

# East Nicolaus High

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.



### Mark Beebe, Superintendent/Principal

Principal, East Nicolaus High

#### About Our School

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 district 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 a strong parent participation and 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.

#### Contact

East Nicolaus High  
2454 Nicolaus Ave.  
Nicolaus, CA 95659-9605

Phone: 530-656-2255  
E-mail: [mbeebe@eastnicolaus.k12.ca.us](mailto:mbeebe@eastnicolaus.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	East Nicolaus Joint Union High
<b>Phone Number</b>	(530) 656-2255
<b>Superintendent</b>	Mark Beebe
<b>E-mail Address</b>	<a href="mailto:mbeebe@eastnicolaus.k12.ca.us">mbeebe@eastnicolaus.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.eastnicolaus.k12.ca.us">www.eastnicolaus.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	East Nicolaus High
<b>Street</b>	2454 Nicolaus Ave.
<b>City, State, Zip</b>	Nicolaus, Ca, 95659-9605
<b>Phone Number</b>	530-656-2255
<b>Principal</b>	Mark Beebe, Superintendent/Principal
<b>E-mail Address</b>	<a href="mailto:mbeebe@eastnicolaus.k12.ca.us">mbeebe@eastnicolaus.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.eastnicolaus.k12.ca.us">www.eastnicolaus.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	51713735132758

*Last updated: 1/3/2019*

### School Description and Mission Statement (School Year 2018—19)

East Nicolaus Joint Union High School District (ENHS) was established in 1924. The current location of East Nicolaus High School was first opened in 1970. The district is rural in character and the economy is agricultural with three major rivers bordering and crossing it. It is comprised of approximately 150 square miles in south Sutter County and is located approximately twenty miles north of Sacramento and twenty miles south of Yuba City, east of Highways 99 and 70.

The district hosts one campus, a comprehensive high school (ENHS). The present ENHS campus was built in 1974. Three separate independent feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the makeup of the high school population.

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

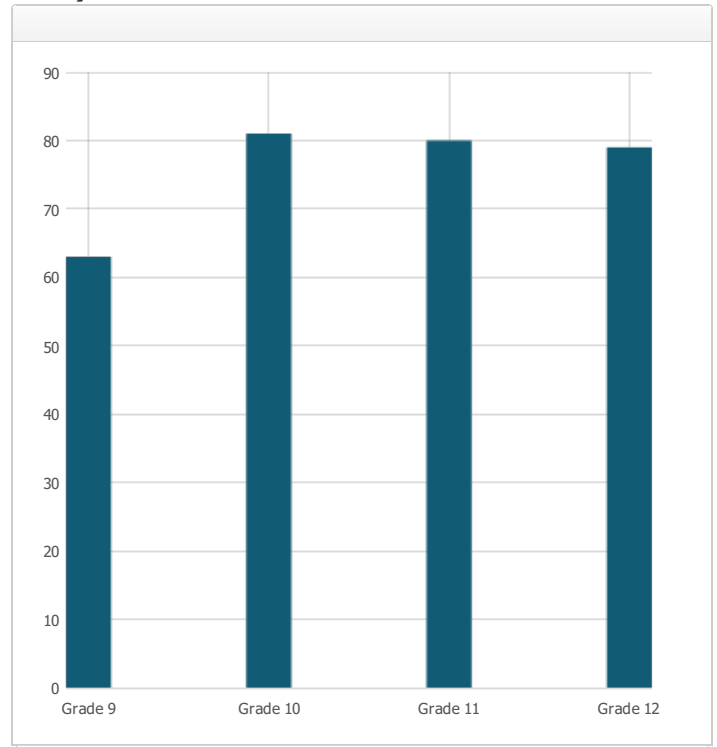
- Academic excellence and 21st century learning skills
- A safe and small school environment
- Fostering school pride and tradition
- Diverse opportunities, in and out of the classroom
- Preparing students with leadership skills who are self-directed, responsible community members with a strong work ethic

The mission and vision of East Nicolaus High School is to promote positive self-esteem, strong work ethics, and an education that enables all students to reach their highest levels of achievement to become exemplary citizens with lifelong respect for learning, democratic values, and an understanding of world-wide diversity in order to meet future challenges.

