OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

East
Nicolaus
High School

Dr. Karen Villalobos
Superintendent/Principal
kvillalobos@eastnicolaus.k12.ca.us

2454 Nicolaus Avenue
Nicolaus, CA 95659

Grades: 9-12
Phone: (530) 656-2255
www.eastnicolaus.k12.ca.us

CDS Code: 51-71373-5132758

Para español, visita:
www.eastnicolaus.k12.ca.us

East Nicolaus JUHSD

Principal's Message

Welcome to East Nicolaus High School, 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 East Nicolaus High School (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.

In 2014, the Nicolaus community passed Measure W, a $4 million bond to improve facilities. Last summer, ENHS replaced the roofing of the four main buildings on campus. The district will expend the remainder of the funds on replacing/moving non-DSA buildings and finishing roofing of our shop building.

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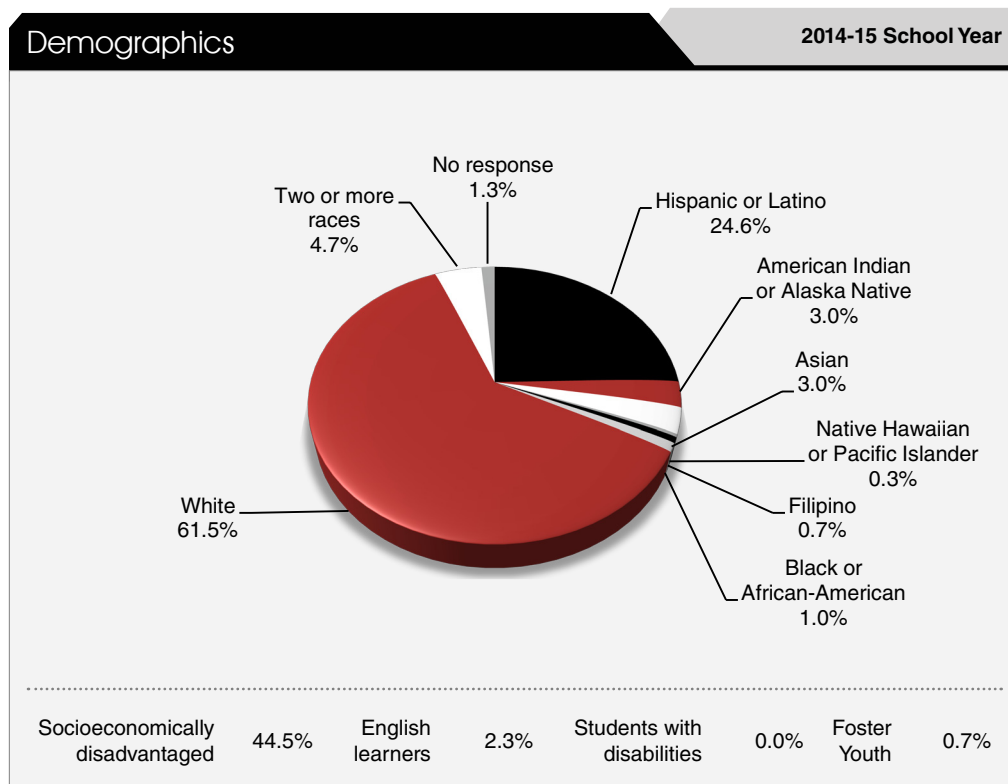
- Academic excellence, and 21st century learning skills
- A safe and small school environment
- Fostering school pride and tradition
- Diverse opportunities, in and out of the classroom
- Preparing students with leadership skills who are self-directed, responsible community members with a strong work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

School Vision Statement

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

Enrollment by Student Group

The total enrollment at the school was 301 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year

- No response 1.3%
- Two or more races 4.7%
- Hispanic or Latino 24.6%
- American Indian or Alaska Native 3.0%
- Asian 3.0%
- Native Hawaiian or Pacific Islander 0.3%
- Filipino 0.7%
- Black or African-American 1.0%
- White 61.5%

| Socioeconomically disadvantaged	English learners	Students with disabilities	Foster Youth
44.5%	2.3%	0.0%	0.7%

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.

Governing Board

David Adams, *president*

Steven Willey, *clerk*

Bruce Wanner

Debbie Coupé

Matt Conant

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Grade	Enrollment
9	85
10	72
11	65
12	79
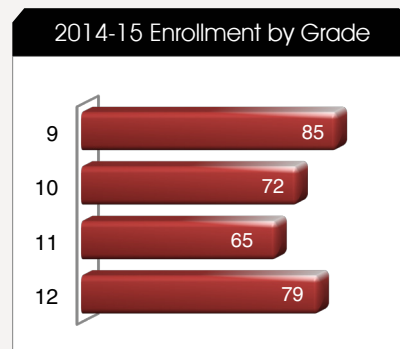
"We strive to maintain a secure, safe and friendly environment for learning."

