Developing Child<br>Agriscience: Fundamentals<br>The Culinary Professional   | Yes | 0 |
| <b>Visual and Performing Arts</b> | Art Talk<br>Introduction to Theatre Arts   | Yes | 0 |

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

## School Facility Conditions and Planned Improvements

Anderson Community Day School is located in a building that was erected in 1992. The site includes one building with two classrooms. There is a cart with 20 wifi enabled Chromebooks. The CDS site is in close proximity to Anderson High School and North Valley High School.

The janitorial staff cleans on a weekly basis, and maintenance staff assists when indicated maintenance is warranted. The Anderson Union High School District IT department monitors and provided needed maintenance. The CDS campus is designated as a closed campus, as well as has posted no smoking/vaping signs.

The district continues to maintain a deferred maintenance program despite legislative changes affecting the funding and requirements of the traditional State School Deferred Maintenance program. The district budgets for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

December 2024

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           |   |

## Overall Facility Rate

| 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 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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) |                |                |                  |                  | 46            |               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    |                |                |                  |                  | 34            |               |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject   | School<br>2022-23 | School<br>2023-24 | District<br>2022-23 | District<br>2023-24 | State<br>2022-23 | State<br>2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) |                   |                   | 23.02               | 20.06               | 30.29            | 30.73            |

## 2023-24 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 |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  |                  |               |                |                    |                         |
| Female  |                  |               |                |                    |                         |
| Male  |                  |               |                |                    |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   |                  |               |                |                    |                         |
| Black or African American                     |                  |               |                |                    |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            |                  |               |                |                    |                         |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| Two or More Races                             |                  |               |                |                    |                         |
| White   |                  |               |                |                    |                         |
| English Learners                              |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |
| Military                                      |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               |                  |               |                |                    |                         |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Students with Disabilities                    |                  |               |                |                    |                         |

## 2023-24 Career Technical Education Programs

Anderson Union High School has several courses that are aligned with California Industry Sector Pathways. Examples include:

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 prepare students to attend 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, and this educational programming follows the students through to opportunities beyond the CDS program.

CTE Advisory Committee Members

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.

## 2023-24 Career Technical Education Programs

### 2023-24 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## 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.

### 2023-24 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. The administration of the PFT requires only participation results 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|             |                                  |  |   |   |                             |

## 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.

## 2024-25 Opportunities for Parental Involvement

Parental involvement is paramount in a student being successful at Anderson Community Day School (ACDS). Information regarding school activities/transportation is relayed via the Parent Square communication program. Additionally, all parents have phone/email access to the CDS teacher, and/or administration. All parents may access information via phone: (530) 365-6054

## 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                |                | --             | 8.6              | 10.1             | 7.0              | 7.8           | 8.2           | 8.9           |
| Graduation Rate |                |                | --             | 87.0             | 83.5             | 85.3             | 87.0          | 86.2          | 86.4          |

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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                                  | --                           | --                         | --                     |
| Female  | 0.0                          | 0.0                        | 0.0                    |
| Male  | --                           | --                         | --                     |
| Non-Binary                                    | 0.0                          | 0.0                        | 0.0                    |
| American Indian or Alaska Native              | 0                            | 0                          | 0.00                   |
| Asian   | 0                            | 0                          | 0.00                   |
| Black or African American                     | 0                            | 0                          | 0.00                   |
| Filipino                                      | 0                            | 0                          | 0.00                   |
| Hispanic or Latino                            | 0                            | 0                          | 0.00                   |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.00                   |
| Two or More Races                             | 0                            | 0                          | 0.00                   |
| White   | --                           | --                         | --                     |
| English Learners                              | --                           | --                         | --                     |
| Foster Youth                                  | 0.0                          | 0.0                        | 0.0                    |
| Homeless                                      | 0.0                          | 0.0                        | 0.0                    |
| Socioeconomically Disadvantaged               | --                           | --                         | --                     |
| Students Receiving Migrant Education Services | 0.0                          | 0.0                        | 0.0                    |
| Students with Disabilities                    | 0.0                          | 0.0                        | 0.0                    |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## 2023-24 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 48                    | 39                                      | 39                        | 100.0                    |
| Female  | 13                    | --                                      | --                        | --                       |
| Male  | 35                    | 30                                      | 30                        | 100.0                    |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | --                    | --                                      | --                        | --                       |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 31                    | 27                                      | 27                        | 100.0                    |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 44                    | 36                                      | 36                        | 100.0                    |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | --                    | --                                      | --                        | --                       |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 16.22          | 25.64          | 50             | 6.81             | 10.13            | 11.29            | 3.17          | 3.6           | 3.28          |