*Last updated: 1/3/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	63
Grade 10	81
Grade 11	80
Grade 12	79
<b>Total Enrollment</b>	<b>303</b>



Last updated: 1/3/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	1.3 %
Asian	3.9 %
Filipino	0.6 %
Hispanic or Latino	20.3 %
Native Hawaiian or Pacific Islander	1.3 %
White	68.8 %
Two or More Races	1.9 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.3 %
English Learners	1.3 %
Students with Disabilities	10.3 %
Foster Youth	%

## A. Conditions of Learning

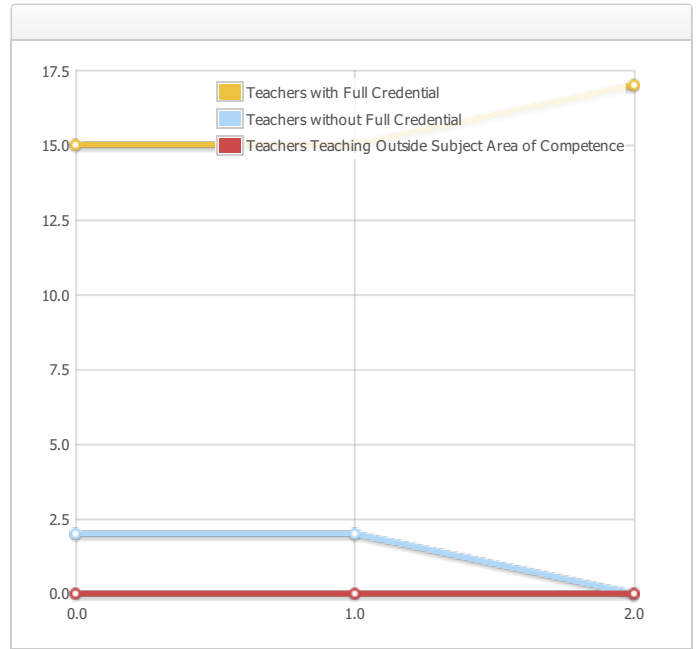
### State Priority: Basic

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

#### Teacher Credentials

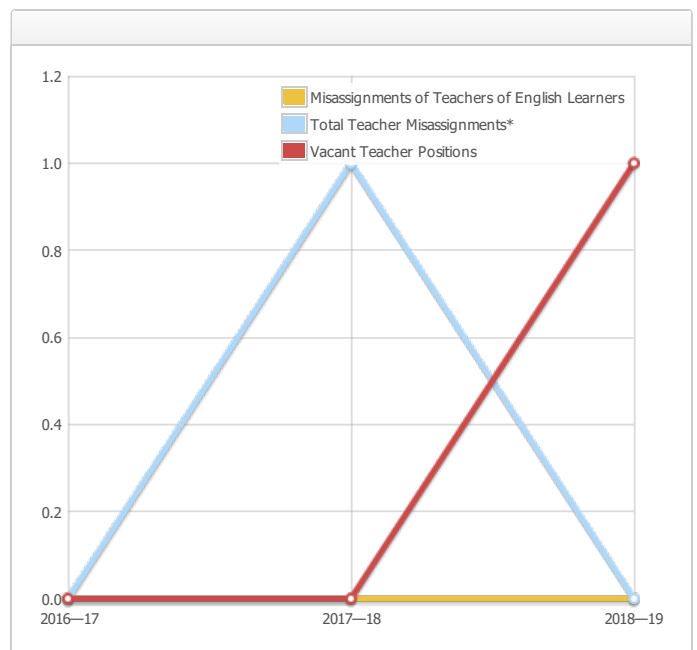
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	15	15	17	17
Without Full Credential	2	2	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: November 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<ul style="list-style-type: none"> <li>Houghton Mifflin Harcourt California Collections</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>Carnegie</li> <li>Integrated Math 1; CPM; Integrated Math II</li> <li>Houghton Mifflin Harcourt</li> <li>Pre- Calculus</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>McGraw Hill</li> <li>Anatomy and Physiology</li> <li>Holt</li> <li>Physics</li> <li>Glencoe</li> <li>Biology and Chemistry</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>McDougal Littell</li> <li>World History, US History and Government/Economics</li> </ul>	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> <li>Houghton Mifflin Harcourt</li> <li>Avancemos, Spanish 1,2,3&amp;4</li> <li>Houghton Mifflin Harcourt</li> <li>German 1 &amp; 2</li> <li>Vista Higher Learning</li> <li>German 3</li> <li>Norton</li> <li>German 4</li> </ul>	Yes	0.0 %
Health	<ul style="list-style-type: none"> <li>Institute for Health Promotion and Disease Prevention Research, University of Southern California</li> <li>Project TND</li> </ul>	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2019

## School Facility Conditions and Planned Improvements

Our school was built in 1972, includes 11 buildings, some of which are portables. Together, they accommodate approximately 350 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.

