

East Nicolaus High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	East Nicolaus High School
Street	2454 Nicolaus Ave.
City, State, Zip	Nicolaus, CA 95659-9605
Phone Number	(530) 656-2255
Principal	Mark Beebe
Email Address	mbeebe@eastnicolaus.k12.ca.us
Website	www.eastnicolaus.k12.ca.us
County-District-School (CDS) Code	51 71373 5132758

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	East Nicolaus Joint Union High School District
Phone Number	530-665-2255
Superintendent	Mark Beebe
Email Address	mbeebe@eastnicolaus.k12.ca.us
Website	www.eastnicolaus.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

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.

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

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.

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 feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the makeup of the high school population.

Student Demographics

Student demographics for East Nicolaus High School show that the district enrollment has had some mild fluctuations over the years ranging from 298 in 2018-2-19 to 308 in the 2019-2020 school year.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	94
Grade 10	64
Grade 11	79
Grade 12	75
Total Enrollment	312

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.3
Asian	3.2
Filipino	0.6
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.3
White	68.6
Two or More Races	4.5
Socioeconomically Disadvantaged	34
English Learners	1.6
Students with Disabilities	10.9
Foster Youth	0.3
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	12		
Without Full Credential	1	3		
Teaching Outside Subject Area of Competence (with full credential)	0	2		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	1	3	
Vacant Teacher Positions	1	0	

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 10/2019

ENJUHSD is in continuous conversations with Sutter County of Schools regarding textbook adoption and current curriculum offerings. ENJUHSD is constant and current with the Williams Act both with textbooks and with E-books and technology.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0
Mathematics	2018	Yes	0
Science	2001	Yes	0
History-Social Science	2014	Yes	0
Foreign Language	2018	Yes	0
Health	2017	Yes	0
Visual and Performing Arts	?		0
Science Laboratory Equipment (grades 9-12)	2018	Yes	

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

School Facility Conditions and Planned Improvements

The FIT for ENHS was performed on 10/14/2020. Over the past two years significant attention, time, and resources have been applied to the facilities at ENJUHSD. As a result multiple areas that required attention have been repaired and are now in good working condition.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: DPL

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

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs including:

East Nicolaus High School (ENHS) has all students, beginning in the 9th grade year develop a four-year academic learning plan that encompasses many of our Career Technical Education (CTE) Pathways. Students may participate in the five-careerfive career technical educational pathways offered at East Nicolaus. These CTE pathways are: 1) Agriculture Mechanics, 2) Agriscience, 3) Foodservice and Hospitality, 4) Hospitality, Tourism, and Recreation, 5) Production and Managerial Arts. Each one of our pathways that we offer contains course(s), with a career technical education (CTE) course making up a large portion of each specified pathway.

East Nicolaus High School offers a variety of pathways that focus on meeting the needs of our students. The objective of each of these pathways is for our students to graduate and be prepared for college or career. Spartan students have a range of aspirations, interest and learning styles and it is our goal to be able to help our students reach their potential while in high school.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	291
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	50.65

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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

ENJUHSD has regularly sought stakeholder engagement on a variety of school plans and improvement efforts. Although the current COVID situation has severely curtailed our ability to hold in-person meetings, we have used a variety of strategies to solicit input into our Learning Continuity Plan from all stakeholders. The Board of Education considered instructional models, safety guidelines and protocols, and general stakeholder concerns during meetings on June 11, June 23, July 29, and August 12th. Our system is small and we were able to safely have in person meetings in a large spaces. This allowed our stakeholders' thoughts and questions as well as providing us a place to document questions we needed to research.

Parents and families

- Throughout the spring and summer of 2020, parents were invited to share thoughts and concerns about COVID-era schooling via email, phone calls, and board meetings.
- Parent input specific to online and distance-learning models of instruction was gathered through a series of surveys, in English and

Spanish, sent to parents in spring and summer of 2020.

- We will present the Learning Continuity Plan to our site councils prior to September 9, 2020, for review and comment. As required, our superintendent will respond to all these comments in writing.
- A series of Facebook Live videos on our district Facebook page has generated questions and comments from parents and families and teachers

Stakeholders who speak languages other than English

- Our parent survey was translated into Spanish as well as English
- Bilingual administrative staff and other site staff strive to keep Spanish-speaking stakeholders informed and involved. Although we have only a handful of Bi-lingual parents and 2 EL students at ENJUHSD, it is always important to us to connect with ALL in our ENHS

community. .

Stakeholders without access to the Internet:

- ENJUHSD staff has provided information through Facebook, Instagram, Twitter, Website, emails, and All-Call.
- Sutter County office of Education (SCOE) also provides information about school closures, options for reopening, where to access free meals from Nutrition Services, etc.
- SCOE's Targeted case managers and our homeless/foster liaison can provide outreach and elicit feedback from families without

access the internet

- Because connectivity is essential for online instruction, our IT department has been working to provide free internet access

qualifying families through a special programs through Comcast, DML, Verizon, and AT & T plus mobile hot spots

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3.6	2.7	1.3	3.6	2.7	1.3	9.1	9.6	9
Graduation Rate	94.6	95.9	98.7	94.6	95.9	98.7	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.4	3.8	8.4	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7	11	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Narrative provided by the LEA

The ENHS Safety Plan has undergone significant and comprehensive review in the past few years. With the assistance of TSCIG, NVSIG, and SSIA we have developed a comprehensive safety plan that is annually adopted by our School Site Council and then subsequently adopted by our ENJUHSD school board. The Objectives of this Plan are to:

- ? Protect the life and safety of students and staff.
- ? Provide a framework for staff, students, parents, and community agencies to respond quickly and effectively to emergency situations.
- ? Protect school property and environment.
- ? Foster an awareness of the diverse emergency situations that can occur on or near the school campus.
- ? Facilitate the use of the school as an emergency facility (e.g. shelter site) at the direction of lawful authority.
- ? Facilitate the resumption of normal school activities in a timely manner.

