

# Enterprise High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Enterprise High School
<b>Street</b>	3411 Churn Creek Rd.
<b>City, State, Zip</b>	Redding, CA 96002
<b>Phone Number</b>	(530) 222-6601
<b>Principal</b>	Ryan Johnson
<b>E-mail Address</b>	ryjohnson@suhds.net
<b>Web Site</b>	<a href="http://www.enterprisehornets.com/">http://www.enterprisehornets.com/</a>
<b>CDS Code</b>	45701364532750

<b>District Contact Information</b>	
<b>District Name</b>	Shasta Union High School District
<b>Phone Number</b>	(530) 241-3261
<b>Superintendent</b>	Jim Cloney
<b>E-mail Address</b>	jcloney@suhsd.net
<b>Web Site</b>	www.suhsd.net

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

Enterprise High School has been in existence since 1954, and we pride ourselves on a tradition of strong academics complemented by music and athletic programs that are equaled by none. Enterprise High School is a proud member of the Shasta Union High School District in beautiful Shasta County. Parents, students, teachers, and community members have worked together to create a school that challenges students with a rigorous and relevant education marked by a real sense of community. We completed our most recent WASC self-study and achieved accreditation in 2018. We have been implementing our Student Learner Outcomes and WASC action plan that further defines the focus of the school, continually improving a rigorous and relevant curriculum, while providing an encouraging environment for both staff and students.

The Mission of Enterprise High School is prepare students for the fast-evolving 21st Century. Our foundational belief of “We Not Me” reflects our commitment to producing students with accountability, responsibility, and integrity. Our academic program has focused on providing our students with essential transferable academic and cognitive skills that will help them in their learning for life. These include a focus on critical thinking, communication, innovation, technology and literacy development.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	322
Grade 10	303
Grade 11	308
Grade 12	255
<b>Total Enrollment</b>	<b>1,188</b>

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.4
American Indian or Alaska Native	3.4
Asian	10.4
Filipino	1.0
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.3
White	54.2
Socioeconomically Disadvantaged	53.9
English Learners	3.4
Students with Disabilities	13.0
Foster Youth	0.9

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	59	58		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	2	2		

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English I: Pearson Literature for California Grade 9; 2015 English II: Pearson Literature for California Grade 10; 2015 English III: Pearson Grade 11 Custom Literature; 2012 & Pearson Literature for California Grade 11; 2015 English IV: CSU Expository Reading & Writing Course Workbook; 2012	Yes	0%
Mathematics	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
<b>History-Social Science</b>	Personal Growth: Career Choices (Academic Innovations); 2011 Positive Prevention Plus (Positive Prevention Plus) 2016 Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012 World History: Patterns of Interaction (Holt-McDougal/Littell); 2012 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell); 2012 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010 American Government: Magruder’s American Government (Prentice Hall); 2009	Yes	0%
<b>Foreign Language</b>	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	Yes	0%
<b>Health</b>	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%
<b>Visual and Performing Arts</b>	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The maintenance and custodial team ensures that the facilities on campus are well maintained and maintenance programs are scheduled and adhered to by the district and school site. Enterprise High School just completed a new 6,000 square foot maintenance facility. This facility replaces two dilapidated Quonset hut style facilities that were over 50 years old and inadequate (684 square feet each). This addition will allow our maintenance and custodial department to properly store, secure, access, and use the equipment, tools, machines, and chemicals used on a daily basis. A new secondary athletic team room and storage facility has just been completed in our community stadium. A 240 square foot softball storage facility and concession stand has been completed. Our swimming pool was just completely redone with a new deck, gunite, water filter system, and state of the art timing system. In the recent local election, the Measure I school bond passed, giving the district much-needed funds for facility improvement over the next several years.

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 07-19-17</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boilers coming to end of life scheduling replacement
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Oriental cockroach has been issue/ IPM and housekeeping used to address issue
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	some existing bubblers upgraded to cooled with bottle fill
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	some fencing repair and replacement needed, some existing single pain windows still exist

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 07-19-17</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	70.0	64.0	68.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	46.0	49.0	46.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	262	96.68	64.12
Male	141	136	96.45	57.35
Female	130	126	96.92	71.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	81.82
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	55.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	137	95.80	65.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	121	96.03	62.81
English Learners	16	16	100.00	25.00
Students with Disabilities	26	24	92.31	16.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	261	94.57	45.59
Male	144	136	94.44	48.53
Female	132	125	94.7	42.4
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	63.64
Filipino	--	--	--	--
Hispanic or Latino	61	58	95.08	39.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	139	96.53	47.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	121	94.53	42.98
English Learners	16	16	100	12.5
Students with Disabilities	30	24	80	8.33
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