*Last updated: 1/7/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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*Last updated: 1/3/2019*

## 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, which 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); and
- 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	63.0%	63.0%	63.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	31.0%	29.0%	31.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

*Last updated: 1/3/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.00%	62.82%
Male	48	48	100.00%	56.25%
Female	30	30	100.00%	73.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	21	21	100.00%	47.62%
Native Hawaiian or Pacific Islander	--	--	--	
White	51	51	100.00%	66.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	27	27	100.00%	48.15%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

*Last updated: 1/3/2019*



## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/3/2019

## Career Technical Education (CTE) Programs (School Year 2017–18)

East Nicolaus High School encourages students, beginning in the 9th grade year to develop a four-year academic learning plan continuing through high school. Students may participate in the 5 central pathways offered at East Nicolaus. These learning pathways are industrial arts technology, agriculture, recreation administration, science, technology, visual and performing arts and academics.

Each pathway contains a sequence of courses, with a 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 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, interest and learning styles. To get to the destination of graduating prepared to succeed in college and career, ENHS offers 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 post secondary 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 Ag Mechanics, Welding Technology I, II and III, Recreation Administration and ROP Floral Design.

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

Last updated: 1/7/2019

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	240
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	19.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	24.0%

Last updated: 1/3/2019

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

UC/CSU Course Measure	Percent

2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	36.5%

# 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

## California Physical Fitness Test Results (School Year 2017–18)

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	13.8%	21.2%	48.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/2019

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

East Nicolaus High School enjoys strong community support. We welcome and encourage parent involvement at East Nicolaus High School 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 Booster Club. These organizations provide a forum to investigate issues related to curriculum, staff development, school culture and budget input. Parents also help with school wide 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.

# State Priority: Pupil Engagement

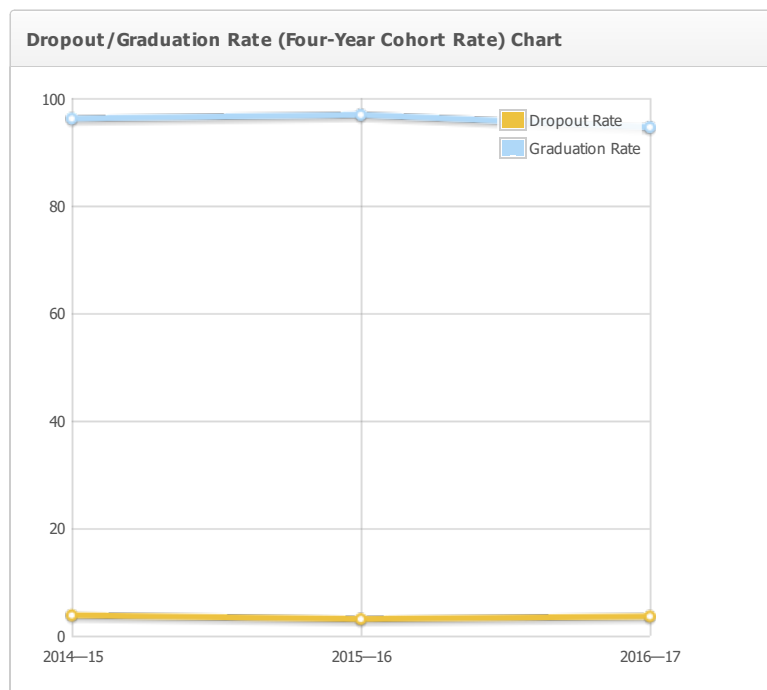
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.8%	3.1%	3.8%	3.1%	10.7%	9.7%
Graduation Rate	96.2%	96.9%	96.2%	96.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	3.6%	3.6%	9.1%
Graduation Rate	94.6%	94.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	86.7%	86.7%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	83.3%	83.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	88.4%	88.4%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	83.3%	83.3%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	80.0%	80.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

