

Anderson Union High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Anderson Union High School
Street	1471 Ferry Street
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 365-2741 ext. 20001
Principal	Thomas Safford
Email Address	tsafford@auhsd.net
School Website	https://www.auhsd.net/andersonunionhighschool_home.aspx
Grade Span	9-12
County-District-School (CDS) Code	45-69856-4530804

2025-26 District Contact Information

District Name	Anderson Union High School District
Phone Number	(530) 365-2741 ext. 10004
Superintendent	Brian Parker
Email Address	bparker@auhsd.net
District Website	www.auhsd.net

2025-26 School Description and Mission Statement

Mission Statement

Work collaboratively and ensure that our students are fully prepared for the challenges of higher education, the workforce, and life beyond. We are focused on academic proficiency, college credit courses, practical skills, career technical pathways and real-world experiences.

Vision Statement

Each will excel, achieving College, Career and Life readiness.

2025-26 School Description and Mission Statement

Anderson Union High School is WASC accredited with a six year accreditation beginning in 2024-2025 with a 3 year mid-cycle review. AUHS is continually striving to ensure all of our students are College, Career and Life Ready. The AUHS goals are:

- 1). Improve student College and/or Career readiness with a 5% yearly increase of students who are either A-G and/or Career Technical Education Pathway completers..

- 2). Improve student proficiency rates by 3% each year in both Math and English on the SBAC.

- 3). Develop language proficiency and academic proficiency of English Learners.

- 4). Grow a positive perception of AUHS by addressing staff, student and parent perception using Leading Indicator survey data from the Marzano High Reliability Schools framework. The goal is to improve one level of High Reliability School per year which means that leading indicators need to have a mean score of 3.5 or higher on a 5 point scale.

We are developing new CTE offerings, pathways, and college credit courses, working to increase ADA, participation in extra-curricular programs and our after school program, while still providing social and emotional growth.

AUHS teachers are dedicated to our students' success. We operate with a fundamental belief, that for our students, personal growth and possessing at or about grade level proficiency is the expectation. In this effort, AUHS maintains the highest of academic and behavioral requirements, with all necessary support for success. We dedicate five hours per month toward collaboration and professional learning communities as a continuous school improvement effort. Our master schedule provides for targeted intervention via Edgenuity curriculum as well as Title I English. Additionally, our bell schedule includes an PRIME Time (Purposeful Remediation, Intervention, Mentoring and Enrichment) period of 26 minutes daily time for every student.

AUHS 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.

AUHS teachers work in collaboration through professional learning communities with the belief that all students can learn at high levels and AUHS will continue to improve each year by using PLC time to refine curriculum and instruction, teaching, and learning.

With the belief that all students can learn at high levels our teachers are guided by these four critical questions of learning:

1. What is it we expect students to learn?
2. How will teachers know when they have learned it?
3. How will teachers respond when they do not learn?
4. How will teachers respond when they already know it?

In PLC's, these questions guide the conversations of the entire staff, the collaborative teams, and the day-to-day work of teachers in every classroom. PLC members are encouraged to reflect on how they answer these questions for each lesson plan.

The AUHS administrative team are focused on progress in the 5 Levels of High Reliability Schools:

Level 1: Safe, Supportive, & Collaborative Culture – Establishes trust, respect, and a positive environment for learning and working.

Level 2: Effective Teaching in Every Classroom – Ensures high-quality instruction and student engagement across all classrooms.

Level 3: A Guaranteed & Viable Curriculum – Aligns curriculum, instruction, and assessment to ensure all students learn essential content.

Level 4: Standards-Referenced Reporting – Implements accurate systems for reporting student progress based on standards.