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 Mykel Springer, School Site Council, or Cindy Gander, Boosters, at (530) 656-2255.
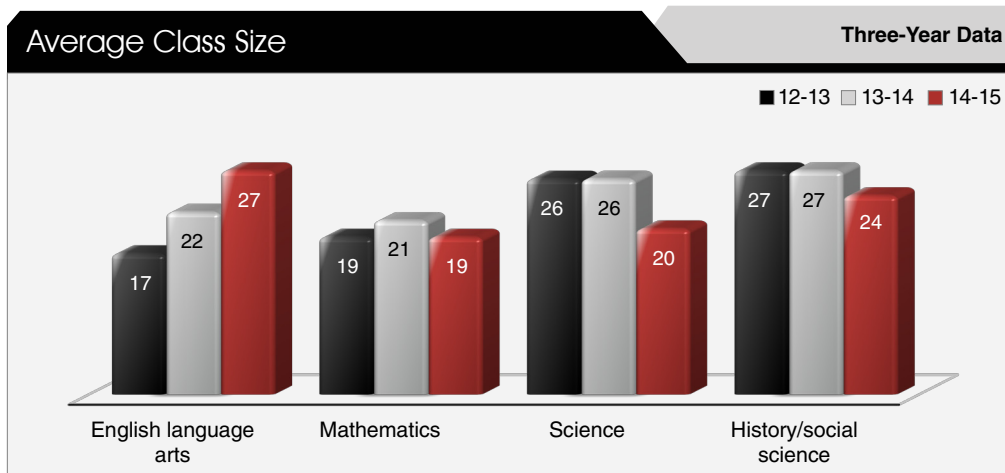
School Safety

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 January 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.

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.

Average Class Size — Three-Year Data

Legend: ■ 12-13 ◻ 13-14 ■ 14-15

Subject	12-13	13-14	14-15
English language arts	17	22	27
Mathematics	19	21	19
Science	26	26	20
History/social science	27	27	24

Number of Classrooms by Size — Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	8	3	6	6	4	2	9	1
Mathematics	6	6	3	6	8	1	8	4	1
Science	4	2	4	2	6	1	7	2	2
History/social science	3	2	4	2	5	2	4	5	

Professional Development

Teachers and administrators at our school participate in three training days a year and four 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

2013-14	5 days
2014-15	3 days
2015-16	3.5 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.

Suspension and Expulsion Rates

East Nicolaus HS			
	12-13	13-14	14-15
Suspension rates	0.0%	4.1%	5.7%
Expulsion rates	0.0%	0.0%	0.0%
East Nicolaus JUHSD			
	12-13	13-14	14-15
Suspension rates	0.0%	4.0%	5.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria			2014-15 School Year
	East Nicolaus HS	East Nicolaus JUHSD	California
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	✱	✱	Yes
Met graduation rate	Yes	No	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. 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 2015-16 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		2015-16 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 Title I schools currently in Program Improvement		0
Percentage of Title I schools currently in Program Improvement		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

✱ Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

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

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	
2014-15 School Year	
Grade 9	
Four of six standards	25.0%
Five of six standards	18.4%
Six of six standards	46.1%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels									Three-Year Data
	East Nicolaus HS			East Nicolaus JUHSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62%	41%	46%	62%	41%	46%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	46%
All students at the school	46%
Male	65%
Female	33%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	18%
Native Hawaiian or Pacific Islander	❖
White	53%
Two or more races	❖
Socioeconomically disadvantaged	36%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards	East Nicolaus HS	East Nicolaus JUHSD	2014-15 School Year California
Subject	East Nicolaus HS	East Nicolaus JUHSD	California
English language arts/literacy	61%	61%	44%
Mathematics	28%	28%	33%

❖ 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level							2014-15 School Year

English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	67	64	95.5%	2%	38%	30%	31%
Male		30	44.8%	3%	57%	23%	17%
Female		34	50.7%	0%	21%	35%	44%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		4	6.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		20	29.9%	5%	30%	40%	25%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		38	56.7%	0%	47%	18%	34%
Two or more races		2	3.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		22	32.8%	5%	55%	36%	5%
English learners		2	3.0%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	67	64	95.5%	44%	28%	19%	9%
Male		30	44.8%	50%	27%	20%	3%
Female		34	50.7%	38%	29%	18%	15%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		4	6.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		20	29.9%	55%	20%	20%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		38	56.7%	42%	32%	18%	8%
Two or more races		2	3.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		22	32.8%	68%	23%	9%	0%
English learners		2	3.0%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

❖ 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.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
East Nicolaus HS	67%	65%	62%	58%	59%	55%
East Nicolaus JUHSD	66%	65%	62%	58%	59%	55%
California	57%	56%	58%	60%	62%	59%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ✶

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level — 2014-15 School Year

	English Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	38%	30%	32%	45%	38%	17%
All students at the school	38%	30%	32%	45%	38%	17%
Male	40%	23%	37%	43%	37%	20%
Female	34%	37%	29%	46%	40%	14%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	45%	18%	36%	55%	36%	9%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	34%	34%	32%	40%	40%	19%
Two or more races	❖	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	54%	25%	21%	57%	32%	11%
English learners	❖	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈

✶ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ 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.

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	2013-14 and 2014-15 School Years
	East Nicolaus HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	37.84%

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, agricultural, sports medicine and nutrition, science, technology, engineering, mathematics (STEM), visual and performing arts, and academic.