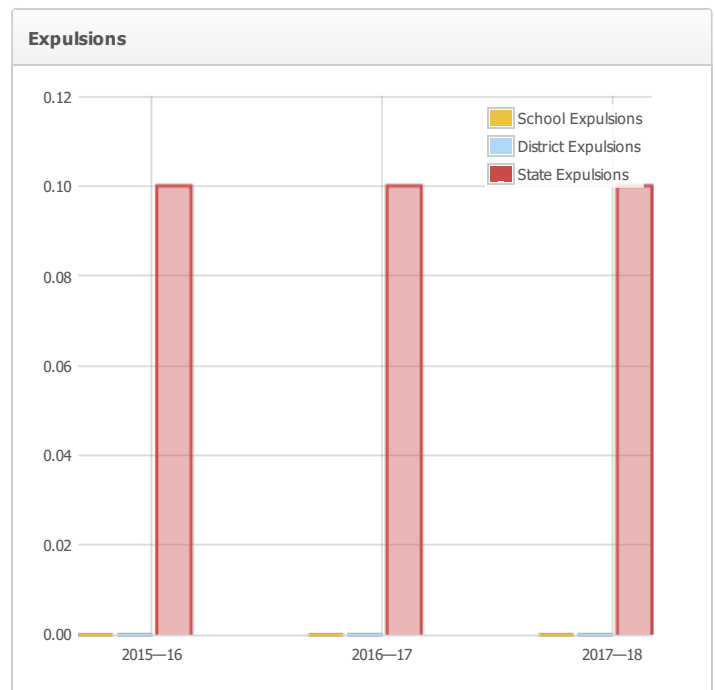
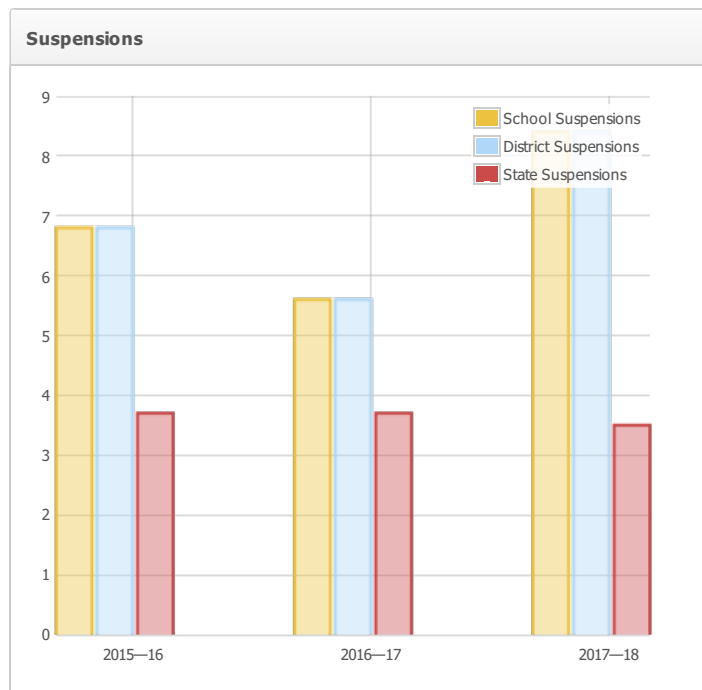
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.8%	5.6%	8.4%	6.8%	5.6%	8.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/3/2019

## School Safety Plan (School Year 2018—19)

The school safety plan is reviewed annually by a committee, and drills are practiced each year. It was last reviewed, updated, discussed and approved by stakeholders in December of 2018. 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 at [www.eastnicolaus.12.ca.us](http://www.eastnicolaus.12.ca.us).

Last updated: 1/8/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/7/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	5	8	
Mathematics	19.0	8	3	2
Science	18.0	8	4	1
Social Science	22.0	5	4	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	5	5	3
Mathematics	18.0	8	6	
Science	22.0	5	7	
Social Science	23.0	6	4	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	6	8	
Mathematics	21.0	8	7	
Science	20.0	5	2	1
Social Science	23.0	4	5	1

\* 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.

*Last updated: 1/7/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	303.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.9	N/A
Other		N/A

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

\*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.

