Anderson Union High 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

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	
County-District-School (CDS) Code	45-69856-4530804

2024-25 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

2024-25 School Description and Mission Statement

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

Vision Statement
Each will excel, achieving College, Career and Life readiness!

2024-25 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 also has an after school program called Cub Connection offered through 21st Century Project Share Grant. The primary purpose of Cub Connection is to provide academic support and enrichment including no cost academic tutoring and leadership development opportunities. As a site, we endeavor to solidify the family-culture of our school community. We pride ourselves on what it means to be a member of the Cub Family.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	167
Grade 10	156
Grade 11	132
Grade 12	112
Total Enrollment	567

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54
American Indian or Alaska Native	4.9
Asian	4.1
Black or African American	0.7
Filipino	1.1
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.3
White	53.4
English Learners	5.1
Foster Youth	0.9
Homeless	1.2
Socioeconomically Disadvantaged	69.1
Students with Disabilities	18.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 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)	20.00	75.19	58.50	70.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	4.47	2.40	2.92	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.76	2.10	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	15.04	14.80	17.87	12115.80	4.41
Unknown/Incomplete/NA	0.40	1.50	5.20	6.35	18854.30	6.86
Total Teaching Positions	26.60	100.00	83.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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)	21.60	82.04	58.20	74.38	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	3.23	0.80	1.09	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	6.61	2.20	2.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.95	9.10	11.69	11746.90	4.23
Unknown/Incomplete/NA	1.80	7.10	7.70	9.95	14303.80	5.15
Total Teaching Positions	26.30	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
Permits and Waivers	0.00	1.10	1
Misassignments	1.00	0.00	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.10	1.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.20	1.00	0
Local Assignment Options	1.80	1.00	0.2
Total Out-of-Field Teachers	4.00	2.00	0.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30	4.2	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.10	9.7	5.2

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

At the Tuesday, October 15, 2024 AUHS Board Meeting the Board of Education determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. In addition to sufficient textbooks and instructional materials all students at AUHS have their own Chromebook.

Year and month in which the data were collected	July 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net	Yes	0
Mathematics	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net	Yes	0
Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net	Yes	0
History-Social Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net	Yes	0
Foreign Language	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net	Yes	0
Health	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net	Yes	0

| Visual and Performing Arts | All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net | Yes | 0 |

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 will have new HVAC systems before the start of the 2025-2026 school year.

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

| Year and month of the most recent FIT report | January 2023 |

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 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
English Language Arts/Literacy (grades 3-8 and 11)	64	61	51	43	46	47
Mathematics (grades 3-8 and 11)	36	32	27	24	34	35

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	128	127	99.22	0.78	61.42
Female	65	64	98.46	1.54	70.31
Male	63	63	100.00	0.00	52.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	51.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	71	70	98.59	1.41	68.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	54.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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	128	127	99.22	0.78	32.28
Female	65	64	98.46	1.54	34.38
Male	63	63	100.00	0.00	30.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	24.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	71	70	98.59	1.41	38.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	29.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.17	20.25	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	253	242	95.65	4.35	20.66
Female	102	94	92.16	7.84	19.15
Male	149	146	97.99	2.01	20.55
American Indian or Alaska Native	12	12	100.00	0.00	8.33
Asian	15	15	100.00	0.00	13.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	60	96.77	3.23	21.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	14.29
White	144	136	94.44	5.56	23.53
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	139	96.53	3.47	18.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	8.51

2023-24 Career Technical Education Programs

This year we have been fortunate to be awarded with a Golden State Pathways grant. The GSP has allowed us to provide our students with a new Ag Farm and Equipment course with new machinery. Our district also funded a new Building and Construction Trades course. These initiatives have added to our already strong CTE programs in Agriculture, Culinary, Information Technology, and Public Safety. Our Freshman Career Choices curriculum is the foundation for preparing students to focus on a career and exploring our CTE pathways. Nearly all of our students participate in one way or another in CTE classes where they gain valuable "real-world" experiences with industry standard skills.

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

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

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

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	355
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

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	93.47
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	12.64

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: 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	95.7	97.9	98.6	97.2	98.6

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

The Anderson community is very supportive of Anderson Union High School. The staff of AUHS believes that an active and involved parental community is essential to a well-run school. Parents and interested citizens have many opportunities to become involved with school. Some of these opportunities include the School Site Council, Athletic Boosters, Music 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 often asked to assist with various activities sponsored by the school. There are always activities occuring that need help from volunteers. If someone wishes to help with a particular program or event, they are invited to contact Mr. Thomas Safford, Principal, at (530) 365-2741, extension 20001, for more information.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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	4.3	3.8	3.0	8.6	10.1	7.0	7.8	8.2	8.9
Graduation Rate	88.3	92.4	87.9	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	99	87	87.9
Female	46	42	91.3
Male	53	45	84.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	18	15	83.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	57	51	89.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	86	77	89.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	10	58.8

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	631	589	150	25.5
Female	284	267	69	25.8
Male	345	320	81	25.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	28	28	9	32.1
Asian	27	26	4	15.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	176	163	42	25.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	37	11	29.7
White	347	320	82	25.6
English Learners	39	34	10	29.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	450	418	120	28.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	111	34	30.6

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 and expulsions data.

Rate	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
Suspensions	6.90	10.29	12.36	6.81	10.13	11.29	3.17	3.60	3.28
Expulsions	0.00	0.00	0.48	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	12.36	0.48
Female	8.45	0.00
Male	15.65	0.87
Non-Binary		
American Indian or Alaska Native	14.29	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.07	0.57
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.81	0.00
White	13.54	0.58
English Learners	10.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.89	0.44
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.80	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

Having a well-deserved reputation as a safe and secure facility, AUHS is dedicated to providing a safe and secure environment for both students and staff. The AUHS administrative 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 regard 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 we have a full time Campus Security Supervisor on site. APD personnel, our JPO and Campus Security provide additional support during events outside the regular school day, such as athletics and dances. To assist in monitoring the campus, digital security cameras and new lighting are in use on campus. Finally, AUHS classrooms are furnished with doors which lock from the inside, should the need arise during emergency lockdown scenarios.

The Comprehensive School Safety Plan is reviewed and updated as needed in respect to current industry safety standards. Each year the School Safety Plan is reviewed by the AUHS site council. The last time the SSP was reviewed by the AUHS site council was on November 14th, 2024.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

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
Pupils to Academic Counselor	280

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
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

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
School Site	$10,178.00	$3,194.00	$6,984.00	$83,757.00
District	N/A	N/A	$9,535	$82,929
Percent Difference - School Site and District	N/A	N/A	-30.9	1.0
State	N/A	N/A	$10,771	$93,742
Percent Difference - School Site and State	N/A	N/A	-42.7	-11.3

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

- College Connection
- Educational Talent Search
- Project Share

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	6.1%

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

Over the past three years AUHS has conducted nine collaboration days each year with four of those nine serving as district wide days, and this year we added six more days allowing all staff and departments in the district fifteen yearly collaborative days. Our English department has been provided additional collaborative days over the past two 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 we focus on implementing the strategies our staff learned from their professional development and our WASC goals. In addition to the aforementioned time, the district has provided numerous release days for departments and individuals to receive professional development around specific topics. 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 opportunities to attend conferences in Anaheim, Iowa, Sacramento, San Diego and Seattle on a wide variety of topics. Examples of these conferences include a Math 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. The District is committed to continuous improvement and has been generous in providing release time for professional growth opportunities.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	27