Level 5: Competency-Based Education – Personalizes learning so students demonstrate mastery of skills and content, preparing them for college and careers

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	136
Grade 10	151
Grade 11	135
Grade 12	140
Total Enrollment	562

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.4
Male	53.2
Non-Binary	0.4
American Indian or Alaska Native	4.6
Asian	4.1
Black or African American	0.9
Filipino	1.2
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.2
White	55.9
English Learners	5.9
Foster Youth	0.9
Homeless	0.7
Socioeconomically Disadvantaged	58.5
Students with Disabilities	19.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.8	86.43	62	78.06	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	4.51	2.2	2.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	7.58	9.9	12.47	11953.1	4.28
Unknown/Incomplete/NA	0.3	1.44	5.3	6.69	15831.9	5.67
Total Teaching Positions	26.3	100	79.5	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.6	82.04	58.2	74.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	3.23	0.8	1.09	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	6.61	2.2	2.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.95	9.1	11.69	11746.9	4.23
Unknown/Incomplete/NA	1.8	7.1	7.7	9.95	14303.8	5.15
Total Teaching Positions	26.3	100	78.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.7	85.44	54	72.27	230039.4	100
Intern Credential Holders Properly Assigned	0.7	2.95	0.7	1	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.32	1.8	2.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.02	9.4	12.7	12112.8	4.34
Unknown/Incomplete/NA	2	8.19	8.6	11.61	13705.8	4.91
Total Teaching Positions	25.4	100	74.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.10	1	0
Misassignments	0.00	0.7	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	1.7	0.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	1.00	0.2	0.2
Total Out-of-Field Teachers	2.00	0.2	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	3.7	5.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.7	5.2	5.6

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature & Language Arts, 3, 4, 5, 6 Literature and Composition: Reading, Writing, Thinking AP Literature & Composition AP The Language of Composition My Perspectives	0
Mathematics	A Blueprint for the Foundation of Algebra Algebra & Trigonometry Algebra 2 Algebra Connections Algebra I College Preparatory Mathematics (CPM) 2 Discovering Advanced Algebra Discovering Algebra Discovering Geometry Precalculus with Trigonometry Calculus: Graphical, Numerical, Algebraic Living by Chemistry 2nd Edition Statistical Reasoning in Sports The Practice of Statistics	0
Science	AGS Biology AGS Earth Science AGS General Science AGS Physical Science Atlas of the Human Body Chemistry in the Community Conceptual Physics Earth Science Essentials of Anatomy and Physiology Fundamentals of Anatomy & Physiology Modern Biology	0

	Modern Chemistry Principles of Physics Science and Sustainability The Art of Floral Design	
History-Social Science	AGS Economics AGS Geography AGS United States Government AGS United States History AGS World History Drive Right Economics Today and Tomorrow Government in America: People, Politics and Policy Magruder's American Government Modern World History: Patterns of Interaction The American Pageant The Americans: Reconstruction to the 21st Century The Earth and Its People: A Global History Traditions and Encounters We the People World Geography: Building a Global Perspective World History - A Modern World Economics World History: Patterns of Interaction The Cultural Landscape; An introduction to Human Geography	0
Foreign Language	Nuevas Vistas Preparing for the Language Examination Signing Naturally Ven Conmigo - Album Ven Conmigo - Level 1 Ven Conmigo - Level 2 Ven Conmigo - Level 3 Descubre - 1, 2, 3	0
Health	AGS Life Skills Creative Living Culinary Essentials Skills for Personal & Family Living The Developing Child Agriscience: Fundamentals The Culinary Professional	0
Visual and Performing Arts	Art Talk Introduction to Theatre Arts	0
Science Laboratory Equipment (grades 9-12)	NA	0

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

School Facility Conditions and Planned Improvements

Anderson Union High School is proud of its clean and well maintained facilities. Facilities include two gymnasiums, an Olympic sized pool (plus a wading/kids 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 large gym was remodeled in 2014, the large gym floor was re-painted and surfaced in 2020 and the small gym floor was re-painted and resurfaced in 2024. In the 2015-16 school year we installed a new HVAC system and a new roof in the 700 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. 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 was completed near the 100 wing in 2021. 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. In 2023 the Large Gym received a new HVAC system, the small gym and the 200 wing classrooms received new HVAC systems at the start of the 2025-2026 school year. The all-weather track of 2009 was recompletely resurfaced over the summer of 2025. Our PAC building will be renovated in the spring and summer of 2026 to fix seating, lighting, sound, and athletics, while our 100 wing will receive a new roof in the summer of 2027.

