

# **School Accountability Report Card**

## **East Nicolaus High School**

2454 Nicolaus Avenue, Nicolaus, CA 95659

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Superintendent/Principal: Mary Lynch - [mlynch@eastnicolaus.k12.ca.us](mailto:mlynch@eastnicolaus.k12.ca.us)

Grades: 9-12 - CDS Code: 51-71373-5132758

# School Accountability Report Card

## Reported Using Data from the 2016–17 School Year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit [DataQuest](#). DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Principal's Message

Welcome to East Nicolaus High School (ENHS), home of the Spartans! It is with honor and pride that we present our annual School Accountability Report Card (SARC) and hope it familiarizes you with school programs, opportunities, achievements and goals for our future citizens. The staff at ENHS uses data-driven practices to set instructional goals and to provide a standards-based learning environment for students. Several distinct learning pathways offer students the structure of sequenced courses, and students develop a multiyear learning plan with counseling support.

We strive to maintain a secure, safe and friendly environment for learning. With strong parent participation and a multigenerational community, our students are well prepared to meet their future academic and social challenges. We are proud to represent the community as a symbol of excellence among all south Sutter County schools.

## School Mission Statement

Through partnerships with families and community, East Nicolaus High School is committed to:

- Academic excellence and 21<sup>st</sup> century learning skills
- A safe and small school environment
- Fostering school pride and tradition
- Diverse opportunities in and out of the classroom

- Preparing students with leadership skills who are self-directed, responsible community members with a strong work ethic

## **School Vision Statement**

East Nicolaus High School will inspire and prepare every student for academic excellence, individual achievement and future success, while maintaining the courage and honor of our traditions.

## **Governing Board**

Steve Willey, president  
Bruce Wanner  
Dave Adams  
Jeff Tudor  
Ed Henderson

## **Parental Involvement**

East Nicolaus High School enjoys strong community support. We welcome and encourage parent involvement at East Nicolaus and encourage active community participation on all levels. The organized parent groups include the School Site Council (SSC)/Local Control and Accountability Plan (LCAP) Committee and Boosters Club. These organizations provide a forum to investigate issues related to curriculum, staff development, school culture and categorical funding. Parents also help with schoolwide events and fundraising activities and are strong supporters of cocurricular and extracurricular learning opportunities. When student clubs and organizations need support, parents are always willing to assist. For more information on how to become involved, please contact Cindy Gander at [cindy@ganderdesign.com](mailto:cindy@ganderdesign.com).

## **School Safety**

The school safety plan is reviewed annually by a committee, and drills are practiced each year. It was last reviewed, updated and discussed with the school faculty in March 2018.

The school has participated in a county-directed Readiness and Emergency Management (REMS) grant project that links safety plan activity throughout the county with similar protocols. The plan includes information about potential disasters, procedures and protocols for emergency situations and is coordinated with local agencies.

In addition, the school is a closed campus, which requires outside visitors to check in with the front office. The safety plan is available for review in the main school office or online by viewing the [ENHS Comprehensive School Safety Plan](#).

## **Student Enrollment by Grade Level**

The chart displays the total number of students enrolled in each grade for the 2016-17 school year.

Grade Level	Number of Students
Grade 9	90
Grade 10	97
Grade 11	78
Grade 12	60

## Student Enrollment by Student Group

The total enrollment at the school was 315 students for the 2016-17 school year. The chart displays the percentage of students enrolled in each group.

Student Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	1.3%
Asian	2.5%
Filipino	0.6%
Hispanic or Latino	23.8%
Native Hawaiian or Pacific Islander	1.0%
White	66.7%
Two or More Races	2.2%
No Response	1.0%
Socioeconomically Disadvantaged	31.4%
English Learners	1.6%
Students with Disabilities	9.5%
Foster Youth	0.0%

## Average Class Size and Class Size Distribution (Secondary)

The chart displays the 2014/15 data for average class size and the 2014/15 data for the number of classrooms by size. The number of classes indicates how many classrooms fall

into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

<b>Subject</b>	<b>Avg. Class Size</b>	<b>Number of Classes @ 1-22</b>	<b>Number of Classes @ 23-32</b>	<b>Number of Classes @ 33+</b>
<b>English</b>	27	2	9	1
<b>Mathematics</b>	19	8	4	1
<b>Science</b>	20	7	2	2
<b>Social Science</b>	24	4	5	

The chart displays the 2015/16 data for average class size and the 2015/16 data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

