

# School Accountability Report Card for School Year 2003-2004

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## Nicolaysen Center

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### A Message from the Principal . . .

The purpose of the School Accountability Report Card is to provide parents and the community information about our school, its resources, its successes, and the areas needing improvement. Our purpose is to foster understanding of and support for Nicolaysen Center through awareness of accountability for student achievement goals and the programs and processes used to meet those standards and goals as well as to accommodate the unique needs of our special students. This report card is published annually. The statistics reported are from the 2003-2004 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

The staff and I are proud of the exceptional instructional program provided for all of our students. The school goals focus on supporting preschool and kindergarten students to reach their maximum potential in all areas of development. The special education curriculum incorporates a developmental and functional emphasis as it ties in with the general education curriculum and expectations. The State Preschool program follows the Prekindergarten Developmental Guidelines established by the California Department of Education to ensure that children are personally and socially competent, are effective learners, show physical and motor competence, and are safe and healthy. Cultural diversity is celebrated and respected by acceptance of differences while highlighting common characteristics. Special needs students are included in all aspects of the general preschool and kindergarten curriculum. Ongoing parent and community involvement is considered essential to the success of our school.

Melody Huelsebusch, Administrator  
Nicolaysen Center

### Mission Statement

Nicolaysen staff is committed to providing educational opportunities that will allow students to reach their maximum potential in all areas of development. Every effort is made to provide opportunities for special education students to interact with general education peers. All children are nurtured and stimulated to develop their unique gifts. The cultural diversity of the students and families is both celebrated and respected.

### School Description

Nicolaysen Center, one of 20 schools in EUSD, houses three State Preschool classes, seven preschool and three kindergarten classes for special education students. The main building, built in 1979, has eight self-contained classrooms, each with bathroom facilities, surrounding a large multipurpose room. There are two large enclosed playground areas which allow students to be safe and active during outside activities.

In 2003-2004, there were 30 special education students enrolled in kindergarten at the Nicolaysen Center. Of these students, 30% were White, 60% were Latino and 10% were of other ethnic backgrounds. There were 112 State Preschool and 50 special needs preschool students also on campus.

# SCHOOL SAFETY AND CLIMATE FOR LEARNING

## District School Safety Plan

Each school participates in annual Safe School Planning, which includes review of its safety policies in relation to board policy, administrative regulations and the Education Code. The plan was last reviewed February, 2004. Each school safety committee meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Schools have Safety Patrols and crossing guards that work before and after school to provide safe ingress and egress from schools. Supervision is provided before and after school as well as during recess and lunch breaks. All visitors to any campus are required to sign in at the front office and wear a visitor's badge as a signal to staff and students. Access to campus is limited as much as possible by limiting open gate entrances. Two Resource Officers serve all the elementary and middle schools and are on call during school hours. Schools are cleaned and maintained on a regular basis. All campuses strive to be graffiti free and any violations are handled through the special graffiti officer assigned by the police department.

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## Facilities and Safety

### General

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff twice monthly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

### School Buildings

This facility opened in 1979 for Special Education students. It now serves as a Preschool and Special Education facility.

The initial construction included nine classrooms and Administration, Food Service, and Therapy facilities. A swimming therapy pool and pool room were added in 1986. Three additional relocatable classrooms were added: 1 in 1991; 1 in 2001; and 1 in 2002. The swimming therapy pool and pool room are currently operated by the Charles Hulme Community Therapy Pool Committee rather than the school district.

### Maintenance and Repair

District maintenance staff methodically accomplishes the repairs necessary to keep the school in good repair and working order. A web-based work order process is used to allow both maintenance staff and school staff to initiate work order requests. This work order process is a dynamic resource for our interdisciplinary team approach to achieve excellence in clean, safe, functional, child-friendly campuses. Work orders are prioritized by the team leaders, emergency needs are met immediately, and general repair and maintenance work flows steadily through organized and well-managed procedures.

In 2003-2004, the District maintenance staff successfully completed four HVAC repairs; two sewer repairs (generally sewer backups from clogged toilets), two door repairs, and one hazardous waste abatement (mold). All emergency requests for repair work were completed within a reasonable time frame.

# SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

## Facilities and Safety (cont.)

### Cleaning Process and Schedule

District cleaning schedules and measures of standard are reviewed, upgraded, and re-issued annually. These schedules are adjusted to accommodate the population census of each school campus, adjusting frequency in schedules in response to changing populations. On-site custodial staff can solicit additional staff support from Maintenance & Operations to accomplish extraordinary projects or special needs outside the routine cleaning schedules. School administrative staff, teachers, custodial staff, and maintenance staff work cooperatively in both quality control inspections and scheduling to assure the highest levels of cleanliness for the health and safety of our children.

