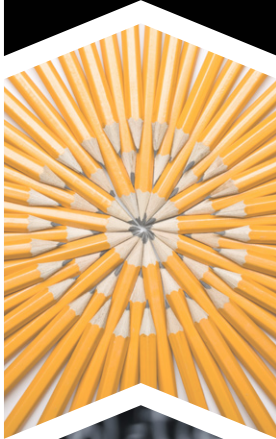# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

East Nicolaus High School

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East Nicolaus JUHSD

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 annual 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 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

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.

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 Cassie Dunbar, Booster's president at: cassiedunbar@rocketmail.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 October 2016.

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 at www.eastnicolaus.k12.ca.us.

School Accountability Report Card

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.

Home of the Spartans!

Governing Board

David Adams
President

Steven Willey
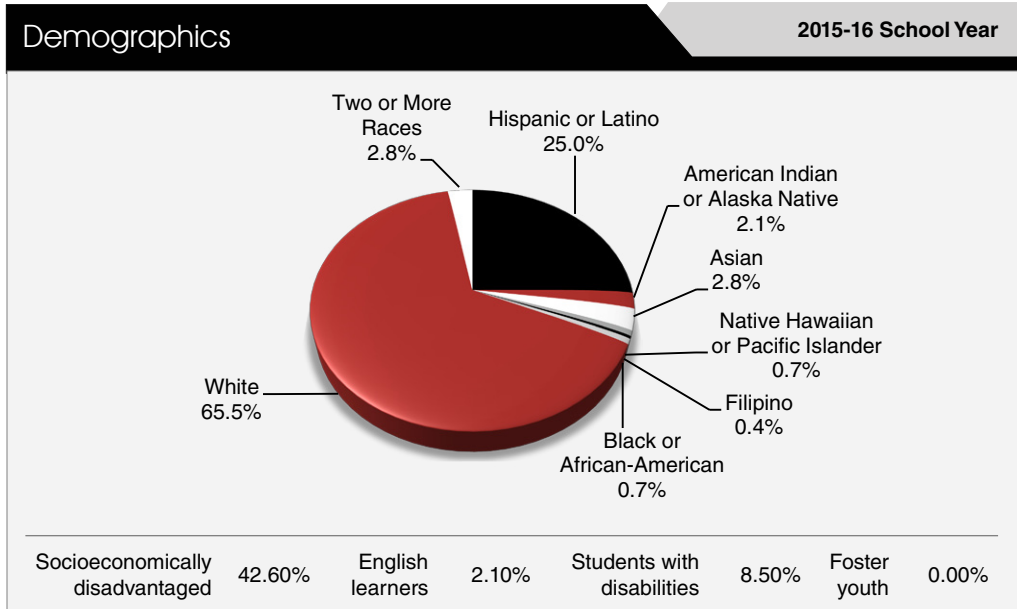*Clerk*

Bruce Wanner
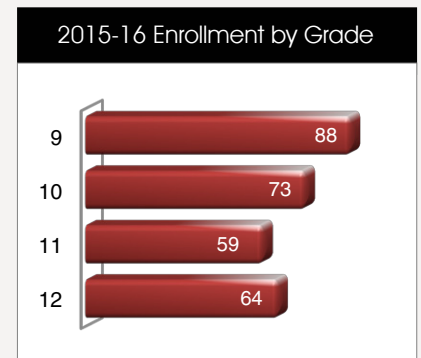
Debbie Coupé

Mat Conant

Enrollment by Student Group

The total enrollment at the school was 284 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.
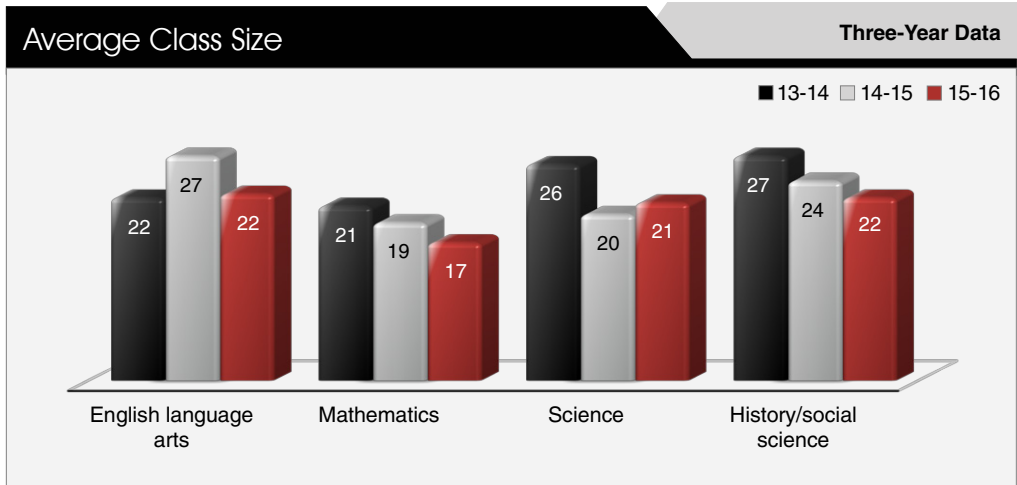
Demographics — 2015-16 School Year

Two or More Races 2.8%
Hispanic or Latino 25.0%
American Indian or Alaska Native 2.1%
Asian 2.8%
Native Hawaiian or Pacific Islander 0.7%
Filipino 0.4%
Black or African-American 0.7%
White 65.5%

Socioeconomically disadvantaged	English learners	Students with disabilities	Foster youth
42.60%	2.10%	8.50%	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year 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.

Average Class Size — Three-Year Data

Legend: 13-14, 14-15, 15-16

	13-14	14-15	15-16
English language arts	22	27	22
Mathematics	21	19	17
Science	26	20	21
History/social science	27	24	22

Number of Classrooms by Size — Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	6	4	2	9	1	7	4	2
Mathematics	6	8	1	8	4	1	5	3	2
Science	2	6	1	7	2	2	5	5	1
History/social science	2	5	2	4	5		5	4	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

Grade	Students
9	88
10	73
11	59
12	64

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

Professional Development

Teachers and administrators at our school participate in five training days a year and five minimum days every year. 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.

Professional Development Days			Three-Year Data
	2014-15	**2015-16**	**2016-17**
East Nicolaus HS	3 days	3.5 days	5 days

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.

Suspensions and Expulsions									Three-Year Data
	East Nicolaus HS			**East Nicolaus JUHSD**			**California**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Suspension rates	4.1%	5.7%	5.6%	4.0%	5.7%	5.6%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 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 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 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 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	East Nicolaus HS	**East Nicolaus JUHSD**
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