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0              | 4.17           | 0.06             | 0.06             | 0.28             | 0.07          | 0.08          | 0.07          |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 50.00            | 4.17            |
| Female  | 46.15            | 0.00            |
| Male  | 51.43            | 5.71            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.00             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 51.61            | 6.45            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 47.73            | 4.55            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Community Day School Safety Plan was last reviewed in December of 2023. The purpose of the School Safety Plan is to provide staff, students, and community with information about how school and community personnel and resources will be utilized in emergency situations. CDS has a staff of 4 and a student capacity of 24-30 students dependent on need. The high

## 2024-25 School Safety Plan

staff to student ratio allows for greater student supervision and oversight. Visitors check in at the front office, and a procedure is in place that notifies the main office of an intruder. In this event the office staff alerts all faculty/staff. Parents may review the School Safety Plan by making a request through the school office.

## 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 | 9                  | 2                                    |                                       |                                     |
| Mathematics           | 9                  | 2                                    |                                       |                                     |
| Science               | 9                  | 2                                    |                                       |                                     |
| Social Science        | 9                  | 2                                    |                                       |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 4                  | 4                                    |                                       |                                     |
| Mathematics           | 5                  | 3                                    |                                       |                                     |
| Science               | 7                  | 2                                    |                                       |                                     |
| Social Science        | 5                  | 3                                    |                                       |                                     |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 5                  | 4                                    |                                       |                                     |
| Mathematics           | 3                  | 7                                    |                                       |                                     |
| Science               | 5                  | 4                                    |                                       |                                     |
| Social Science        | 4                  | 6                                    |                                       |                                     |

## 2023-24 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 |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 200   |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 0.1                              |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  |                                  |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            |                                  |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   |                                  |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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>                                   | \$10,016.00                  | \$2,049.00                          | \$7,967.00                            | \$82,888.00            |
| <b>District</b>                                      | N/A                          | N/A                                 | \$9,535.00                            | \$82,929               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -17.9                                 | 0.0                    |
| <b>State</b>   | N/A                          | N/A                                 | \$10,771                              | \$93,742               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -29.9                                 | -12.3                  |

## Fiscal Year 2023-24 Types of Services Funded

Services as defined in the district's Local Control Accountability Plan (LCAP)  
 Title I (Part A)  
 School Safety & Violence Prevention  
 IMFRP Instructional Material

## Fiscal Year 2023-24 Types of Services Funded

LCFF Supplemental/Concentration

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>                      | \$44,783        | \$56,629                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$79,031        | \$92,603                                     |
| <b>Highest Teacher Salary</b>                        | \$109,672       | \$116,417                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$0             | \$141,349                                    |
| <b>Average Principal Salary (Middle)</b>             | \$0             | \$156,338                                    |
| <b>Average Principal Salary (High)</b>               | \$128,178       | \$159,410                                    |
| <b>Superintendent Salary</b>                         | \$177,720       | \$213,044                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 27%             | 28%  |
| <b>Percent of Budget for Administrative Salaries</b> | 5%              | 6%   |

## 2023-24 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> | 0 |
|--|---|

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>   | 0                            |
| <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><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

The primary areas of focus for staff development are Credit Recovery and Restorative Practices. Student performance, credit achievement and attendance data are used to determine the need for professional development. Professional development is delivered in after school workshops, conference attendance, and individual mentoring. Teachers are supported during implementation through teacher/admin coaching, and through student performance data reporting. Staff development focuses on best instructional practices, restorative practices, assessment, and collaboration. The district uses three full days dedicated to staff development, providing in-service opportunities for all staff. Staff is encouraged to attend local regional, and national conferences specific to their area of instruction. Each site has collaboration time dedicated in their schedule to promote exchange of ideas.

Teachers are supported throughout the year with formal and informal evaluation. The district has four Instructional coaches who coordinate efforts to improve instruction. Student performance data is gathered through CST and benchmark testing.

For the previous three school years, we had three days each year dedicated to staff and professional development.

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

| Subject  | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 9       | 9       |         |