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 that 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 & II, ROP Ag Welding, ROP Welding Technology I & II, ROP Woodshop I: Technical Woodworking, ROP Woodshop II: Cabinetmaking, ROP Woodshop HI: Furniture Design, ROP 3D Animation, and ROP Sports Medicine.

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 37 students were concurrently enrolled.

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	
2014-15 Participation	
Number of pupils participating in CTE	168
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%

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

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, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. 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 can include percentages over 100% 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/ta/tg/hs.

Completion of High School Graduation Requirements — Graduating Class of 2014

Group	East Nicolaus HS	East Nicolaus JUHSD	California
All students	94.87%	90.24%	84.60%
Black or African-American	100.00%	100.00%	76.00%
American Indian or Alaska Native	66.67%	66.67%	78.07%
Asian	100.00%	100.00%	92.62%
Filipino	❖	❖	96.49%
Hispanic or Latino	100.00%	84.00%	81.28%
Native Hawaiian or Pacific Islander	100.00%	100.00%	83.58%
White	94.00%	94.00%	89.93%
Two or more races	100.00%	100.00%	82.80%
Socioeconomically disadvantaged	86.21%	75.76%	81.36%
English learners	❖	❖	50.76%
Students with disabilities	❖	❖	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates — Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
East Nicolaus HS	100.00%	97.33%	91.36%	0.00%	2.70%	6.20%
East Nicolaus JUHSD	95.89%	92.68%	86.05%	2.70%	7.30%	11.60%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

Advanced Placement Courses

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

Advanced Placement Courses

2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	23%
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 are proud to represent the community as a symbol of excellence among all south Sutter County schools."

❖ 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, culinary arts 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 — 2015-16 School Year

Subject	Textbook	Adopted
English language arts	Holt Literature	2007
Mathematics	Integrated Math I; Integrated Math II; CPM	2014
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 — 2015-16 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%

Quality of Textbooks

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

Quality of Textbooks — 2015-16 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 Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks — 2015-16 School Year

Data collection date	10/2015
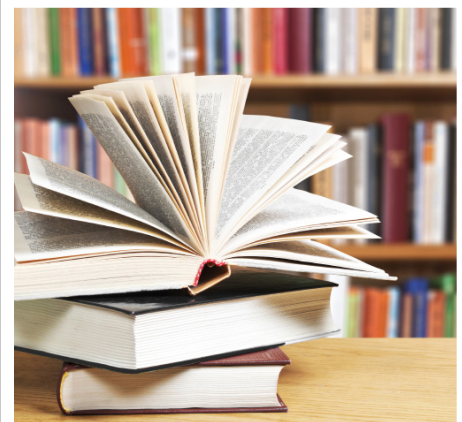
School Facility Items Inspected

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			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/19/2015
Date of the most recent completion of the inspection form			10/19/2015

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	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Structural	The roof on the woodshop is in need of replacement. Scheduled for Fall 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 three 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/or Apple TV in several classrooms.

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

Public Internet Access

Internet access is available at the ENHS Counseling Office, 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-serve 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.

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	15-16	13-14	14-15	15-16
With full credential	15	16	16	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 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	13-14	14-15	15-16
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

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

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

No Child Left Behind Compliant Teachers	2014-15 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	✧	✧

✧ Not applicable.

"East Nicolaus High School enjoys strong community support."

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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	285
Support Staff	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00
Other	FTE
CTE Support	0.17
STEM Instructor	0.17

Financial Data

The financial data displayed in this SARC is from the 2013-14 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	2013-14 Fiscal Year	
	East Nicolaus JUHSD	Similar Sized District
Beginning teacher salary	$41,705	$42,003
Midrange teacher salary	$60,452	$60,808
Highest teacher salary	$88,000	$81,488
Average high school principal salary	✪	$106,270
Superintendent salary	$128,720	$125,241
Teacher salaries: percentage of budget	32%	29%
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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
East Nicolaus HS	$8,284	$59,814
East Nicolaus JUHSD	$8,284	$59,814
California	$5,348	$63,966
School and district: percentage difference	◆	◆
School and California: percentage difference	+54.9%	-6.5%

✪ The principal and superintendent are combined as one position.
◆ 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	
2013-14 Fiscal Year	
Total expenditures per pupil	$11,277
Expenditures per pupil from restricted sources	$2,993
Expenditures per pupil from unrestricted sources	$8,284
Annual average teacher salary	$59,814
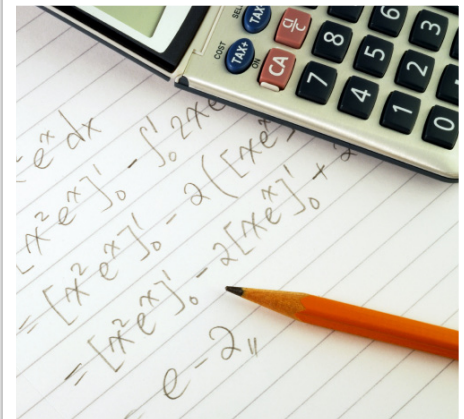
Expenditures Per Pupil

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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.