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				12/3/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ 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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	67	43	50	47	48
Mathematics (grades 3-8 and 11)	32	34	24	28	35	37

2024-25 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

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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	116	112	96.55	3.45	66.96
Female	54	53	98.15	1.85	75.47
Male	60	57	95.00	5.00	57.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	72.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	62	95.38	4.62	64.52
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	59	95.16	4.84	71.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	22.73

2024-25 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	116	112	96.55	3.45	33.93
Female	54	53	98.15	1.85	30.19
Male	60	57	95.00	5.00	36.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	37.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	62	95.38	4.62	35.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	59	95.16	4.84	33.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	9.09

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.25	26.12	20.06	26.01	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	278	275	98.92	1.08	24.36
Female	140	139	99.29	0.71	24.46
Male	138	136	98.55	1.45	24.26
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	15.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	81	98.78	1.22	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	27.78
White	149	148	99.33	0.67	25.00
English Learners	22	21	95.45	4.55	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	149	99.33	0.67	22.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	33	91.67	8.33	9.09

2024-25 Career Technical Education Programs

In 2024, AUHS was awarded the Golden State Pathways grant and the K-12 Strong Workforce Grant. These grants have allowed us to provide our students CTE courses in Building and Construction Trades, and an Ag Farm and Equipment in which students operate heavy equipment, become proficient a earth work, working in an operating crew, earn college credit, and gain priority in the Shasta College Heavy Equipment course. Our district also funded a new Building and Construction Trades course, increased music sections, and hired a full-time theater teacher. These initiatives have added to our already strong CTE programs in Agriculture, Culinary, Arts, Media, and Entertainment, 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

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	394
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	87

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	94.13
Graduates Who Completed All Courses Required for UC/CSU Admission	19.17

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.

2024-25 California Physical Fitness Test Participation Rates

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: 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	93.3	91.3	18.3	66.3	95.2

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.
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2025-26 Opportunities for Parental Involvement
<p>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 our school. Some of these opportunities include the School Site Council, Athletic Boosters, Music and Theater assistance, Parent Advisory and Community Engagement (PACE) Committee, English Language Advisory Committee (ELAC) and Sober Grad. The school uses AERIES Communicate and Parent Square which both allow for better communication between the school and parents. Parent and community volunteers are occasionally asked to assist with various activities sponsored by the school. There are always activities occurring where volunteers can provide help. If someone wishes to be of service to a particular program or event, they are invited to contact Mr. Thomas Safford, Principal, at (530) 365-2741, extension 20001, for more information.</p>

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.8	3	0	10.1	7	6.2	8.2	8.9	8
Graduation Rate	92.4	87.9	96.8	83.5	85.3	87.9	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	125	121	96.8
Female	62	61	98.4
Male	63	60	95.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	33	94.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	10	90.9
White	68	68	100.0
English Learners	12	11	91.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	111	107	96.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	14	82.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	624	580	153	26.4
Female	295	272	68	25.0
Male	327	306	84	27.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	32	29	8	27.6
Asian	24	24	6	25.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	159	46	28.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	29	4	13.8
White	347	322	88	27.3
English Learners	36	36	13	36.1
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	400	366	115	31.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	111	39	35.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.29	12.36	12.82	10.13	11.29	11.37	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.48	0.16	0.06	0.28	0.17	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.82	0.16
Female	9.83	0.34
Male	15.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	15.63	3.13
Asian	8.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	16.43	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	15.75	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.38	0.81

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.