Percentage of schools currently in Program Improvement		0.00%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 9	
Four of six standards	17.1%
Five of six standards	14.5%
Six of six standards	59.2%

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

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 tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data	
	East Nicolaus HS			East Nicolaus JUHSD			California	
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	41%	46%	53%	41%	46%	53%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	74	74	100.00%	52.70%
Male	39	39	100.00%	58.97%
Female	35	35	100.00%	45.71%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	38.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47	47	100.00%	57.45%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	35	35	100.00%	40.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data	
	East Nicolaus HS		East Nicolaus JUHSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	61%	52%	61%	52%	44%	48%
Mathematics	28%	28%	28%	28%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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 www.cde.ca.gov/ta/tg/ca.

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 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 CAAs 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 Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	58	58	100.00%	51.70%
Male	27	27	100.00%	48.20%
Female	31	31	100.00%	54.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	36.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	41	100.00%	56.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	24	24	100.00%	33.30%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	58	58	100.00%	27.60%
Male	27	27	100.00%	29.60%
Female	31	31	100.00%	25.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	18.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	41	100.00%	31.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	24	24	100.00%	16.70%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested 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 http://admission.universityofcalifornia.edu.

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 www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/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 http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	2014-15 and 2015-16 School Years
	East Nicolaus HS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	◇
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	41.56%

Career Technical Education Programs

East Nicolaus High School encourages students, beginning in the local elementary feeder schools, to participate in a six-year academic learning plan beginning in grade 7 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, East Nicolaus 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, East Nicolaus High School 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.

East Nicolaus High School also offers college-level courses in English, history, science, art and mathematics, which enable students to earn college credit while still in high school. In 2015-16, 49 students were concurrently enrolled.