The Shasta Union High School District offers Career and Technical Education (CTE) programs organized in sequences of courses designed to provide students with opportunities for enhanced learning experiences and preparation for productive employment and/or post high school education. Represented industry sectors include: Agriculture; Business and Technology; Consumer and Family Sciences; Industrial Technology; Public Safety; Education; Medical; and Engineering Technology are offered that satisfy the district's Practical Vocational Arts requirement for graduation. Work Experience Education offers a combination of classroom learning and on-the-job training to 11th and 12th grade students who are employed part-time. Many of the CTE courses are dual enrolled or articulated with Shasta College and offer students an opportunity to earn college credit and to receive a strong experience and understanding of all aspects of the industry they may consider pursuing as a future career. A variety of CTE courses are also A-G approved.

The district promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include: guidance and counseling; assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

Programs are evaluated and updated each year with the Director of Categorical Programs and program advisory committees. The district CTE advisory is run by the Director of Categorical Programs and includes industry representatives from all the CTE pathways in the district.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	963
% of pupils completing a CTE program and earning a high school diploma	21.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	92.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.3

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.5	30.3	36.5

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.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

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

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To all Parents/ Guardians : To learn about opportunities to to get involved at EHS please call Kerri Forrister at 222-6601 ext 12502.

Some of these opportunities for you to get involved at EHS are listed below:

##### Enterprise Music Boosters

Contact Music Boosters President at (530) 222-6601

Boosters sponsor concerts, chaperone trips, provide transportation, and organize all events and support all music activities. All music booster parents are called upon at some point to help their child in music throughout the year. Boosters support 13 musical groups that travel throughout the entire year.

##### Sober Grad Organization

Contact Sober Grad Chair at (530) 222-6601

Graduation will soon be here! Parents are needed to help with the SOBER GRAD activities immediately after graduation. Your participation is vital in planning for a party that your senior will long remember! Volunteers are needed to help with such committees as food, prizes, decorations, and fundraising. While the SOBER GRAD party is primarily attended by each graduating class, parents from all classes are encouraged to help plan and chaperone the end of the year activity. Early planning insures that each year's party is well attended and provides students with a welcoming and safe graduation party.

##### Enterprise Sports Boosters

Contact Sports Booster President at (530) 222-6601

As most of you know, the Athletic Boosters Club raises virtually all of the money to pay for uniforms, equipment and other sports items that make our high school sports programs possible. The Enterprise High School Athletic Boosters Club encourages all parents of student-athletes to join the EHS Athletic Boosters Club and be an active member in helping support our school's sports programs.

##### Enterprise Parent Club Organization

Contact Parent Club President at (530) 222-6601

The Enterprise High School Parent Organization raises money used to grant annual college scholarships to qualified EHS graduates. The organization plays vital roles for the athletic programs by providing volunteer parents to collect money at all school athletic events and for the students by assisting in the EHS student recognition programs.

##### School Site Council (530) 222-6601

Our school site council meets monthly. Parents are involved in reviewing and approving our School Plan of Student Achievement, School Safety Plan, and Local Control Accountability Plan (LCAP).

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.3	1.3	1.2	5.2	2.7	3.6	10.7	9.7	9.1
<b>Graduation Rate</b>	96.6	94.9	94.6	92.4	94.9	90.2	82.3	83.8	82.7

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

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

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	84.8	90.5	88.7
<b>Black or African American</b>	90.0	87.0	82.2
<b>American Indian or Alaska Native</b>	71.4	85.4	82.8
<b>Asian</b>	79.0	84.8	94.9
<b>Filipino</b>	75.0	92.9	93.5
<b>Hispanic or Latino</b>	78.2	87.9	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	88.4	92.1	92.1
<b>Two or More Races</b>	94.1	92.2	91.2
<b>Socioeconomically Disadvantaged</b>	81.8	91.4	88.6
<b>English Learners</b>	37.5	40.0	56.7
<b>Students with Disabilities</b>	54.1	70.9	67.1
<b>Foster Youth</b>	0.0	66.7	74.1

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	8.5	6.5	5.8	4.8	5.2	5.1	3.7	3.7	3.5
<b>Expulsions</b>	0.6	0.4	0.1	0.4	0.2	0.1	0.1	0.1	0.1

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

Enterprise High School updates its Safety Plan regularly with recommendations from the school's safety committee. The safety committee consists of administration, faculty, counseling, security, maintenance, classified staff, students, parents, and the School Resource Officer. This committee meets every month to update, review, and develop health and safety procedures for our school. We also participate on the District Safety Committee that meets quarterly to ensure compliance and coordinated safety measures. Plan was reviewed and updated on January 24, 2017. Review with faculty is ongoing.