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds to assist with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, exterior painting, and floor systems.

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## School Programs and Practices that Promote a Positive Learning Environment

Nicolaysen Center is a place where staff and parents work together to provide quality educational programs for all of our students. Nicolaysen Center is very fortunate to have a high level of involvement with a variety of community groups and an on-going interface with Orange Glen Elementary staff and students. Escondido East Rotary provides ongoing support to Nicolaysen Center. Additionally, a number of agencies make regular contributions to our school — Escondido Emblem Club, No. 161, San Diego Gas and Electric, Knights of Columbus, Palomar Voiture 140640/8, and Geraldine Schmetgen. California Children's Services houses a medical therapy unit on our site.

When visiting our school, you will find an educational environment exemplified by warm, caring, fun, positive, and stimulating activities. The classrooms are spacious and bright with a wide variety of specialized equipment utilized to meet the individual needs of our students. Our staff members have a positive outlook which they communicate to their students and parents. Nicolaysen Center celebrates each small step the students take on the road toward independence.

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## ACADEMIC DATA

### Student Achievement

Assessment of student progress for the State Preschool program is used by the Desired Results system established by the California Department of Education. All State Preschool students are evaluated by the Developmental Profile twice per year. Parent/Teacher conferences are conducted twice per year to share progress of students in the program. The program conducts an annual self assessment in accordance with State guidelines along Parent Surveys to improve and enhance the program.

Each special education student is assessed in areas of concern, which may be language, motor development, academic, prevocational, and social and self-help skills. An Individual Education Plan (IEP) is written based on current assessment. Goals and objectives are then established for the year. The teacher charts the student's progress throughout the year. Progress reports are sent home three times a year, and an evaluation of the student's Individual Education Plan (IEP) occurs annually. The goals and objectives for the previous year are evaluated at the annual meeting with new goals and objectives being written for the current year. If there are any questions or concerns regarding the student's progress, the parents or staff may request an IEP meeting more frequently.

# CLASS SIZE

## Average Class Size and Class Size Distribution

Nicolaysen Center's class sizes are at or below recommended guidelines for special education and state preschool classes. The State Preschool is staffed with a one-to-eight ratio between staff and students with one teacher and two instructional assistants for twenty-four students. The special education classrooms are staffed with a classroom teacher and an instructional assistant, with additional specialists in the areas of adaptive physical education, speech therapy, health services, and others as appropriate.

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# TEACHER AND STAFF INFORMATION

## Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	0.0	—
<b>All Schools in District</b>	—	15.1
<b>High-Poverty Schools in District</b>	—	4.5
<b>Low-Poverty Schools in District</b>	—	5.6

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## Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2002	2003	2004
<b>Total Teachers</b>	4	4	7
<b>Teachers with Full Credential</b>	2	3	6
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	2	1	1

















## TEACHER AND STAFF INFORMATION (cont.)

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	—	—	1
<b>Total Teacher Misassignments</b>	—	—	1

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	0.5
<b>Master's Degree plus 30 or more semester hours</b>	14.3	9.3
<b>Master's Degree</b>	42.9	21.6
<b>Bachelor's Degree plus 30 or more semester hours</b>	0.0	54.6
<b>Bachelor's Degree</b>	42.9	13.8
<b>Less than Bachelor's Degree</b>	0.0	0.2

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	—	—	0

# TEACHER AND STAFF INFORMATION (cont.)

## Teacher Evaluations

EUSD evaluates all teachers at least biannually and probationary teachers annually. The teacher evaluation process incorporates a pre-evaluation, scheduled and unscheduled instructional observations, and a final evaluation. Objectives established between the principal and the teacher, reflecting the district's goals and adopted curriculum standards, guide the evaluations. Each teacher is evaluated on the effectiveness of his/her instructional program through formal and informal classroom observations and professional activities. We ensure that those practices are consistently applied to the teaching staff at Nicolaysen Center. Further, our teachers expand their professional expertise through regularly scheduled collaboration meetings, attendance at in-service activities inside and outside the district, and graduate college studies. Mentor teachers are assigned to all new teachers and to tenured teachers by request.

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## Substitute Teachers

The district maintains approximately 400 active substitute teachers districtwide. Our school may determine a priority list for calling substitutes who are most successful at our site or may restrict the calling of those not as successful with our students. Nicolaysen Center has had consistent coverage by substitute teachers except when an epidemic illness has stricken our district and neighboring districts or the absence occurs too late to obtain a substitute. An administrator or non-classroom, certificated person is called upon under such circumstances to ensure instructional continuity.