Proactive Measures

East Nicolaus High School takes proactive measures to protect the safety of all of our students and staff members.

- ? High school representatives attend safe school trainings and conferences.
- ? High school representatives work in close collaboration with local emergency personnel to develop and maintain plans for coping with a variety of emergency response situations.
- ? East Nicolaus High School’s Safety/Threat Analysis Team works closely with one another, as well as a variety of local agencies, when addressing school safety and/or concerns pertaining to our students’ mental health and well-being.
- ? The Safety Plan is regularly reviewed and updated.
- ? Continued utilization of Emergency Preparedness Folder.
- ? School personnel and students practice emergency drills on a regular basis.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	24	6	8		23	6	7	1	27	3	6	3
Mathematics	21	8	7		23	6	7		22	6	6	2
Science	20	5	2	1	19	6			23	3	4	
Social Science	23	4	5	1	25	3	4	2	29	1	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$1,2840.61	\$3,524.73	\$9,315.88	50,896
District	N/A	N/A	\$9,315.88	\$65,049
Percent Difference - School Site and District	N/A	N/A	0.0	-24.4
State	N/A	N/A	\$7,750	\$75,474
Percent Difference - School Site and State	N/A	N/A	18.4	-38.9

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

Types of Services Funded (Fiscal Year 2019-2020)

Narrative provided by the LEA

The District has developed a Distance Learning Model that ensures continuity of instruction for students. Plans have been collaboratively developed with teachers and administrators based upon stakeholder feedback obtained through distance learning surveys administered in May/June 2020. In this learning model, students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including scheduled, interactive, whole-class, and small group instruction in addition to independent work. Multiple virtual classroom sessions are held throughout each school day and attendance is compulsory. Students earn grades on assignments and report cards as they would in the traditional school setting. Multiple virtual classroom sessions will be conducted daily Monday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education and some elective courses such as band. Instruction is provided through the use of the district adopted materials and supplemental programs.

ENHS students will use a combination of APX / ICEV / CANVAS and Google Apps to access their primary academic instruction. APEX / ICEV / CANVAS are WASC-accredited online learning platform the ENJUHSD has been using for multiple years now for our independent study, credit recovery, and other programs. Each secondary student is enrolled in career and/or college preparatory courses appropriate to each of their 4-year plans. The instruction, pacing, and assessments are course-specific to meet or exceed CDE Online Learning requirements. In addition, parents have access to on-going grade updates through their Parent Portal, and progress reports will be automatically disseminated to parents via Aeries Communication.

During last spring's closures, school staff -- administrators, IT, teachers, and office staff -- were key to identifying the technology-related needs of students and families. Because we knew their students and families, we were quickly able to identify which ones might have specific needs and reach out to them. A parent survey was distributed with questions about internet connectivity. District IT staff was then able to provide the specific supports needed, whether that was a device or internet access. Once online instruction was underway in the spring, school staff again reached out to families whose students were not logging in.

Plan for Ensuring Access to Devices, Connectivity and Technical Support:

The district has provided Chromebooks to enable all students to access distance learning during Stage 1. These were distributed through the individual school sites, with each site designating days/times for students to pick up a device.

For families without reliable internet connections, the district has offered several options. Families with financial barriers to accessing Wi-Fi for online learning may apply to the Comcast Internet Essentials program, AT&T, T-Mobil, Verizon, and local provider DML which all offer low-cost internet for families meeting their eligibility guidelines. East Nicolaus has purchased enough Wi-Fi hot spots for all students and families who need to connect.. All families with students at schools with 40% or higher free and reduced counts automatically qualify. The families with students at schools without 40% or higher free and reduced counts may still qualify based upon enrollment in a variety of government-assistance programs.

To further ensure access to distance learning for all students, our IT Department created a Tech Support Line last spring. This Tech Support Line has continued into our Stage 1 Learning and offers phone support to teachers and parents. Three of our Technology Aides are manning the phones throughout the day.

Finally, all ENJUHSD parents received a "Chromebook 1:1 Parent Handout". This provides step-by-step information to parents to support their students' use of the Chromebook.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,925	\$47,811
Mid-Range Teacher Salary	\$65,751	\$66,135
Highest Teacher Salary	\$82,328	\$91,275
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		\$125,317
Superintendent Salary	\$125,904	\$138,667
Percent of Budget for Teacher Salaries	26.0	25.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science		N/A
All courses	3	10.6

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	8	

Narrative provided by the LEA

Use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2019-2020. Questions that may be answered include:

ENJUHSD is offering two additional professional development days for our teachers at a standard rate of pay. Teachers can choose to attend two or one training day, either August 12 or 13. Special Education staffs have multiple days of professional development as driven by our contract with SCOE. August 17 and 18 is a contractual day for teachers and an annual professional development day as the first contractual day of the new school year.

ENHS:

August 12, 13, 17, and 18:

- APEX / ICEV / CANVAS Introduction (9-12 grade curriculum)
- APEX / ICEV / CANVAS Course Exploration
- Online Instructional Practices: General
- Zoom and Google Apps: Usage and Best Practices
- Sample Period

APEX PD delivered by APEX rep

Google Classroom Set-up

Google Codes

Zoom codes and planning