<b>Subject</b>	<b>Avg. Class Size</b>	<b>Number of Classes @ 1-22</b>	<b>Number of Classes @ 23-32</b>	<b>Number of Classes @ 33+</b>
<b>English</b>	22	7	4	2
<b>Mathematics</b>	17	5	3	2
<b>Science</b>	21	5	5	1
<b>Social Science</b>	22	5	4	

The chart displays the 2016/17 data for average class size and the 2016/17 data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

<b>Subject</b>	<b>Avg. Class Size</b>	<b>Number of Classes @ 1-22</b>	<b>Number of Classes @ 23-32</b>	<b>Number of Classes @ 33+</b>
<b>English</b>	25	5	5	3
<b>Mathematics</b>	18	8	6	
<b>Science</b>	22	5	7	
<b>Social Science</b>	23	6	4	

## California Physical Fitness Test Results (School Year 2016–17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.7%	11.8%	64.5%

## California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA): includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments: includes ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit the [California Assessment of Student Performance and Progress \(CAASPP\) System](#).

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

This table displays the Percentage of Students Scoring at Proficient or Advanced during 2017-18.

Subject	ENHS 14-15	ENHS 15-16	ENJUHSD 14-15	ENJUHSD 15-16	California 14-15	California 15-16
Science	46%	53%	46%	53%	56%	54%

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Subject	ENHS 15–16	ENHS 16–17	ENJUHSD 15–16	ENJUHSD 16–17	California 15–16	California 16–17
English language arts/literacy	52%	63%	52%	63%	48%	48%
Mathematics	28%	29%	28%	29%	36%	37%

### Federal Intervention Program (2017–18 School Year)

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were “In PI” in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of “Not in PI” for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of “Not in PI” for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit [CDE Program Improvement Status Determinations](#).

Criteria	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	*	*
Year in Program Improvement	*	*
Number of Schools Currently in Program Improvement	*	0
Percent of Schools Currently in Program Improvement	*	0.00%

\*Not applicable. The school and district are not in Program Improvement.

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table below displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Test Results in English Language Arts by Student Group Grade Eleven (School Year 2016–17)

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All Students	79	78	98.73%	62.82%
Male	40	39	97.50%	51.28%
Female	39	39	100.00%	74.36%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	24	24	100.00%	58.33%
Native Hawaiian or Pacific Islander	*	*	*	*
White	48	48	100.00%	64.58%
Two or More Races	*	*	*	*
Socioeconomically	26	25	96.15%	48.00%

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
Disadvantaged				
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*
Foster Youth	*	*	*	*

\* Scores are not shown when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Mathematics by Student Group Grade Eleven (School Year 2016–17)

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All Students	79	77	97.47%	28.57%
Male	40	39	97.50%	33.33%
Female	39	38	97.44%	23.68%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	24	24	100.00%	20.83%
Native Hawaiian or Pacific Islander	*	*	*	*
White	48	48	100.00%	27.08%
Two or More Races	*	*	*	*

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	26	24	92.31%	25.00%
<b>English Learners</b>	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*
<b>Students Receiving Migrant Education Services</b>	*	*	*	*
<b>Foster Youth</b>	*	*	*	*

\* Scores are not shown when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Admission Requirements for California’s Public Universities

University of California: Admission requirements for the University of California (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 web page at [University of California Admissions](#).

California State University: Eligibility for admission to California State University (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 web page at [California State University Apply](#).

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

The table displays two measures related to the school’s courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit [DataQuest](#).

UC/CSU Course Measure	East Nicolaus HS
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	47.62%

## Career Technical Education Programs

East Nicolaus High School encourages students, beginning in the 9<sup>th</sup> grade year, to develop a four-year academic learning plan continuing through high school. Students may participate in the six central learning pathways offered at East Nicolaus. These learning pathways are industrial arts technology; agriculture; sports medicine and nutrition; science, technology, engineering, mathematics (STEM); visual and performing arts; and academics.

Each pathway contains a sequence of courses, with career technical education (CTE) courses making up a large portion of each specified pathway. Students receive guidance from a designated counselor who works with students along with parents.

The East Nicolaus High School Site Council (SSC) serves as the schoolwide advisory body for CTE. In addition, each learning pathway maintains its own unique advisory committee.

East Nicolaus High School is providing students with multiple pathways to the same destination: college and career success. Our students have a range of aspirations, interests and learning styles. To get to the destination of graduating prepared to succeed in college and career, ENHS offers students different ways of getting there. Pathways are comprehensive programs of academic and technical study organized around broad industry themes. Pathways prepare students for the full range of postsecondary options: two- and four-year college, apprenticeship, and formal employment training. Through a thematic, practical focus, multiple pathways inspire high school students to achieve in college and career.