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## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). One person who works 50 percent of full time equals .50 FTE.

Title	FTE
Counselor, Librarian	0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0

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# CURRICULUM AND INSTRUCTION

## School Instruction and Leadership

The quality of instructional programs and leadership at Nicolaysen is excellent. Instruction for our special education students is based on individual assessment of each child in the areas of communication, physical ability, academics, prevocational, social and self-help skills. The instructional program for the State Preschool is based upon developmentally appropriate materials for preschool children. There is a heavy emphasis on parental involvement in the instructional process for all students. It is the goal of the Nicolaysen staff that parents and educators will always work together so that quality educational opportunities will be ensured. The principal supports the policy of schoolwide leadership and shared decision making. Regular monthly meetings with staff provide an opportunity for everyone to express ideas and discuss concerns.

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## Professional Development

EUSD provides a variety of opportunities for professional development for teachers and other site personnel. Specific training activities are based on state-, district-, site-, and, in some cases, individually identified content and professional growth needs. In addition, teachers are encouraged to participate in local, statewide, and national training opportunities that will directly affect student achievement. Because new teachers often confront challenges as they begin teaching, EUSD participates in the Beginning Teacher Support and Assessment (BTSA) program, guided by the California Standards for the Teaching Profession, to train, support, and encourage new teachers to grow, reflect, and focus instruction on professional growth.

Nicolaysen staff members are provided ongoing professional development opportunities. Activities are based on professional growth needs at the site. During the 2003-2004 school year, the staff participated in county and district level inservices appropriate to our students' developmental levels and individual needs—including preschool curriculum, early literacy, state preschool guidelines, language development, technology, CPR and First Aid. The nurse provided an in-depth training on universal precautions for the total staff. Individual staff members are encouraged to attend professional development conferences specific to their specialties or interests. A major focus for the staff was to ensure consistency in curriculum delivery, modification of general education curriculum for special needs students, integration, and early literacy. Training for staff is ongoing and was provided in technology, with the purchase of additional computers, software, digital cameras, and printers.

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## Instructional Minutes

All grade levels in all schools meet or exceed the minimum number of instructional minutes per year required by the state of California. The Nicolaysen Center serves special education students pre-school and kindergarten as well as the State Preschool program. The instructional minute schedule is as follows: students in special education pre-school attend for 32,400 minutes; those in kindergarten attend for 36,018 minutes; and those in the State Preschool attend for 32,400 minutes per year.

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## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

EUSD ensures that textbooks are provided for special education students in the district. At Nicolaysen, specialized equipment and developmentally appropriate instructional materials are supplied to meet the unique needs of the student population.

The State Preschool program incorporates the High Scope Curriculum and the early literacy program "Letter People." Language and literacy are large areas of focus along with social/emotional development, motor skill proficiency and health. The State Preschool and kindergarten curriculums are modified and incorporated into the special education program via common school themes and activities. The Carolina Preschool Curriculum is also used with special needs students who require a functional skills focus. Special needs students are provided with integration opportunities with non-handicapped students daily and to the maximum extent. Beginning computer technology is introduced to students and technology is an important component for the instructional program for students and staff alike.

# FISCAL AND EXPENDITURE DATA

## Expenditures (Fiscal Year 2002-2003)

For the 2002-03 school year, the total operational cost of the school district was \$125.8M, or \$6,433 per student. The majority of the expenditures were for student instruction, including employee salaries/benefits and classroom supplies/equipment. Instructional Services include libraries, staff/curriculum development, and other administrative costs. Pupil Services include guidance, counseling, psychological, healthcare, transportation, and other pupil services. Maintenance/Operations/Facilities includes custodial, maintenance, and facilities costs. General Administration includes business services, personnel, and other administrative services. Other costs include debt service payments, interfund transfers, and other community services. Lottery expense comprises 2.60% of total expenditures.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student ADA)
\$125,832,735	\$6,433	\$6,542	\$6,822

## Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

Category	District Amount	State Average
Beginning Teacher Salary	\$ 36,669	\$ 37,951
Mid-Range Teacher Salary	\$ 57,711	\$ 61,262
Highest Teacher Salary	\$ 73,104	\$ 74,414
Average Principal Salary (Elementary)	\$ 94,702	\$ 93,342
Superintendent Salary	\$ 157,046	\$ 140,715
Percent of Budget for Teacher Salaries	46.33%	44.6%
Percent of Budget for Administrative Salaries	4.96%	5.5%