*Last updated: 1/8/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12840.6	\$3524.7	\$9315.9	\$50897.0
District	N/A	N/A	\$9315.9	\$50897.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$69615.0
Percent Difference – School Site and State	N/A	N/A	21.9%	-18.7%

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

*Last updated: 1/7/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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)
- Recreation Administration Pathway program
- Industrial Arts Pathway program
- Academic Pathway program
- VAPA Pathway program
- Welding Pathway program
- Agriculture Pathway program
- Senior Learning Project
- After-school tutoring

*Last updated: 1/7/2019*

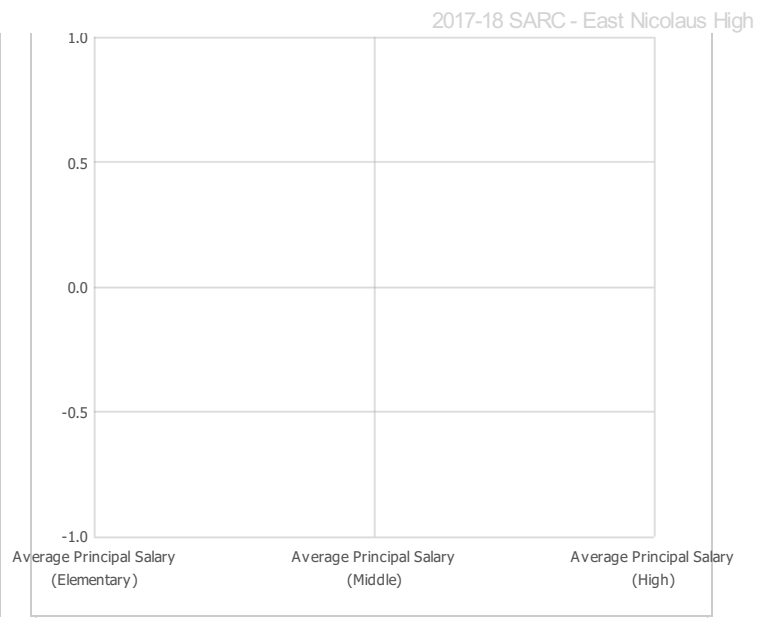
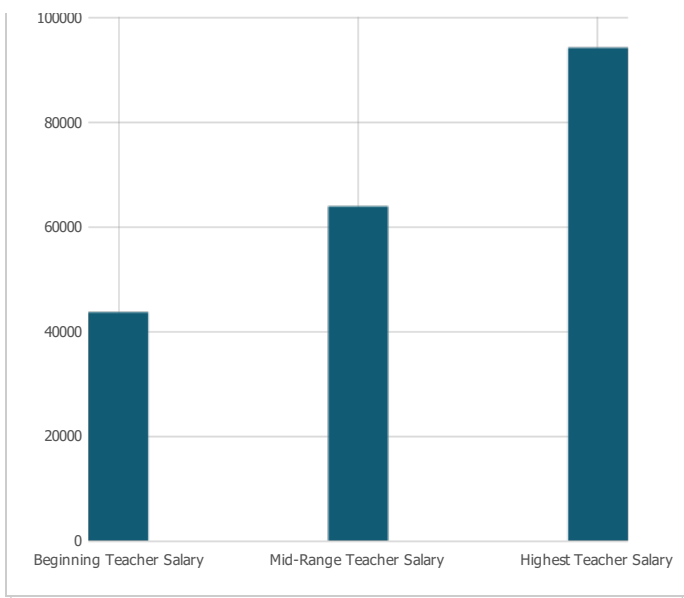
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,617	\$46,143
Mid-Range Teacher Salary	\$63,836	\$58,475
Highest Teacher Salary	\$94,143	\$91,065
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$107,289
Average Principal Salary (High)	\$	\$120,789
Superintendent Salary	\$125,904	\$135,186
Percent of Budget for Teacher Salaries	29.0%	29.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 1/3/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	8	25.9%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/3/2019*

**Professional Development**

Teachers and administrators at our school participate yearly in four inservice days a year and seven professional development days, held on after school on minimum days. On these days our staff may work on individual or group goals, attend conferences, discuss implementation of new technology and analyze test scores and other assessment data. For the 16-17 and 17-18 school years our staff has focused on aligning the district curriculum to the state standards. The staff continually is working to refine the accountability system for student performance.

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

*Last updated: 1/7/2019*