East Nicolaus participates as a member of the Tri-County Regional Occupational Program and actively participates in Career Technical Education (CTE) standards alignment, development of new capstone courses and advocacy for continued funding of CTE curriculum.

ROP courses include ROP Power Ag Technology I and II, ROP Ag Welding, ROP Welding Technology I and II, ROP Woodshop I and II, ROP Sports Medicine, and ROP Floral Design.

In addition, ENHS has a full-time learning director (academic advisor) who helps students prepare for college or vocational school. Students are required to meet with the advisor on a regular basis, beginning in ninth grade.

## Career Technical Education Participation (School Year 2016–17)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	222
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

## Types of Services Funded

The following programs and supplemental services are provided to students at East Nicolaus High School:

- English Language Development with strategic support
- Independent study program
- Summer school (remedial and core)
- Sports Medicine & Nutrition Pathway program
- Industrial Arts Pathway program
- Informational Technology Pathway program
- Academic Pathway program
- Agriculture Pathway program
- VAPA Pathway program
- ROP (woodshop, welding)
- Senior Learning Project
- After-school tutoring
- STEM: Project Lead the Way
- RTI: Response to Intervention

## Completion of High School Graduation Requirements – Graduating Class of 2016

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit [CDE State Minimum Course Requirements](#) or [CDE High School Graduation Requirements](#).

Student Group	East Nicolaus HS	East Nicolaus JUHSD	California
All Students	98.44%	98.44%	87.11%
Black or African American	*	*	79.19%
American Indian or Alaska Native	100.00%	100.00%	80.17%

Student Group	East Nicolaus HS	East Nicolaus JUHSD	California
Asian	50.00%	50.00%	94.42%
Filipino	*	*	93.76%
Hispanic or Latino	89.47%	89.47%	84.58%
Native Hawaiian or Pacific Islander	*	*	86.57%
White	100.00%	100.00%	90.99%
Two or More Races	100.00%	100.00%	90.59%
Socioeconomically Disadvantaged	95.45%	95.45%	85.45%
English Learners	100.00%	100.00%	55.44%
Students with Disabilities	100.00%	100.00%	63.90%
Foster Youth	*	*	68.19%

\* Scores are not shown when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit [DataQuest](#).

Dataset	Graduation Rate 2013–14	Graduation Rate 2014–15	Graduation Rate 2015–16	Dropout Rate 2013–14	Dropout Rate 2014–15	Dropout Rate 2015–16
East Nicolaus HS	91.36%	96.15%	96.88%	6.20%	3.80%	3.10%
East Nicolaus JUHSD	86.05%	96.15%	96.88%	11.60%	3.80%	3.10%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

## Advanced Placement (AP) Courses (School Year 2016–17)

Percentage of total enrollment enrolled in AP courses	Number of AP courses offered at the school
21%	5

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Subject	Number of AP Courses by Subject
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	1

## Textbooks and Instructional Materials

Standards-based instructional materials are provided for all content areas. New textbooks are examined for the best possible fit with our standards-based curriculum and are purchased at that time.

East Nicolaus uses a learning pathway methodology to organize coursework and materials. We are proud of our unique offerings in agriculture, industrial arts, information and technology, visual and performing arts, sports medicine, and the academic pathway. A Technology Pathway is forming. Facilities for these specialized programs offer a unique blend of project-based instructional materials and equipment.

The district also provides instructional materials for intervention-based curriculum, including English learners and special-needs students.

The ENHS staff prides itself on a near-100 percent graduation rate based on competent instructional materials and programs.

As a high school district, sometimes textbook adoptions go outside the regular adoption cycles.

Subject	Textbook	Adopted
English language arts	Holt Literature	2007

Subject	Textbook	Adopted
Mathematics	Integrated Math I; CPM; <i>Integrated Math II</i> ; Carnegie	2015
Mathematics	Algebra 2; Calculus with Limits; McDougal Littell	2007
Science	Anatomy & Physiology, Physics; Holt	2001
Science	Geology; Biology; Chemistry; McGraw-Hill	2001
History/social science	McDougal Littell, McGraw-Hill	2014
Foreign language	Spanish: <i>Realidades</i> , Prentice Hall; German: Holt	2007

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Subject	Percentage of Students Lacking Materials by Subject
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment	0%

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing- board-approved list?	Yes

Criteria	Yes/No
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

The most recent hearing to adopt a resolution on the sufficiency of instructional materials was held 9/14/2017.

## School Facilities

Our school, built in 1972, includes 11 buildings, some of which are portables. Together, they accommodate approximately 390 people. We provide a safe, clean learning environment in five permanent structures which house 17 classrooms, the main office, gymnasium and locker rooms, a multiuse room, library and various meeting rooms. Portables provide seven additional classrooms.