"*With strong parent participation and a multigenerational community, our students are well prepared to meet their future academic and social challenges.*"

Career Technical Education Participation

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

Career Technical Education Data	
East Nicolaus HS	
2015-16 Participation	
Number of pupils participating in a CTE program	247
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

◇ Information is not available at this time.

Completion of High School Graduation Requirements

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. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	East Nicolaus HS	East Nicolaus JUHSD	California
All students	98.72%	93.90%	85.66%
Black or African-American	❖	❖	76.88%
American Indian or Alaska Native	66.67%	66.67%	74.87%
Asian	400.00%	400.00%	92.78%
Filipino	❖	❖	96.80%
Hispanic or Latino	90.48%	76.00%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	90.00%	90.00%	87.23%
Two or more races	400.00%	400.00%	91.36%
Socioeconomically disadvantaged	34.48%	30.30%	76.61%
English learners	❖	❖	50.90%
Students with disabilities	❖	❖	68.38%
Foster youth	◈	◈	◈

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 http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
East Nicolaus HS	97.33%	91.36%	96.15%	2.70%	6.20%	3.80%
East Nicolaus JUHSD	92.68%	86.05%	96.15%	7.30%	11.60%	3.80%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

Advanced Placement Courses

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

Advanced Placement Courses	
2015-16 School Year	
Percentage of total enrollment enrolled in AP courses	29%
Number of AP courses offered at the school	5
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

"We strive to maintain a secure, safe and friendly environment for learning."

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

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.

East Nicolaus staff prides itself on a near-100 percent graduation rate based upon competent instructional materials and programs.

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

Textbooks and Instructional Materials List	2016-17 School Year	
Subject	**Textbook**	**Adopted**
English language arts	Holt Literature	2007
Mathematics	Integrated Math I; CPM; Integrated Math II; 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: Realidades, 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.

Percentage of Students Lacking Materials by Subject	2016-17 School Year
East Nicolaus HS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

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.

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
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

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/20/2016

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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.

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Fair
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/26/2016
Date of the most recent completion of the inspection form			10/26/2016

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.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	600: HVAC needs to be relocated. *Relocate during replacement date.*	2018-19
Restrooms/fountains	400: Floor needs repairing. *Repair floor.*	November 30, 2016
Structural	400: Dry rot. 500: Roof has dry rot. *Replace roof and rotted material.*	November 30, 2016

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.

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 www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	East Nicolaus JUHSD	East Nicolaus HS		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	13	16	15	13
Without a full credential	4	2	2	4
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.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	East Nicolaus HS		
Teachers	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
East Nicolaus HS	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	✧	✧

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	289
Support Staff	**FTE**
Social/behavioral counselor	0.25
Career development counselor	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.20
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.86
Other	**FTE**
Student support services	0.50

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2014-15 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 California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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.

District Salary Data	2014-15 Fiscal Year	
	East Nicolaus JUHSD	Similar Sized District
Beginning teacher salary	◇	$43,787
Midrange teacher salary	◇	$64,314
Highest teacher salary	◇	$85,084
Average high school principal salary	◇	$111,896
Superintendent salary	◇	$131,536
Teacher salaries: percentage of budget	28%	26%
Administrative salaries: percentage of budget	8%	5%

Financial Data Comparison

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.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
East Nicolaus HS	$7,863	$30,061
East Nicolaus JUHSD	$7,863	$30,061
California	$5,677	$67,969
School and district: percentage difference	◆	◆
School and California: percentage difference	+38.5%	-55.8%

◇ Information is not available at this time.

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

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.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$8,668
Expenditures per pupil from restricted sources	$805
Expenditures per pupil from unrestricted sources	$7,863
Annual average teacher salary	$30,061

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.
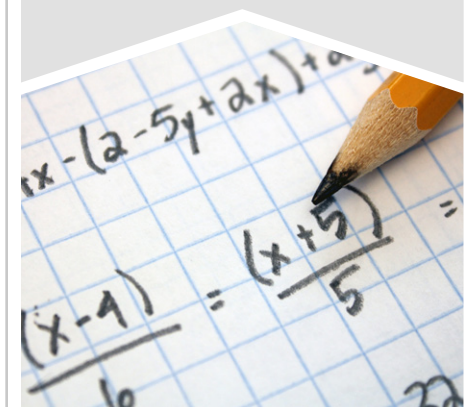
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. 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 January 2017.

School Accountability Report Card

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