2025-26 School Safety Plan

AUHS is dedicated to providing a safe and secure environment for both students and staff. The AUHS administrative team attend trainings provided by law enforcement agencies and the Shasta County Office of Education, and all staff members receive updated information and training in regards to school safety. In conjunction with the Anderson Police Department and the Anderson Fire Department, AUHS reviews and updates safety plans, 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 Juvenile Prevention Officer from the Shasta County Probation Department and a full time Campus Security Supervisor on site. APD personnel, the JPO, and the Campus Security provide additional support during events outside the regular school day, such as athletics and dances. In the Fall semester of the 2025-2026 school year, both the APD Lieutenant and an Officer trained by the Central California Intelligence Center conducted a vulnerability assessment of our campus. The report from this assessment is being used to further secure our campus. Currently, to assist in monitoring the campus, digital security cameras and new lighting are in use. AUHS classrooms are furnished with doors which lock from the inside, should the need arise during emergency lockdown scenarios. We require all visitors to register with the office and are only allowed to specified areas with official business.

AUHS reviews and modifies our school safety plan yearly in conjunction with our Site Council, with consideration from input coming from staff, parents, community, and students. It is then reviewed and approved by the AUHSD board of education in the Spring. The AUHS SSP was last reviewed by the AUHS site council on November 19th, 2025.

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	25	11	4	7
Mathematics	23	9	11	4
Science	21	5	3	1
Social Science	26	6	10	5

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	27	6	8	6
Mathematics	24	9	9	4
Science	20	6	2	1
Social Science	29	4	6	8

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26	6	6	8
Mathematics	23	9	10	4
Science	19	4	4	0
Social Science	28	6	2	11

2024-25 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	257.73

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0
Other	8.0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	\$10,178.00	\$3,194.00	\$6,984.00	\$83,757.00
District	N/A	N/A	\$9,535	\$87,608
Percent Difference - School Site and District	N/A	N/A	-30.9	1.0
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-42.7	-11.3

Fiscal Year 2024-25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$46,574	\$59,531
Mid-Range Teacher Salary	\$82,192	\$95,178
Highest Teacher Salary	\$113,959	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$133,245	\$163,784
Superintendent Salary	\$199,300	\$227,673
Percent of Budget for Teacher Salaries	24.87%	26.91%
Percent of Budget for Administrative Salaries	4.3%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.9
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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
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

Our teachers engage in roughly two collaboration days per month for a total of fifteen yearly collaborative days. Our English department has been provided additional collaborative days over the past three years to align curriculum to standards and develop lesson studies. We have two Inservice days per year and ten faculty meetings per year. During these meetings teachers focus on the four critical questions of PLC's and implementing the strategies our staff learn during professional development and evaluating progress towards our Site/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. Employees periodically attend County Office of Education professional development. 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

Professional Development

opportunities to attend conferences in Monterey, Anaheim, Sacramento, San Diego, Iowa, Texas and Washington on a wide variety of topics. Examples of these conferences include The National Conference for Teaching Mathematics, EdTech Conference, California Agriculture Teachers' Association Conference, California Association of School Counselors Conference, California Para/Educator Conference, next Generation Science Standards Conference, Professional Learning Communities, High Reliability Schools, 504 training, and Aeries training. The District is committed to continuous improvement and has been generous in providing release time for professional growth opportunities. In monthly faculty meetings there is focus on progressing through the five levels of High Reliability Schools framework to ensure that we, our students and our community see AUHS as a highly reliable school that is preparing students for college, career, and life readiness.

- 5 Levels of HRS are:
- Level 1: Safe, Supportive, & Collaborative Culture – Establishes trust, respect, and a positive environment for learning and working.
 - Level 2: Effective Teaching in Every Classroom – Ensures high-quality instruction and student engagement across all classrooms.
 - Level 3: A Guaranteed & Viable Curriculum – Aligns curriculum, instruction, and assessment to ensure all students learn essential content.
 - Level 4: Standards-Referenced Reporting – Implements accurate systems for reporting student progress based on standards.
 - Level 5: Competency-Based Education – Personalizes learning so students demonstrate mastery of skills and content, preparing them for college and careers

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	21	27	17