East Nicolaus High School strives to provide safe, clean and well-maintained facilities.

A scheduled maintenance program is administered by the district to ensure all classrooms, restrooms and facilities are well maintained and in good repair.

In 2014, the Nicolaus community passed a \$4 million bond that enabled the district to replace roofs on the four permanent structures. In addition, the district used the Proposition 39 funding to replace HVAC units in the administrative and library wings. One-time dollars were used last summer to paint trim, doors and several inside spaces.

Teachers complete a yearly inventory of their space, and over the last six months, television monitors have been removed, new whiteboards have been installed and technology has been enhanced, including Smart Boards and Apple TV in several classrooms.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Fair
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good

Items Inspected	Repair Status
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/Fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent school site inspection</b>	8/30/2017
<b>Date of the most recent completion of the inspection form</b>	8/30/2017

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Items Inspected	Deficiencies and Action Taken or Planned	Date of action
HVAC	Room 304: heating not working properly.	
HVAC	Boys and Girls locker rooms: HVAC needs repair.	
HVAC	<i>Repairs and/or upgrades are planned.</i>	Summer 2018

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Rate	ENHS 2014– 15	ENHS 2015– 16	ENHS 2016– 17	ENJUHSD 2014–15	ENJUHSD 2015–16	ENJUHSD 2016–17	California 2014–15	California 2015–16	California 2016–17
<b>Suspensions</b>	5.7%	5.6%	2.5%	5.7%	5.6%	2.5%	3.8%	3.7%	3.6%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit the [Commission on Teacher Credentialing](#).

Teachers	ENJUHSD 17-18	ENHS 15-16	ENHS 16-17	ENHS 17-18
With Full Credential	15	16	15	15
Without Full Credential	2	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Criteria	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

## Professional Development

Teachers and administrators at our school participate in five training days a year and five minimum days every year, where our staff may work on individual or group goals, attend conferences, discuss new technology, and analyze test scores and other assessment data. For the last two years, the staff has focused on aligning the district curriculum to the state standards. The staff continues to refine the accountability system for student performance, with a concentration on significant subgroups.

Professional development is a cornerstone for the district, and the staff sets schoolwide and individual goals each year. These goals provide a plan for professional development, and the district works to provide resources to meet each goal need.

School	2015-16	2016-17	2017-18

School	2015-16	2016-17	2017-18
East Nicolaus HS	3.5 days	5 days	5 days

## Academic Counselors and School Support Staff

This table displays information about academic counselors at the school and their full-time equivalent (FTE).

Academic Counselors	FTE
Academic Counselor	1.00
Average number of students per academic counselor	310

This table displays information about support staff at the school and their full-time equivalent (FTE).

Support Staff	FTE
Social/behavioral counselor	0.25
Career development counselor	0.25
Library media teacher (librarian)	0.00
Library media services	0.00
staff (paraprofessional)	0.20
Psychologist	0.00
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.86
Resource specialist (nonteaching)	0.25

## Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the web page at [California Department of Education \(CDE\) Current Expense of Education & Per-pupil](#)

[Spending](#). For information on teacher salaries for all districts in California, see the web page at [CDE Certificated Salaries & Benefits](#). To look up expenditures and salaries for a specific school district, see the website at [Ed-Data](#)

## District Financial Data (2015–16 Fiscal Year)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Category	District Amount	Similar Sized District
Beginning teacher salary	*	\$45,374
Midrange teacher salary	*	\$67,188
Highest teacher salary	*	\$91,637
Average high school principal salary	*	\$123,947
Superintendent salary	*	\$132,751
Teacher salaries: percentage of budget	26%	28%
Administrative salaries: percentage of budget	7%	6%

\* Information is not available at this time.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Measures	2015-16 Fiscal Year
Total expenditures	\$13,057
per pupil	\$2,647
Expenditures per pupil from restricted sources	\$10,410
Expenditures per pupil from unrestricted sources	\$50,897

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison (2015–16 Fiscal Year)

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

<b>Criteria</b>	<b>Expenditures Per Pupil From Unrestricted Sources</b>	<b>Annual Average Teacher Salary</b>
<b>East Nicolaus HS</b>	\$10,410	\$50,897
<b>East Nicolaus JUHSD</b>	\$10,410	\$50,897
<b>California</b>	\$6,574	\$69,964
<b>School and district: percentage difference</b>	*	*
<b>School and California: percentage difference</b>	+58.4%	-27.3%

\* The percentage difference does not apply to single-site districts.