Computerized card locks have been added to several doors on campus, as well as a new bike lane to assist bicyclists and skateboarders safely get to the bike and skateboard racks. Two-way radios are utilized throughout the day and in case of emergency procedures and game management. Additional radios were purchased recently for "wing supervisor" teacher leaders in case of emergencies as well. A nighttime weekend security officer has been hired to prevent vandalism and break-ins.

Emergency drills (imminent danger and fire) are routinely practiced and reviewed in accordance with state law. Window tint for floor level classrooms has been installed for added security. Additional cameras and memory continue to be added to our already comprehensive video surveillance system. A full time Security Guard and a Campus Resource Officer from the Redding Police Department are assigned to our campus. The EHS staff are undergoing ALICE training and we are shifting our focus on how to handle imminent danger and intruders on campus. This training will be comprehensive and we will begin running our drills based on this new philosophy starting in the 2018-19 school year.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	20	23	11	24.0	15	24	9	25.0	16	18	12
Mathematics	20.0	30	22	8	19.0	25	18	10	21.0	21	25	6
Science	29.0	5	13	10	24.0	7	20	5	24.0	7	18	8
Social Science	26.0	13	17	11	23.0	14	26	3	23.0	17	24	8

Note: 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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	238
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8548	2106	6442	70850
District	N/A	N/A	6591	\$73,015
Percent Difference: School Site and District	N/A	N/A	-2.3	1.8
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	-38.4	-10.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Enterprise High School runs several programs and provides services through a variety of funding options. Title I funds provide for counseling services, Math and English student Intervention/Support lab classes. EHS will be moving to a status of "school-wide access" from "targeted assistance" under Title I for the 2018-19 school year. A "needs assessment" will be conducted during the Fall of 2018 primarily through the School Site Council in order to specify how Title I funding and resources will be allocated. Access Support labs are also provided for students during the school day for general academic support. Additional specific funding provides for an extensive Advanced Placement and Honors Program. English Language Learners have the opportunity to work closely with an instructor on language acquisition in a separate ELD lab class. Additionally for ELL students, there is a site and district ELL liaison to ensure ELD program fidelity and coordination. We offer during and after school peer tutoring for students who need additional academic support. Anytime school and credit recovery classes during the school day exist for students that are credit deficient. Adult education classes are also offered for seniors if needed.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,914	\$50,747
Mid-Range Teacher Salary	\$69,266	\$86,127
Highest Teacher Salary	\$92,280	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$124,700	\$150,286
Superintendent Salary	\$165,867	\$238,058
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	1	N/A
<b>English</b>	6	N/A
<b>Fine and Performing Arts</b>	1	N/A
<b>Foreign Language</b>	0	N/A
<b>Mathematics</b>	3	N/A
<b>Science</b>	5	N/A
<b>Social Science</b>	10	N/A
<b>All courses</b>	26	24.1

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

2017-18 is the fifth school year that we have implemented the Common Core State Standards (CCSS). Our district/school has dedicated 20 Wednesdays of the school for our teaching staff to engage in professional development strategies and ideas to serve our students. These days are focused on assessment, instructional strategies, curriculum development, student support/intervention days, and culture building activities. We use a PLC-style format to facilitate teacher collaboration.

Our administrative team and department chairs continually review and develop our instructional program based on the content standards. This group is known as our "Leadership Team" and meets monthly to coordinate site-based PD and how the minimum day staff time will be utilized. Specifically, we look at data regarding - tests, grades, attendance, behavior, and other trends with our student body. More specifically, we utilize our new reading assessment data (NWEA), CAASPP scores, and local benchmark data to drive our PD focus related to implementation of our newly created Student Learner Outcomes (SLOs) focused on critical thinking, communication, innovation, technology and literacy school-wide. We have also discussed instructional literacy strategies, grading policies, and short and long-term instructional planning.